

AWAY WE GO

level 3

TEACHER'S GUIDE



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PUBLISHING

AWAY WE GO

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Activities Appendix

Listed below are a number of activities that can be used to supplement lessons from each unit.

NAME BADGE

- **Materials:**
origami or construction paper, string, stickers, beads, markers, coloured pencils and scissors.

- **Objectives:**
practicing introductions, identification

- **Instructions:**
Get the students to draw a shape on a sheet of paper (star, circle, etc.). Tell them to write their names inside the shape. Decide whether to use uppercase or lowercase letters. Next, have them cut out the shape and decorate it (with stickers, beads, buttons, etc.). Now, make a little hole in each cutout for the students to put a string through. Tie the string in a knot at one end. Get the students to wear the cutout or attach it to their clothes with a paper clip. Now, have the students walk around the classroom and introduce themselves to each other, pointing to their “name badges”.

- **Variation:**
Get the students to draw a picture or symbol of what they like or dislike on their cutouts. This may provide an opportunity to practice likes and dislikes. Get the students to walk around the classroom, asking one another about their picture cutout or symbol.

WHAT'S MY NUMBER?

- **Materials:**
construction paper and markers.

- **Objectives:**
reviewing number order, coordination

- **Instructions:**
Write one number on each sheet of paper, preferably A4. If you are practicing 1-10, for example, you will need 10 sheets of paper; one sheet for number 1, one for number 2 etc. Give each student a number sheet. If you have a small number of students, give each student two number sheets, but make sure that the numbers are in sequence, e.g. 4 and 5, not 4 and 7. Next, tell your students to stand in a line according to their number sheets. The students have to move around until they are standing and holding their numbers in the correct order. Now, get each student to shout out their number in turn.
- **Variation:**
This activity can also be used to practice comparative adjectives. Instead of numbers, pictures of various sizes can be drawn (provided the pictures are of identical/similar objects.)

BINGO

- **Materials:**
printed bingo cards and coloured pencils.

- **Objectives:**
reviewing numbers, vocabulary

- **Instructions:**
Distribute Bingo cards (each card should have a 3x3, 4x4 or 5x5 grid) and a marker to each student. Either fill in the cards yourself (before handing them out) or have the students do it (once they've received their card). If using a 3x3 grid, include no more than three items. If using a 4x4 grid, include not more than four items, and so on. Use numbers or images. For each Bingo card, make sure that you use each number or item only once. Next, prepare two sheets of paper that include all the numbers and images that you have used to prepare the Bingo cards. Take one sheet and cut out the images and numbers into small slips. Put these in a bag or hat. The second sheet is your reference board. You will draw a number (or image) from the bag and say it out loud. Mark it on your reference sheet and write it on the board. Have the students try to find the image or number on their Bingo cards. Get them to cross it out. Now, draw another number or image from the bag. Continue calling out numbers (or images) at random. The activity continues until a student has crossed out all the numbers (or images) on their Bingo card. At this point, the student calls out *Bingo!* and wins the game.

BINGO

	2			
3				★
			4	
6				
				1

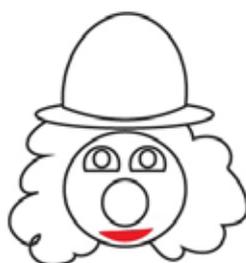
- **Variation:**
This activity can be used to practice phrases by replacing numbers with phrases.

ROLL AND COLOUR/COVER

- **Materials:**
construction paper, dice and coloured pencils.

- **Objectives:**
reviewing numbers and vocabulary

- **Instructions:**
Start by preparing a picture (use a number of things for the picture, from animals to shapes, depending on your target vocabulary). The picture should be made up of several blank sections.



ACTIVITIES APPENDIX

Next, distribute the picture among the students. Give them each a dice. Get them to roll the dice. Have them colour in the corresponding number of sections in the picture based on the number they rolled, e.g. if they roll a two, have them colour in two sections. Do this as a class or pair activity. Have the students take turns. The student who colours in the entire picture first wins.



Another option is to write numbers 1-6 in the sections. Have the student roll the dice and colour in the number that they rolled, e.g. if they roll a two, they colour in all the sections with that number. Variation: Instead of having the students colour in the different sections of picture, give them coins and buttons to “cover” the sections or numbers in the pictures based on the number they roll, e.g. if they get a two, they can place buttons in any two sections of the picture. If the picture is numbered, they place a button in the section that corresponds to the number they rolled.

FINGER PUPPET

- **Materials:**

origami paper and coloured pencils.

- **Objective:**

practicing introductions, simple questions, role-play

- **Instructions:**

Prepare several finger puppets using origami paper. Attach the finger puppets to your fingers and to those of your students – two or three puppets on each hand. Colour code each puppet so that it represents a family member, e.g. blue for brother. Check that the students understand which puppet is which family member. Say *Everybody show me brother* and demonstrate by wiggling. Do this for each puppet until everyone has got the hang of it. Next, model the activity with a student. Hold up a finger puppet (e.g. dad) and get the other student to hold up one finger puppet (e.g. grandma). Now, role-play a simple conversation, e.g. *Hello Grandma! How are you? Hello Dad, I'm fine, thank you. How are you?* Choose different finger puppets and repeat the activity. Encourage students to practice speaking with the puppets using all the expressions they know, e.g. *What's your name?* Pair up the students and have them role-play with the finger puppets. Switch the pairs after a minute or two. Repeat this several times, until each student has practiced with several classmates.

- **Variation:**

use animals, professions, e.g. doctor, teacher, etc.

WORD JUMBLE

- **Materials:**

pencil and paper (optional)

- **Objective:**

practicing spelling, vocabulary, word recognition

- **Instructions:**

Divide the class into two teams or do this as a class activity. This activity can be done on the board or through handouts. A player from each team comes to the board. Give each player a marker or chalk. Read out a jumbled word. Depending on their level, you could read or spell the word. The players write the jumbled word on the board. The first player to put the letters into the correct order to spell the word wins a point. Repeat with new players and words, and so on.

CREATE-A-MONSTER

- **Materials:**

paper, dice and coloured pencils.

- **Objective:**

reviewing numbers and objects, encouraging creative use of space and quantity

- **Instructions:**

Give each student a sheet of paper and a dice. Demo the activity on the board first. Write numbers 1–6 for each side of the dice on the board. Next, write a part of the body next to each number, e.g. 1-leg, 2-head, etc. Roll the dice. According to the number you've rolled, draw the corresponding body part of their monster, e.g. if you rolled a two, draw the monster's head. If you roll another two, you have to draw another head. Now have the students do the activity on their sheets. Each student will end up drawing a different monster. The game ends when each monster has at least one of each body part. Ask the students how many legs, heads, etc., their monsters have.

CHARADES

- **Materials:**

none.

- **Objective:**

identifying actions through body language, gestures

- **Instructions:**

Ask a student to stand in front of the class. Hand the student a flashcard with a word or phrase. The aim of the game is for the student to use actions to describe the word. They cannot speak or spell the word in the air. The class watches the student and tries to guess the word. The first student to say the word wins a point. Next, ask another student to come to the board. Show them another flashcard and have use actions to describe the word. The student with the highest number of points at the end is the winner.

- **Variation:**

First, take two chairs and place them facing away from each other. Next, divide the class into two teams. Have one student from each team sit in one of the chairs. Make sure they are facing their team, with their back to the other team. Now, hand each team a flashcard with a word or phrase. The two students who are sitting have to watch their teammates and try to guess the word. The first student (of the two who are sitting) to correctly guess the word wins a point for their team. The two students then changes places with another two students from their teams. Continue the activity for several rounds. The team with the highest number of points at the end wins.

ACTIVITIES APPENDIX

MEMORY

- **Materials:**
flashcards or toys.

- **Objective:**
practicing memorising vocabulary

- **Instructions:**
Have the students sit in a circle. Place a number of objects or flashcards in front of the students. Give them a few moments to memorise the objects. Tell them to close their eyes. Hide one of the objects. Now, tell the students to open their eyes again. The first student to guess the missing object can hide an object in the next round.

- **Variation:**
If a student guesses correctly, they can keep the flashcard/object. The student with the most objects or flashcards at the end of the game is the winner. The teacher can take away two or three objects at a time (for stronger classes).

TOUCH THE WEATHER

- **Materials:**
flashcards or pictures.

- **Objective:**
practicing speed recall of vocabulary

- **Instructions:**
Put up weather flashcards and pictures around the classroom. Walk around the classroom, touching the weather cards. Say what weather it is, e.g. *It's sunny*. As you touch each card, do a gesture related to the weather card you're touching. As you do this, encourage your students to do the gestures and say the words with you. Next, ask the students to stand up. Shout out a weather word, e.g. *It's rainy!* Get the students to run over to the correct picture, touch it and do the gesture.

UNO

- **Materials:**
a deck of UNO cards.

- **Objective:**
matching vocabulary, pictures, phrases and numbers

- **Instructions:**
Prepare your own deck of UNO cards (only include the number cards). Numbers used for UNO are from 0-9 (so you will have a deck of forty cards, ten of each colour). Each number card comes in four different colours (red, green, yellow and blue). Have the students sit in a circle. Deal seven cards to each student. Place the deck in the center and flip one card over to create the discard

pile. Students then take turns playing the cards in their hand on the discard deck. The student who is playing their turn must match the last discarded card's number or color. For instance, a red-eight (a card with the number eight and coloured red) can be played on any other red card or on a yellow-eight, green-eight, etc. Have the student say the number on each card out loud while they play it. If they don't have a matching card to add to the discard pile, they must draw a card from the deck. If the card from the deck doesn't match the last discarded card, they have to add it to their hand. Now, it's another student's turn to play a card. When a student only has one card left, have them shout *Uno!* The student who gets rid of all their cards first wins.

▪ **Variations:**

Instead of numbers, use pictures (10 pictures per UNO deck), vocabulary (10 words per UNO deck) or phrases (10 phrases per UNO deck).

WORD BASKETBALL

▪ **Materials:**

ball, basket and flashcards.

▪ **Objectives:**

reviewing vocabulary

▪ **Instructions:**

Get the students to stand around a basket or bin in a semi-circle. Give the student at one end the ball. Next, show them a flashcard and ask them a question related to the topic e.g. *What's this?* or *Who's this?* etc. If they answer correctly, they can have a shot at the basket. If the student gets the ball in the basket, they win 2 points. If the student hits the basket without going inside, they win 1 point. Repeat the activity so that each student has had at least two turns at the basket. The student with the most points wins.

SLAM

▪ **Materials:**

flashcards.

▪ **Objectives:**

reviewing vocabulary

▪ **Instructions:**

Get the students to sit in a circle. Put 4-6 picture flashcards in the middle of the circle. Now, tell all the students to place their hands on their heads. Now, shout out a word and have the students quickly touch (or slap) the corresponding flashcard in the middle of the circle. Encourage the students to touch (or slap) the flashcard as quickly as they can. The one who touches (or slaps) it first gets to keep the flashcard. Now say another word out loud. Have the students touch (or slap) the corresponding flashcard. The student with the most flashcards at the end of the game is the winner. Instead of touching the flashcards, you could also have them grab them. Say a word out loud and the first student to grab the corresponding flashcard gets to keep it.

ACTIVITIES APPENDIX

SPELLING BEE

- **Materials:**
none.
-

- **Objectives:**
reviewing spelling
-

- **Instructions:**
Review the alphabet on the board (review the names and not the sounds). Next, ask the students to stand up. Give a student a word to spell. The student orally spells the word. Write it down on the board as it is being spelt. If the spelling is wrong, ask the class to say the correct spelling out loud. If nobody can guess the spelling, write it on the board and chorus it. If the spelling is correct, the student gets a point. Now, ask another student to spell a word. The student with the most points wins. Make sure to first demo the activity as a class, eliciting the spelling from the entire class. Do this a few times and then move to individual students.

SIMON SAYS

- **Materials:**
flashcards.
-

- **Objectives:**
practicing following/giving instructions, reviewing action verbs/body parts
-

- **Instructions:**
Ask the students to stand up. Use *Simon says* or *Teacher says*. This is a good activity to review vocabulary and action verbs. If you use *Simon says* at the beginning of a sentence, the students should follow your instructions. If you say a sentence without the word *Simon says* (e.g. *Touch your knees!* and not *Simon says, Touch your knees!*), the students shouldn't follow that instruction. If they do, they are eliminated and you can invite them to the front of the class to play the role of the teacher. Model the activity first: for the first few rounds, write the commands on the board before saying them. When writing commands that include *Simon says*, draw a smiley face at the end of the sentence. Encourage the students to do the action. When writing commands without *Simon says*, draw a sad face at the end of the sentence. If a student tries to follow a command without *Simon says*, shake your head and point to the sad face at the end of the sentence. Do the activity on the board several times and then move to saying the commands without writing them on the board.

I SPY

- **Materials:**
flashcards.
-

- **Objectives:**
reviewing vocabulary, numbers, grammar and colours
-

- **Instructions:**
You can use this activity to review vocabulary, numbers, grammar and colours. Have the students stand in the center of the classroom. Demo the activity: Say *I spy with my little eye something*

that begins with B. Write B on the board. Pretend to look around the classroom. Ask them to help you find something beginning with B. Pick up a book. Say *B for book!* Now repeat the activity, using another letter (make sure that whatever object or thing you have in mind is easily visible in the classroom; stick pictures or flashcards on the walls and on the board, if necessary). Do a few rounds with the letters written on the board so that the students get comfortable with the game's format. You can adjust the difficulty of the game, depending on the students' level. Use prepositions or colours, instead of letters, e.g. say *I spy with my little eye something under a table* or *I spy with my little eye something that is red.* The students need to guess the object or item by either pointing to it or touching it.

TAXI DRIVER

- **Materials:**
flashcards or pictures.

- **Objective:**
giving instructions, reviewing the verb "to go" in the present tense

- **Instructions:**
Put up pictures of several destinations to visit, urban or rural, around the classroom. Do a role-play. Divide the students into taxi drivers and passengers. Model the activity for them. The passengers get into the car and the taxi driver asks his/her passengers where they are going. The flashcards or pictures on the wall serve as destinations. The passengers tell the driver *I am going to the park*, for example, and the driver takes them there. You could also have them ask how much the fare costs. Alternatively, have them play as a bus driver instead of a taxi driver. Get the bus driver to design their route and have the student's get off at each location depending on their choice. At each stop, the driver has to announce where they are going next.

WORD CHAIN

- **Materials:**
none.

- **Objectives:**
memorizing word chains

- **Instructions:**
Have the students sit with you in a circle. Now, say a word. The student to your left has to repeat the word, and add a new word. The student to that student's left then says the two words and adds another to the word chain, e.g. *apple (you)... apple, sun (first student)... apple, sun, cat (second student)... apple, sun, cat, hat (third student)... apple, sun, cat, hat, elephant (fourth student)...* Make sure that students are not repeating the words already in the chain. A word can only appear once in the chain. If a student has trouble remembering the chain, ask the other students to help them with the correct order of words. Continue going around the circle until the list gets too long to remember!

ACTIVITIES APPENDIX

PICTIONARY

- **Materials:**
flashcards.

-
- **Objectives:**
associating words and pictures
-

- **Instructions:**
Select a student and show them a picture. Alternatively, whisper a word into their ear. Ask the student to draw the picture on the board. The first student to guess the picture gets to draw the next picture. This can also be played in teams with a points system. Invite students, one at a time, to play the role of the teacher.

Flashcard Activities Appendix

Listed below are a number of activities that can be used to elicit/teach the target language, using flashcards.

MUSICAL FLASHCARDS

- **Materials:**
flashcards.
-
- **Instructions:**
Prepare flashcards containing the English alphabet (the number depends on the number of students in your class). Decide whether to use uppercase or lowercase letters. Hand each student an alphabet flashcard with a different letter of the alphabet on it, starting with A, e.g. if you five students, give them flashcards A to E). Now, play some music. Get them to skip or dance in around the classroom. When the music stops, they must line up in order of the letters they are holding, e.g. the student with A at the start of the line, followed by the student with B. Once they are all standing in the correct order, get them to say the letter on their flashcard out loud.

SLOW REVEAL

- **Materials:**
flashcards.
-
- **Instructions:**
While using flashcards to teach the target language, cover the image with a piece of blank paper. Now, remove it slowly so as to make it more difficult to guess the picture. Get the students to guess the picture as quickly as they can. The student who guess correctly first wins a point. Now, write down the word for each picture.

QUICK DRAW

- **Materials:**
flashcards.
-
- **Instructions:**
Stick four to five picture flashcards (target language) on the board. Now, divide the class into two teams. Alternatively, do this as a class activity. Have the teams line up at the back of the classroom, facing the board. Now, call out a word. One student from each team has to run to the board and grab the corresponding flashcard. The student to grab it first wins a point for their team. You could use flashcards with words instead of pictures for the activity. The game continues with two other students, and so on. Make sure each student has had a turn. The team with the most points at the end of the game wins.

FLASHCARD ACTIVITIES APPENDIX

THREE'S COMPANY

- **Materials:**
flashcards.

- **Instructions:**

Arrange the students' chairs in a circle. Remove one chair so that that one student is left standing. Get them to stand in the middle. Now, give each student, who is sitting, a flashcard (with a picture, number or word on it). The student in the center does not receive a flashcard. Now call out two different words (or numbers), e.g. *Cat! Rabbit!* if you're reviewing animals). The two students who have those flashcards have to swap places. The student standing in the middle has to try to sit in one of their chairs while they are swapping places. If the student in the middle succeeds, the student left standing has to give their flashcard to the student who took their place.

Now, call out two more words (or numbers) and the game continues.

CONCENTRATION

- **Materials:**
flashcards.

- **Instructions:**

Prepare two sets of flashcards for the activity (e.g. words and pictures, phrases and pictures, numbers and pictures, etc.). Have the students sit in a circle. Place both flashcard sets face down in the center of the circle. Students take turns flipping over two flashcards per turn, saying the flashcards aloud as they turn them over. If the two flashcards match, e.g. the word *apple* with the picture of an *apple*, then the student gets to keep the two flashcard. If the flashcards do not match, the student has to return the cards to their places in the center of the circle. Now, it's another student's turn. The student with the most flashcards at the end of the game wins. The game can be modified in a number of ways, e.g. have the students match phrases or seasons with types of weather, etc.

RIVER CROSSING

- **Materials:**
flashcards.

- **Instructions:**

Place five to six flashcards (pictures or words) on the floor so that they look like a winding river. Make sure that the flashcards are some distance away from each other (so that the children can hop from one flashcard to another). Each of the flashcards is a stepping stone in a river. Students start at one end of the river. Have them line up at one end. Now, they must say what's on the first flashcard out loud in order to hop onto it. They continue hopping from one flashcard to another in this manner. Have them cross the river, one by one. Help them where necessary.

FLASHCARD ACTIVITIES APPENDIX

PASS

- **Materials:**
flashcards.
- **Instructions:**
Sit down with the students in a circle. Hold up a flashcard or object and say its name, e.g. *Ball!* Now, pass the flashcard or object around the circle. Students have to say *Ball!* as they pass it around the circle. Instead of words, you could also use phrases.

RAPID REVEAL

- **Materials:**
flashcards.
- **Instructions:**
This is similar to *Slow Reveal*. Have the students sit in a semi-circle. Now, hold up a flashcard (word or picture). Hold it facing away from the students, i.e. the side with the picture (or word) should be facing you. Now, quickly show it to the students (for a second or two) so that they have a quick peek. Ask them *What is it?* The student who guesses correctly gets a point. The student with the most points at the end of the activity wins.



UNIT 1

NICE TO MEET YOU! p. 18

MY FAMILY p. 20

MY BODY p. 24

MY HOUSE p. 28

AUTUMN p. 30

UNIT 1.1 NICE TO MEET YOU!

Page 6 Activity 1: WHAT'S YOUR NAME?

★ Task:

Write your name. Then, circle the letters that spell it. When a letter is repeated, write it inside one of the empty spots and circle it.

★ Objectives:

- To practicing spelling one's name using phonics
- To review uppercase letters
- To learn how to introduce oneself

★ Language structure:

- "My name is..."
- "What's your name?"
- "Hello/Hi!"

★ Warm-up

Draw pictures of simple words (that the students are already familiar with) starting with the letters A, B and C on the board (e.g. Ant, Bat and Cat). Elicit the words from the students. Write A next to the word starting with A, B next to the word starting with B, and so on (make sure the letters are all uppercase). Ask the students if they can tell you the rest of the alphabet. Next, ask the students to stand in a circle, telling them that they will be playing a game. Use a small stuffed toy or similar soft object and throw it to a learner in the circle, saying A. Now, have the learner throw the ball to another learner, saying B. This continues until the entire alphabet has been completed. You can also review the standard sounds each letter makes instead of their individual names since many letters sound very different from how their names are pronounced. Refer back to the alphabet on the board and elicit the standard sounds for each letter; e.g. if you have written *bat*, say /b/, or /k/ for *cat*, etc. Review a number of standard letter sounds using this method, e.g. /l/ for the letter *l*, instead of pronouncing it *el*, to check that students know the sounds each letter makes.

Once you've reviewed the alphabet, demo the activity orally. Introduce yourself using *Hello! My name is...* and write your name on the board. Ask the students to pronounce it as best they can. Have them write their name on the board. You could demo the activity using a student where you both take turns introducing yourselves and then chain drill the exchange to cover the entire class.

★ During the activity

Put students in pairs or groups. Get them to practice asking each other their names and then reading aloud what each of them has written in the activity. Monitor students to make sure that they are not having any difficulty recalling the standard sound each letter makes. Try to encourage peer correction. If many students are having problems recalling standard letters sounds, review the alphabet with them.

★ Extension

Play a writing game. Divide the class into two teams. You say a letter sound, and two students from each team must race to write it on the board, e.g. say /b/ and get them to write *B* on the board. Once students have gotten the hang of the game, sound out whole words using the standard sound for each letter, e.g. say /k/-/æ/-/t/ for *cat*. Encourage the students to guess the word based on the sounds each of its individual letters make. Encourage them race to write *cat* on the board. Alternatively, play "Name Badge" (see Activities Appendix).

Page 6 Activity 2: HOW OLD ARE YOU?

★ **Task:**

Colour the balloon corresponding to your age. Then, illustrate your age by sticking the right number of presents on the table.

★ **Objectives:**

- To help students use numbers to express age
- To help students count from 1-10

★ **Language structure:**

- 1-2-3-4-5-6-7-8-9-10
- "I am... years old!"
- "How old are you?"

★ **Warm-up**

Write numbers 1 through 10 on the board or on pieces of paper. Bring a few small items to class like beans, pens, etc. First, do a choral drill and get the students to repeat each number. Point to a corresponding number of items as a visual aid. For example, when you are teaching 3, have the students count out three items. As an optional activity, have them do some writing practice to make sure they know how to write the numbers correctly. Make sure to do drills for *How old are you?* and *I am...* This could be done in the form of a chain drill, or in a circle, with students asking each other the question and answering in turn. You could also demo the activity with a student.

★ **During the activity**

Make sure that the students can clearly distinguish numbers 5 and 6 when writing, because these two have similar shapes.

★ **Extension**

Play "What's My Number?" or "Roll and Colour" (See Activities Appendix).

Page 7 Activity 3: ALL ABOUT ME!

★ **Task:**

Complete the page with information about yourself. Colour the picture corresponding to your gender.

★ **Objectives:**

- To review content covered in U1A1 and U1A2

★ **Language structure:**

- A review of content covered in U1A1 and U1A2

★ **Warm-up**

Do a brief demo of the activity by holding up a completed profile and using it to introduce yourself to the class.

★ **During the activity**

Encourage students to consult U1A1 and U1A2 if they are having difficulties writing their names.

★ **Extension**

Divide the students into pairs. Get them to take turns introducing themselves to each other. Now, have the students swap partners. Continue the activity for another round or two. The key here is repetition. To make it slightly more challenging, the students could be asked to spell out their names.

UNIT 1.2 MY FAMILY

Page 8 Activity 1: MEET MY FAMILY!

★ **Task:**

Label members of the family. Use the list of words in the box to help you.

★ **Objectives:**

- To learn to identify family members
- To learn to introduce family using simple sentences.
- To use demonstrative pronouns

★ **Language structure**

- "Who is this?"
- "This is (my)..."
- Target vocabulary: dad, mum, sister, brother, grandma, grandpa.

★ **Warm-up**

Start by drawing an inverted triangle on the board. Make sure that you've brought along a photo of yourself and a few of your immediate family, i.e. those that will be covered in the activity (use A4 paper for each picture – it should be large enough so that the entire class can see it). Now, show the picture to the class and ask: *Who is this?* Elicit that it is you, then stick your photo at the base of the triangle on the board, writing your name under or above the photo. Repeat this process with a picture of your father or mother and stick the photo above your own in the triangle (or if it's your brother or sister, then to the sides). Make sure to write down the word for each family member, i.e. *brother, sister*, etc. The pictures you bring to class need not be of your real family. You can use pictures of celebrities or friends, or anyone really, and pretend that they are your family. The students might be curious about your family, and you can practice phrases from previous activities (e.g. *How old is he/she?* or *What's his/her name?*) with them.

★ **During the activity**

Check that students can identify the different characters and their relationship to the little girl in the middle of the picture. Ask them *Who is this?* Elicit *This is...*

★ **Extension**

Play «Finger Puppet» (See Activities Appendix).

Page 8 Activity 2: BOY OR GIRL?

★ **Task:**

Write the name of each family member in the relevant column per their gender.

★ **Objectives:**

- To identify gender using family members

★ **Language structure:**

- “Who is this...?”
- “He is/she is a...”
- “Is she/he a...?”
- “I am a...”

★ **Warm-up**

Introduce yourself to the class by stating name, age and then gender (boy or girl), with special stress on the gender part through stressed enunciation (this is similar to the warm-up activity used in U1A1, though with more information – it is almost identical to the warm-up activity in U1A3). Do a chain drill. Use some of the photos (of your family) from the warm-up stage in U1A4. Show the students a few family photos and ask them to identify the person in the picture, i.e. brother, sister, etc. Then, ask them what gender of the person in the picture is. Students might refer to adults as boys or girls. Correct them, using *man* and *woman*. Using hand gestures, link the words to height (lowering your hand to signify *boy*, and raising it to signify *man*). Make sure to practice *He is/She is a...* while doing the warm-up with the family photos. Next, point to a student in the class by name and ask the rest of the class to describe him/her, e.g. *Who is Anna?* Elicit *Anna is a girl!* Repeat the activity with a few students. Now, draw two columns on the board, one for *boy* (write *boy* in blue) and one for *girl* (write *girl* in pink). Write down the names of students on the board above the two columns. Ask each student to come and write their name in the *boy* or *girl* column.

★ **During the activity**

Encourage the students to refer to the previous activity in terms of visual images to confirm the gender of the words in the box. Do it as an individual activity. Once they’ve finished, have the students compare their answers with one another.

★ **Extension**

Show the students pictures of common gender nouns. Make sure they are simple at first and easy to identify in terms of *boy/girl* or *man/woman*. These could be pictures of doctors, police officers, etc. It is not important for them to guess the profession, but it could serve as additional, albeit optional, vocabulary practice. You could also show pictures of animals where gender is easily identifiable, e.g. a rooster and chicken.

Page 9 Activity 3: FAMILY CROSSWORD

★ **Task:**

Complete the crossword.

★ **Objectives:**

- To review vocabulary used to describe family members

★ **Warm-up**

Play “Hangman” with the students. Review the target vocabulary orally and on the board, using photos of family members to help them remember word associations with their respective images.

★ **During the activity**

The students should not look at the previous page in the activity book. Instead, work with the students to remember letter-sound associations and proceed from there. Pair up the students, if possible.

★ **Extension**

Play “Word Jumble” (See Activities Appendix).

Page 10 Activity 4: HOW MANY BROTHERS AND SISTERS HAVE YOU GOT?

★ **Task:**

Count how many brothers and sisters each child in the activity has. Write the corresponding number in each box.

★ **Objectives:**

- To help students talk about the number of family members
- To review numbers
- To use nouns in the singular and plural (number association)

★ **Language structure:**

- “I’ve got...”
- “He/she’s got...”
- “How many... have you got?”

★ **Warm-up**

Review numbers 1-10 with the students, using the warm-up section from U1A2. Alternatively, have the students sit down so that they are all facing you (this could be done in a circle). Make sure you have some plastic figures (beans, balls, etc.). Make sure that you have several items. Place an item on the floor and then go about touching each of them slowly, counting out 1-2-3-4. You could demo this a few times and then have the class do it as you touch each item. You could also divide up the plastic objects among the students and then ask each student *How many (items) have you got?* Elicit *I have got...* Try using simple items and, when counting, go from singular to plural, i.e. *1 ball, 2 balls, 3 balls...* Have the students repeat after you. Demo this exchange with a student in front of the class. Then, have the others practice the exchange in pairs or in groups, where each pair/group is assigned a certain amount of objects to count out. Review vocabulary for family members, especially *brother* and *sister* (refer to the warm-up activity used in U1A4).

★ **During the activity**

Check to see that the students are correctly identifying the gender of each character. They might find some images confusing or might not be sure about the gender. Pair them up, if possible. Check student understanding by going to each pair, pointing to the characters in the activity, and asking *How many sisters and brothers has he/she got?* Elicit *She/he has got _____ brothers and _____ sisters.*

★ **Extension**

Get the students to take turns standing up and talking about how many brothers and sisters they have. Play a guessing game with the students. Say *Who has got [number] brother(s) and [number] sister(s)?* Encourage the students to stand up and shout *Me!* if it's true for them. Demo it and then have them do the activity amongst themselves.

Page 10 Activity 5: MY UNCLE AND AUNT

★ **Task:**

Put the stickers in the correct place.

★ **Objectives:**

- To help students identify additional family members and their genders

★ **Language structure:**

- Target vocabulary: aunt, uncle

★ **Warm-up**

Teach the words *aunt* and *uncle*, using the inverted triangle from U1A4 (warm-up section) and add a pair of additional photos to the sides of mum and dad. Once you've added the pictures, point to the pictures and say *This is mum's sister!* Next, say *She is my aunt!* Make sure to gesture to yourself when you say *my aunt*. Write the word *aunt* under or above the picture. Repeat the process with *dad*. The students should realize that *aunt* is used for both the maternal and paternal sides. Now introduce the word *uncle* using the same strategy. Make sure to check for comprehension by asking the students *Who is this?* Do choral and individual drills using the target language.

★ **During the activity**

Monitor the students.

★ **Extension**

Get the students to practice asking each other: *How many [aunts/uncles] have you got?* Demo the activity with a student and then divide the students into pairs or do it as a class activity.

Page 11 Activity 6: FAMILY TREE

★ **Task:**

Put the stickers in the correct box.

★ **Objectives:**

- To help students talk about different members of the family
- To help students visualize family relationships

★ **Language structure:**

- "This is..."

★ **Warm-up**

Use the family photos you brought along for the previous family-focused activities. Draw a tree on the board and elicit the word *tree* from the students. Next, draw a series of boxes and write the words for family members in each of the boxes. Stick a picture of yourself in one of the boxes (write your name under your photo) on the tree and tell the students that this is your family tree. Take out pictures of your family members (from previous activities) and ask the students to help you complete the tree. Try to elicit their answers thus: *Who is this?/This is your mum!*

★ **During the activity**

Make sure that the stickers are being correctly identified and that there is no confusion in terms of *brother/father* or *sister/mother*.

★ **Extension**

Ask the students to make their own family tree. Have them bring pictures of their family (this will require permission from the parents) or, alternatively, have them draw family portraits on pieces of paper and then make cut-outs to stick on their personal family tree. Tell them to introduce their family members to the class.

UNIT 1.3 MY BODY

Page 12 Activity 1: WHAT IS IT?

★ **Task:**

Label the picture. Use the words at the bottom of the page to help you.

★ **Objectives:**

- To learn and review vocabulary for parts of the body
- To review numbers with nouns

★ **Language structure:**

- "I've got..."
- Target vocabulary: head, leg, chest, arm, foot, hand

★ **Warm-up**

Pre-teach the target vocabulary using flashcards. Show each flashcard to the students, enunciating each word and touching the relevant part on your body, e.g. when you show the flashcard with the word *head*, touch your head, and get the students to do the same, repeating the word *head*. Next, show your hand and elicit *hand*. Then, show both hands and elicit *hands* or *two hands* (the students should already be somewhat familiar with plural nouns after U1A7). Write the words on the board as you teach them. Make sure to do choral and individual drills to check for proper pronunciation. Now, play "Pictionary" (see Activities Appendix); modify it so that they have to guess the word by writing it on the board. Use the target vocabulary.

★ **During the activity**

Check that students are filling in the gaps using proper strokes and that there is no confusion between *foot* and *leg* or *arm* and *hand*.

★ **Extension**

Have the students play a labelling race. Divide the students into two teams; each team selects a volunteer who will serve as a model on which team members have to stick the words for all the body parts covered during the lesson. Write the words for the different body parts on pieces of

tape and give each group a set. Students then race against each other to label their volunteer teammate as quickly as they can. Offer a reward to the winning team.

Page 12 Activity 2: WHAT COLOUR IS MY HAIR?

★ **Task:**

Look at the examples. Then, complete the sentence to answer the question.

★ **Objectives:**

- To describe hair colour

★ **Language structure**

- "I've got..."
- Target vocabulary: ginger, blond, dark

★ **Warm-up**

Review colours with students using flashcards or objects. Students might use *black* instead of *dark*, *yellow* instead of *blond*, and *red* instead of *ginger*. These are also acceptable ways of describing hair colour (except for *yellow*). Check for pronunciation. Use pictures of well-known cartoon characters or celebrities (make sure they all have hair) and elicit *he/she/it has... hair*. Write the phrase on the board. Stick a few pictures of people on the board and ask the whole class to guess the hair colour of the people in the picture (or use a handout). Have the students write down their answers (either on the board or the handout). Drill chorally and individually.

★ **During the activity**

Check to make sure that students are using the right word (*blond* and not *yellow*). Have the students do the activity in pairs, if possible. Check for pronunciation and have the students read out what they have written. Encourage each student to read out their answer. After a student has read out his/her answer, ask the class if they think the student is right or wrong.

★ **Extension**

Put up pictures of famous people, celebrities or cartoons on the board and have the students describe their hair colour.

Page 13 Activity 3: MARTIAN BODY

★ **Task:**

Complete the picture so that the Martian has two heads, four arms and four hands.

★ **Objectives:**

- To practice and review vocabulary for parts of the body

★ **Language structure**

- "It has..."

★ **Warm-up**

Put up a cartoon cutout of a monster from a popular TV show or movie, e.g. Gravity Falls. Next, ask the students how many hands, legs, etc., the monster has. Draw a monster on the board

(just the body, without appendages). Now, ask a student to come up to the board and draw an arm on the monster. Next, ask another student to come to the board and draw three legs on the monster. Now, ask the class how many arms and legs the monster has. Elicit *It has one arm and three legs*. Review numbers 1-10, if necessary.

★ **During the activity**

Make sure that the correct number of each body part is being drawn as well as the location of each appendage. You could make it more interesting by getting each student to draw a monster and then having the whole class vote on the three best drawings.

★ **Extension**

Play "Create-a-Monster" (See Activities Appendix).

Page 14 Activity 4: WHAT'S THE MATTER?

★ **Task:**

Look at the example. Then complete the sentences with the correct word.

★ **Objectives:**

- To help students learn how to describe physical discomfort using body parts.
- Target vocabulary: stomach

★ **Language structure:**

- "My... hurts."
- "What's the matter?"
- Target vocabulary: leg, arm, tummy, head

★ **Warm-up**

Distribute picture flashcards for the target vocabulary among the students (each student gets a set with the target vocabulary). Make sure that you have a set for yourself. Start by mimicking a person with a stomachache or a headache. Tell the class that you have a stomachache: *My tummy hurts!* Touch your stomach and grimace when you say the phrase. Get the students to show you the corresponding picture flashcard from their set. Now, stick your set of flashcards on the board with some blu-tack. Point to a flashcard, e.g. the one that shows a person with a tummy ache, say *My tummy hurts!* Chorus it two or three times. Go through all the cards. Next, point to a card and ask the students *What's the matter?* Elicit *...hurts*. Write the phrase on the word. Turn over the flashcard. Now move onto the next card and repeat the steps. Next, take a card off the board and give it to a student. Ask the student *What's the matter?* Get them to look at their flashcard. Elicit *My... hurts*. Take another flashcard from the board and give it to another student and ask the same question, eliciting the correct response. Do this for all of the cards.

★ **During the activity**

Pair the students up, if possible. Alternatively, do it as a class activity.

★ **Extension**

Play "Charades" (See Activities Appendix). Alternatively, role-play "Doctor and Patient". Ask for a volunteer student. Explain that you are the doctor and the student is the patient. Wear a long, white coat and a toy stethoscope, if possible. Put two chairs together so that they are facing each other. This is the doctor's office. Now, have the "patient" enter the room. Tell the patient to sit down. Ask *What's the matter?* Encourage the patient to say what's wrong. Elicit *My... hurts!* Do an examination, e.g. check their pulse. Say *OK*, pretend to give them some

medicine. Get the student to say *Thank you!* The patient leaves and another patient walks in. Repeat the activity until each "patient" has been examined.

Page 14 Activity 5: OUCH!

★ **Task:**

Draw lines to connect the sentences to the appropriate pictures.

★ **Objectives:**

- To help students learn how to describe physical discomfort using body parts.

★ **Warm-up**

Review the warm-up section from U1A13.

★ **During the activity**

The two pictures both have the boy touching his face, though different parts. Make sure that the students are correctly identifying the boy's discomfort in each instance.

★ **Extension**

Bring pictures or drawings of people in discomfort (where they are touching a particular body part). Encourage the students to guess what the malady is in each picture. Do this as a class or group activity.

Page 15 Activity 6: DOMINOS

★ **Task:**

Put the dominos in the correct place by matching the words and pictures.

★ **Objectives:**

- To connect images with the words that describe them

★ **Warm-up**

This is a matching exercise, where students match the image with the corresponding word. Play a game or two of Dominos to get acquainted with the format. Review the vocabulary for body parts that you covered during previous activities. Make two columns on the board. In one column stick picture flashcards for different body parts. In the other, write the words. Ask students, one at a time, to come to the board and match the images with the words.

★ **During the activity**

While monitoring the students, elicit the correct answer by pointing to the images and words. Encourage the students to gesture to the body part or say the word out loud.

★ **Extension**

Have students make self-portraits. Have them take turns tracing each other on large pieces of construction paper. Students then cut out the outlines of their bodies and draw life-size self-portraits. Have them label each body part. You introduce additional vocabulary, e.g. cheeks, chin, and forehead.

UNIT 1.4 MY HOUSE

Page 16 Activity 1: WHAT'S IN THE KITCHEN?

★ **Task:**

Put the stickers on the corresponding words.

★ **Objectives:**

- To identify kitchen appliances and furniture

★ **Language structure:**

- "This is..."
- "What's this?"
- Target vocabulary: table, chair, fridge, cooker, bin, sink

★ **Warm-up**

Introduce the target vocabulary to students. Before class, prepare enough picture flashcards of each word for the students, as well as yourself. Start by holding up the flashcard for *table*. Teach the word *table* and have the students repeat the word a few times. Write *table* on the board. Now, ask the students if they can see a *table* in the classroom. Get them to point to a table. If they don't, then point to a table yourself and drill the word again, touching the table. Do the same for the other target words using the respective flashcards. Next, give each student a pack containing flashcards for each of the target words and ask them to lay the cards in front of them. Say one of the words and have the students touch the card that corresponds to the word you said.

★ **During the activity**

Monitor the students and help them where necessary. Have the students do the activity in pairs or as a group.

★ **Extension**

Give each student some blu-tack (or similar poster putty). Let them play with it for a bit; you can even encourage them to make simple shapes from it. Next, demo the activity by holding up a flashcard with one of the target words, e.g. fridge, table, chair, etc., and stick a bit of the blu-tack to the back of the flashcard. If you chose the flashcard for *door*, walk over to a door and stick the flashcard to the door. Say the word *door* while you're sticking the flashcard to the door. Now pick up another flashcard and ask students to help you find the object in the classroom. Once they've helped you to find it, you repeat the process of walking over, sticking the flashcard to the object and saying its name. The students can now take their flashcard decks and do the same, i.e. you call out a word and the students run to the object and stick it with their flashcards.

Page 16 Activity 2: ON OR UNDER?

★ **Task:**

Where are they? On or under the table? Complete the sentences using the correct preposition.

★ **Objectives:**

- To help students learn to point out the location of any object or person/animal in relation to other objects.

★ **Language structure:**

- “Where is...?”
- “It’s [on/under]...”
- “Is it [on/under]...?”

★ **Warm-up**

Use some props like a small box and stuffed toy or doll. Introduce the doll or toy to the students and put the doll on the box. Elicit the words *box* and *toy* (or *doll*). Sit the toy on the box and ask the students: *Where is it?* Encourage them to reply using *on*. Model the answer in the following way: *It’s on the box.* Write *on* on the board. Chorus the phrase *it’s on the box* a few times. Write the phrase on the board. Now, repeat the process for *under*.

★ **During the activity**

Monitor the students and, if necessary, elicit the answer using *Where is the cat?* or *Where is the cup?* Pair up the students, if possible.

★ **Extension**

This activity can be done on the board. Call a student to the board in order to model the activity. Ask the student to draw, for example: *a cat on a box* or *a dog on a table*. The student then has to draw the picture. Next, ask the student who drew the picture to say a new sentence and another student comes to the board and draws the picture. Keep playing until everyone has had a turn to draw and say a sentence. You could also teach some additional useful prepositions of place by using the box and prop, e.g. *in*, *behind*, *near* and *between*. Pair up students and give each pair a box and toy - or anything which can be used to practice the prepositions (e.g. a pencil and pencil case). Have each pair ask and answer questions using the prepositions. Demo the activity, if needed, with a student before dividing up the class into pairs.

Finally, play a form of “Hide and Seek”. Take out a pen and elicit the word *pen*. Tell everyone to close their eyes. You then hide the pen somewhere in the classroom (e.g. under a table). Next, tell the students to open their eyes and have them look for the pen by asking: *Where is the pen?* Get the students to go on a treasure hunt. When they find it, ask them where they found it. Encourage them to answer using *[The pen/It’s] under the table*. Repeat the activity with a few other items. Once they’re comfortable with the activity, delegate the task of hiding the items to a student or mix it up and make it a team competition.

Page 17 Activity 3: COLOURING GAME

★ **Task:**

Colour the houses according to the instructions.

★ **Objectives:**

- To help students identify parts of a house
- To help students describe basic colours and link this to describing items

★ **Language structure:**

- “What’s this?”/
- “This is...”
- Target vocabulary: window, door, roof
- “What colour is it?”

★ Warm-up

Use picture flashcards to teach *door*, *window* and *roof*. Write the words on the board. Drill chorally and individually. For the colours, prepare coloured paper (e.g. origami paper) so that there are enough colours for each student in the class, i.e. one red per student, one yellow per student, etc. Hold up the first coloured piece of paper and elicit the colour (e.g. blue). Do choral drills and practice saying the colour with the students. Next, pass the coloured paper around so that each student can hold and say the colour out loud. Repeat for the rest of the colours. Distribute the coloured sheets of paper (one colour per student). Tell your students to sit down. Say a colour (e.g. red) and the students holding that colour have to quickly stand up, jump and then sit down. Start off slowly and then pick up the pace. Alternatively, if you have several colourful posters on the walls of your classroom, you can demo the activity by shouting out a colour (e.g. green) and then running to a poster or picture and touching it anywhere where it has a green colour. Repeat one or two times with another colour. Use a new picture or poster as a target each time, if possible. Now, have the students do the activity – shout out a colour and have them all run around the classroom touching the colours on the posters.

★ During the activity

Help the students practice counting by asking *How many windows are there?* or *How many doors are there?* Some students might draw more than two windows or maybe even just one window. You could turn this into a competition to see who draws the most beautiful house.

★ Extension

Hand out origami paper of different colours, or use crayons and chart paper. Put the students in groups or pairs (or do it individually). Ask them to draw a house. Tell them that this will be a competition and that they have to draw the nicest, most beautiful house that they can imagine. When completed, have the students show their houses to the class. For each picture, ask the class how many windows, doors, etc., they can see. Ask them about the colours, too. Help with vocabulary where necessary. The class can then vote for which students have the best drawing.

UNIT 1.5 AUTUMN

Page 18 Activity 1: AUTUMN CELEBRATIONS

★ Task:

What holiday do we celebrate in Autumn? Write the letters in the correct box to reveal the answer.

★ Objectives:

- To practice spelling using phonics
- To help students learn about cultural/traditional events in the English-speaking world

★ Language structure:

- "That's..."

★ Warm-up

Use the warm-up activity from U1A1 to review the standard sounds made by each letter of the English alphabet. You could also teach Halloween-related vocabulary: *pumpkin*, *witch*, *broom*, *bat* and *ghost*. This can be done by either drawing the target words on the board or using flashcards to teach the words (followed by drilling individually and chorally).

★ **During the activity**

Check to see if any of the students know about Halloween. If not, then very slowly and clearly enunciate the word (several times), breaking it up into three sections: *Hal-lo-ween*. It is very likely that some students will write the letter *l* instead of *ll*, but at this stage you should simply have the students correct this without getting into long and short vowels.

★ **Extension**

Bring some props normally used for Halloween, like a pumpkin (plastic), candy, etc. The students can decorate the class to celebrate the event or they can draw pictures of pumpkins, vampires and witches, etc. The drawings can be used for further practice with regards to colours, numbers and parts of the body.

Page 18 Activity 2: THE WEATHER IN AUTUMN

★ **Task:**

Choose which sticker best illustrates each sentence.

★ **Objectives:**

- To teach students to describe the weather and the seasons

★ **Language structure:**

- "In autumn..."
- Target vocabulary: autumn, windy, rainy
- "How's the weather in autumn?"
- "It's..."
- "When is it...?"

★ **Warm-up**

Play "Touch the Weather". Prepare flashcard pictures for autumn weather before class, e.g. windy, rainy, etc. Stick these on the walls of the classroom and play a game where you walk over to each card, touching it and saying the weather out loud, e.g. *It's Rainy!* Introduce a gesture imitating the weather on the flashcard. Write *it's rainy* on the board. Do this for all the flashcards and have the students repeat the gestures and words with you. If you have a lot of students, place multiple pictures of each card on the walls of the classroom. Review the words *rain* and *wind*, if necessary. Elicit/teach the word *autumn* and drill chorally and individually. Next, elicit/teach *in autumn*. Point to the flashcards and ask: *When is it rainy?* Write *in autumn* on the board and chorus it.

★ **During the activity**

Monitor the students to make sure they have selected the appropriate sticker for each of the two pictures. Pair the students together, if possible.

★ **Extension**

Use some white cardboard or construction paper with coloured paper (e.g. origami) and get the students to put together an autumn poster with trees (they can use bits of bark or cinnamon for the tree trunk and branches), falling leaves (red, brown and orange colours) and cloudy or rainy weather (use cotton for the clouds and bits of foil for the rain). Alternatively, divide the students into groups and have each group do an autumn poster to decorate the classroom. Making a diorama is another good activity.

Page 19 Activity 3: SPOT THE DIFFERENCE

★ Task:

Can you find 5 differences between these two pictures?

★ Objectives

- To help students describe what they see (and don't see), i.e. making comparisons between two items.

★ Language structure:

- "There is..."
- Target vocabulary: leaf, nut, tree, squirrel, mushroom
- "There is [are] no..."

★ Warm-up

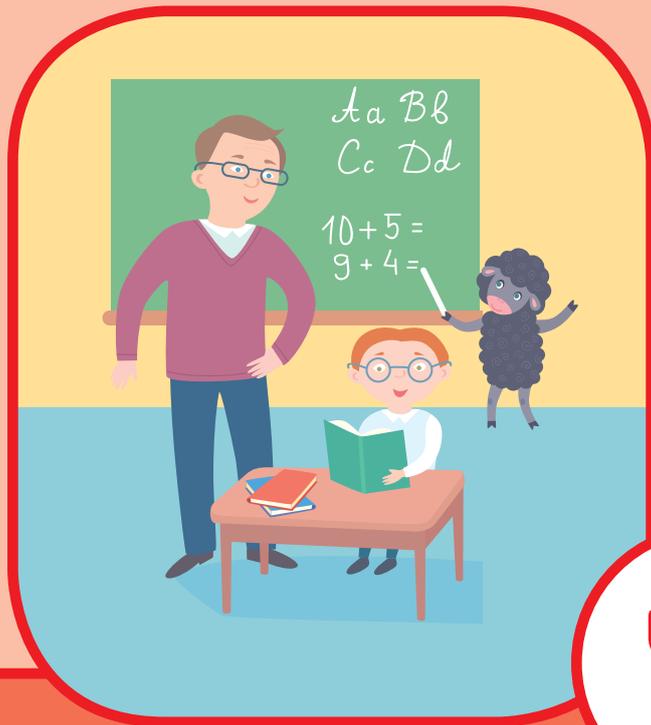
Draw a pair of almost identical pictures on the board with one or two differences and ask the students if the pictures are the same. Teach/ elicit *There is...* and *There is [are] no...* by writing them on the board and drilling the expressions while pointing or gesturing to objects in the classroom. Get the students to point out the differences. Circle the objects that are different in each picture. Use picture flashcards or draw the pictures on the board to elicit/teach the target vocabulary. Play "Memory" (see Activities Appendix).

★ During the activity

Use a timer to turn the activity into a competition between students. If possible, divide the students into pairs.

★ Extension

Ask the students to get into groups or pairs and prepare their own two pictures per pair. Once each pair has produced their pictures, ask the pairs to swap their pictures with the other groups/pairs. Now each group has to spot the differences in the pictures prepared by the other groups/pairs. Once the activity is completed the groups return the pictures to the groups that made them and everybody's performance is assessed through peer correction.



UNIT 2

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UNIT 2.1: HOW'S THE WEATHER?

Page 22 Activity 1: HOW'S THE WEATHER TODAY?

★ Task:

Label each picture using the correct phrase.

★ Objectives:

- To help students talk about the weather

★ Language Structure:

- "How's the weather today?"
- "It's..."
- Target vocabulary: sunny, rainy, windy, snowy, cloudy

★ Warm-up

Play "Touch the Weather" (see Activities Appendix). You will need to modify the activity to include additional weather adjectives, i.e. *sunny*, *snowy* and *cloudy*. Next, get the students to come to the windows and comment on the weather outside. Drill the question *How's the weather?* Elicit *it's... (sunny, rainy, etc.)*. Drill chorally at first and then individually; chain drills are also a good idea. Remember to use the gestures from "Touch the Weather" for each weather adjective. Additionally, draw simple versions of the flashcard pictures on the board and ask students to come and write down what type of weather they think is depicted in each picture.

★ During the activity

Encourage the entire class to say each answer out loud in order to practice pronunciation.

★ Extension

Divide the students into two teams and have each team form a line. The lines will be facing each other so that, at any one time, only two students, one from each team, are directly facing one another. The other members of the team will line up behind them. Create some distance between the two lines and place several pictures between the two teams. The pictures should be set up in a row and each team has to compete to get to the center of the picture row from their end. Ask one of the two students (from either team) to step up to the picture closest to his end of the row. Now, get the class to ask him/her: *How is the weather (today)?* Demo the activity if required. If the student correctly answers, his/her team moves forward a step towards the center (the student returns to the back of the line). If the student answers incorrectly, the other team moves forward a step (the student returns to the back of the line). Now repeat the process with the second team. The team that reaches the middle first is declared the winner. Draw a picture of a gold cup in the middle to signify the finish line.



Page 22 Activity 2: IT'S HOT TODAY!

★ **Task:**

Put the thermometers in the correct place.

★ **Objectives:**

- To teach students to identify the temperature by looking at a thermometer
- To associate a picture with a word or phrase

★ **Language Structure:**

- "How's the weather...?"
- "It's..."

★ **Warm-up**

Use weather flashcards to review *hot* and *cold*. Draw a picture of the sun. Elicit *It's hot!* Write it on the board. Drill chorally. Draw a picture of snowfall. Elicit *It's cold!* Write it on the board. Drill chorally. Next, ask the students how the weather is outside. Bring a thermometer or two to class with a corresponding number of cups of hot and cold water. Point to the thermometer(s) and elicit/teach the word for it, drilling chorally and individually. Divide the students into groups and ask them to put the thermometer(s) into the cups containing hot water. While they might not be able to count very high, they will be able to see the mercury rise in the thermometer and connect that with the water's temperature. Elicit *It's hot!* Next, ask them to put the thermometers in the cups containing cold water. Tell them to check the thermometers after a few minutes. The cooler temperature will show a drop in the level of mercury. Elicit *It's cold!*

★ **During the activity**

Monitor the students to see that they are sticking the correct thermometer readings. If you face any problems, draw two large thermometer and colour in the level (red for *hot* and blue for *cold*). Point to each thermometer and mime being cold or hot. Encourage students to respond with either *It's hot!* or *It's cold!*

★ **Extension**

Get the students to place a thermometer outside and have them record the temperature every time there is a class (keep a special classroom diary to record the temperature).

Page 23 Activity 3: WEATHER FORECAST

★ **Task:**

How's the weather in London, Manchester and Liverpool? Read the sentences. Then, put the stickers in the correct place.

★ **Objectives:**

- To teach students to talk about the weather in different cities

★ **Language Structure:**

- "In (London) it's..."
- "How's the weather in (London)?"
- Target vocabulary: rainy, cloudy, windy, sunny

★ **Warm-up**

Bring a world map or draw one on the board. First, review warm-up section from U2A1. Then, start by asking the students where they all live, i.e. which city. Once they've responded, mark that city on the map. Now ask them how the weather is in the city where they live, e.g. *How's the weather in Moscow?* Elicit *It's (cold)*. Drill chorally. Next, circle *Manchester, London* and *Liverpool* on the world map. Practice pronunciation. Drill chorally. Prepare two sets of flashcards: one set with the names of cities, and the other set with the target vocabulary. Have the students sit in a circle. Shuffle the flashcards and place them face down in the center of the circle. Say the name of a city and the type of weather, e.g. *In London, it's rainy*. Students now take turns (going clockwise) turning over two flashcards. If they get the correct city and weather flashcards, they get to keep them. If they choose the wrong cards (or only one out of the two is correct), they have to return both flashcards to their respective places. Now, it's the next student's turn.

★ **During the activity**

Make sure that the students are clearly identifying the dots for Manchester and Liverpool. Encourage them to say the sentences out loud while they're placing the stickers, e.g. *In London, it's cloudy*.

★ **Extension**

Bring weather forecast printouts for a few cities from the BBC or Weather.com for the day. Distribute the printouts among the students and have them talk about the city they've been handed. Do a demo with a printout and then have the students do it. Try to keep the names of the cities simple, e.g. Paris, Oslo or Miami, so that the students can use their knowledge of letter sounds to figure out the names of the cities. Alternatively, call out a city name. Encourage the student with the corresponding printout to stand up and tell the class about the type of weather in their printout, e.g. if the forecast shows that it's cloudy in Moscow, the student says *It's cloudy in Moscow* (or *In Moscow, it's cloudy*).

UNIT 2.2: DAILY ROUTINE

Page 24 Activity 1: WHERE ARE YOU GOING?

★ **Task:**

Draw a line to connect each sentence to the corresponding picture.

★ **Objectives:**

- To teach students how to describe movement to a place
- To talk about common places that one visits: park, school, home

★ **Language structure:**

- "I am going (to)..."
- "Where are you going?"
- Target vocabulary: park, school, home

★ **Warm-up**

Prepare a few picture flashcards or draw pictures on construction paper with the words *school*, *park* and *home* (add a few more words like *zoo* or *shop*). Hold up each picture or flashcard and teach/ elicit the words. Get the students to sit in a circle and pass the flashcards around, saying the words on the flashcards as they pass them around. Next, stick the flashcards (or pictures) in different corners of the room. Make sure the flashcards are clearly visible (it's better to use large

pictures). Now, get the students to line up behind you so that you all resemble a bus (with you as the conductor). Get the students to shout *Where are you going?* Point to a flashcard and say *I'm going to...*! Walk to the location that you just pointed to and motion all the students to follow you. Repeat this a few times (you can vary how fast or slow you move) so that the students get used to asking you where you're going. Next, have one of the students take over and lead your "bus" around the classroom. Write *I'm going to...* on the board and chorus it a few times.

★ **During the activity**

Pair up the students.

★ **Extension**

Play "Taxi Driver" (see the Activities Appendix).

Page 24 Activity 2: WHAT DO YOU DO IN THE EVENING?

★ **Task:**

Complete the sentences using the correct words.

★ **Objectives:**

- To teach students to describe daily activities using time expressions
- To teach students some common collocations, e.g. have breakfast

★ **Language structure:**

- "I go [have] [watch]..."
- "What do you do in the evening?"
- Target vocabulary: bed, TV, dinner

★ **Warm-up**

Bring a few props or use the board. Start with dimming the lights in the classroom and drawing a moon and stars on the board. Pretend that you're tired or returning home from work. You could also draw a clock on the board. Have the hands show that it's eight o'clock in the evening. Elicit/teach the words for *star* and *moon*. Write them on the board next to where you drew them. Teach *in the evening*, pointing to the stars and moon. Chorus it. Next, draw a TV on the board and elicit/teach the word. Gesture to yourself, saying *I watch TV in the evening*. Write the phrase *I watch TV*. Make sure you enunciate the words slowly. Chorus it a few times. Next, bring some plastic food or an empty plate. Sit at your desk and pretend to eat. Elicit replies from the students, asking them to guess what you're doing. Teach/elicit *I have dinner in the evening*, pointing to the stars and moon. Point to your plate and say *dinner*. Write the phrase on the board. Chorus it. Next, draw a bed and pretend to sleep. Point to the bed and teach/elicit *I go to bed in the evening*. Write the phrase on the board. Pretend to go to sleep. Chorus it. Next, prepare two sets of word flashcards. One word should be written on each flashcard and both sets should be identical. Divide the students into two teams (alternatively, do this as a class activity). Hand out one set of word flashcards to each team. Each student should have one word flashcard. Call out a word. The two students with the corresponding word flashcard have to run to the board and write a sentence containing the word on the flashcard. Get them to practice writing *I watch TV in the evening*, *I have dinner in the evening* and *I go to bed in the evening*. Each correct sentence wins the team (or student) a point. The team or student with the most points at the end wins.

★ **During the activity**

Point to the target vocabulary in each picture. Have them consult the word list below for the spelling.

★ **Extension**

Now play “Charades” (see Activities Appendix).

Page 25 Activity 3: GREETINGS

★ **Tasks:**

What are they saying? Put the stickers in the correct place.

★ **Objectives:**

- To teach students how to greet people and say goodbye

★ **Language structure:**

- “Hello” (Hi)
- “Goodbye” (Bye)

★ **Warm-up**

Bring along a sock puppet (you can fashion one from a sock or a glove). Make sure that it has hands where you can insert your fingers. This will be important when gesturing with it. Put it in your bag or in a box before bringing it to class. Place the box or bag where all the students can see it. Open the bag or box and say *Hello!* while looking at the box/bag. Move your ear to the bag and pretend that you’re listening for a response. Say *Hello!* again. Again, pretend that there’s no answer. Ask the students to say *Hello!* to the box. Pretend that there is no answer. Now, ask the students to shout *Hello!* together. This time, have the puppet rise up from the bag or box and make it reply *Hello!* Write *Hello!* on the board. Role-play a small dialogue with the puppet, e.g. *Hello! What’s your name? My name is [Elmo].* Make sure to wave each time you say *Hello!* Bring the puppet to a student and have it say *Hello!* Encourage the student to respond by saying *Hello!* Make sure you make the puppet wave its hand (your finger). Encourage the students to wave back. One by one, ask the students their name (through the puppet). Finally, go to each student and say *Goodbye!* (using the puppet), waving its hand. Write *Goodbye* on the board. Finally, put it back in the box, pretending it has to go to sleep. Chorus *Hello!* and *Goodbye!* A few times. Demo the activity with a student. Walk up to a student, wave your hand and say *Hello!* Encourage them to wave back. Then, walk away, saying *Goodbye!* Now get the students to do the activity in pairs.

★ **During the activity**

Pair the students up for this activity. Mime the activity for them, if necessary.

★ **Extension**

Play “Hide and Seek”. Ask the students to cover their eyes. Walk up to a student and whisper in their ears that they need to hide somewhere in the room. Now, ask the other students to open their eyes. Ask: *Where is [student’s name]?* Encourage them to look for the student. When they find him, they must say *Hello [student’s name]!* Demo the activity one or two times so that students are comfortable with the format.

Page 26 Activity 4: WHAT FOOD IS IT?

★ **Tasks:**

Draw a line to connect each picture to the corresponding word.

★ **Objectives:**

- To teach students food-related vocabulary

★ **Language structure:**

- Target vocabulary: fish, cookies, pizza, chicken
- "What's that?"
- "That's..."

★ **Warm-up**

Use picture flashcards to teach the target vocabulary or, alternatively, draw the pictures on the board. Show the flashcards, one by one, to the students and elicit/teach the target vocabulary, i.e. fish, cookies, etc. If the activity is progressing very quickly, do a slow reveal for each flashcard: cover the image with a piece of blank paper, removing it slowly so as to make it more difficult to guess the picture. Write down the word for each picture when you elicit/teach it.

★ **During the activity**

Monitor the students. If you see someone having difficulties, encourage them to pair up with another student.

★ **Extension**

Play "UNO" (see Activities Appendix). Alternatively, make additional flashcards for different types of food to expand students' vocabulary. Use the warm-up to do this and then incorporate it into "UNO" to make it more interesting. When matching the cards during the game, have the students say the words on the UNO cards out loud.

Page 26 Activity 5: WHAT DO YOU LIKE TO EAT?

★ **Tasks:**

Read the sentences. Put the stickers in the correct basket.

★ **Objectives:**

- To help students discuss their likes and dislikes with regards to food
- To develop students' food-related vocabulary

★ **Language structure:**

- "What do you like to eat?"
- "I like..."
- "I don't like..."
- Target vocabulary: fish, vegetables

★ **Warm-up**

Draw a table with two columns on the board. Draw a smiley face at the top of the first column and draw a sad face at the top of the second column. Prepare picture flashcards of popular food items for the class (use the target vocabulary from U2A7). Teach/elicit a minimum of five, but no more than ten new food-related words and chorus them (make sure to include *fish* and *vegetables*). Draw a pizza (or stick a pizza flashcard) in the column with the smiley face. Point to it and say *I like pizza!* Mime munching on a slice of delicious pizza. Restate that you like pizza. Next, draw a picture (or stick a flashcard) in the sad face column and say *I don't like fish*. Feign disgust. Do a few choral drills with both phrases (*I like* and *I don't like*). Encourage the students to mimic the relevant emotion (through gestures and facial expression). Make sure to write *I like...* and *I don't like...* on the board. Next, have a student come to the board and draw a picture of something they like or don't like to eat. Encourage the rest of the class to guess what the student has drawn. Once the rest of the class has correctly guessed the name of the food item, encourage the student to say if they like to eat it or not, using *I like...* or *I don't like...* Repeat the activity until each student has had a turn.

★ **During the activity**

Monitor the students. Check that they can see who is saying what. Make sure that they are applying the stickers properly.

★ **Extension**

Make the students work in pairs or groups, if possible. Have them prepare a simple questionnaire with a grid containing pictures of four or five different kinds of food. They should prepare the food list on their own (or you can specify the types of food if you want, although it's better to let them do it). Once they've prepared their lists, demo the activity: walk up to a group of students and ask them their names. Add their names to your survey list. Next, ask them if they like the foods on your list (read out each food item on your list). Note down their answers. Once you've demoed the activity, have the students mingle amongst themselves to ask each other about their favorite (and not-so-favorite) foods. Once everyone has finished, encourage the students to share their findings with the class, e.g. *Anna likes pizza. She doesn't like fish.*



Page 27 Activity 6: HAVE A NICE LUNCH!

★ **Tasks:**

Draw each animal's favourite food and label it in the box beneath. You can ask your teacher to help you with spelling.

★ **Objectives:**

- To help students review food-related vocabulary

★ **Language structure:**

- "The [animal] likes..."
- Target vocabulary: dog, fox, turtle, cat

★ **Warm-up**

Elicit/teach the names of the different animals in the activity using flashcards. Write the target vocabulary on the board and drill chorally. Do a quick review of the warm-up section from Activity U2A8. Stick picture flashcards of the target vocabulary on the board. Point to the *dog* and ask the students what it likes to eat. Have one of the students come to the board and draw some food. Help with vocabulary. Elicit *The dog likes...* Repeat with another animal.

★ **During the activity**

Put them in pairs, if possible. Ask them to colour their pictures. While they're drawing their pictures, walk up to them and comment on their pictures.

★ **Extension**

Bring along some supermarket food magazines or brochures to the class (they usually have these for free where they advertise the various discounts or specials they are currently offering). Have the students use some construction paper, glue, marker and a magazine. Ask them to cut out pictures of foods they like to eat from the magazine and paste them onto the construction paper. Tell them to draw two columns on the construction paper. Have them

write *I don't like...* at the top of one column and *I like...* in the other column. Once everyone has finished pasting their favorite foods, have them stand up and talk about their food chart. Alternatively, role-play a restaurant scene. Get the students to play waiters and customers. Demo the game as a waiter, and then as a customer, with a student or group of students. If you have various plastic food items, use them for the game. Otherwise, draw pictures of several food items on sheets of paper and use those. Have the students prepare menus with food prices so that they can practice expressions they learnt in previous lessons related to greetings, numbers and quantity. Have the students take turns playing waiters and customers. Monitor them, helping them where necessary. Before you start, elicit/teach them some restaurant-related vocabulary, e.g. *menu*, using flashcards.

UNIT 2.3: AT SCHOOL

Page 28 Activity 1: WHAT'S IN THE CLASSROOM?

★ Tasks:

Label the people and objects found in the classroom. Use the list of words at the bottom of the page to help you.

★ Objectives

- To help students identify objects and people in the classroom

★ Language structure:

- "Where is..."
- "What's this?"
- "This is..."
- "Who is this?"
- Target vocabulary: board, table, pencil, book, pupil, teacher

★ Warm-up

Review the warm-up section from U1A16. Teach/elicit *teacher* and *pupil*, using flashcards. Use flashcards for inanimate objects and people to teach the students the difference between *what* and *who*: point to a student and ask the class: *Who is this?* Elicit the student's name. Next, point to yourself and repeat the question. Once they've answered, encourage one of the students to stand up and repeat the question, pointing to someone in the classroom. Now, repeat the activity, only this time, point to an object and have them form the question using *What is...?* Write both questions on the board and drill chorally and individually. Write the target vocabulary on sticky notes. Divide the students into two teams. Make sure you have sticky notes of two different colours. Give these to the two teams. Now, get them to run around the class, sticking the notes on the corresponding objects and people. The first team to label all the objects correctly wins.

★ During the activity

Check to make sure that the students are not mixing up the arrows for each word. Put the students in pairs and then have them check their answers with other pairs.

★ Extension

Play "Word Basketball" (see Activities Appendix).

Page 28 Activity 2: WHAT SUBJECT DO YOU LIKE?

★ **Tasks:**

Look at the picture and read the sentences. Number the pictures 1-4.

★ **Objectives:**

- To introduce vocabulary for subjects at school
- To talk about what subjects one likes and dislikes at school

★ **Language structure:**

- "I like..."
- Target vocabulary: math, science, reading, writing

★ **Warm-up**

Use a board or an overhead projector. Draw (or project) an empty timetable on the board. Distribute copies of empty timetables among the students (one each). Bring a photo of yourself as a child and stick it on the board, next to the timetable. Write the word *math* in the timetable and tell the students that you like math. Draw a few math symbols on the board. Chorus the word a few times. Now write the name of another subject, e.g. music. Draw a few music symbols. Alternatively, use flashcards to teach the target vocabulary. Ask the students what subjects they like at school. Write the names of a few more subjects on the board or elicit them from the students. Do a chain drill to elicit answers from the students for the subjects on the board, e.g. *Do you like math? Yes, I like math! or No, I don't like math!*

★ **During the activity**

Monitor the students and help with mistakes.

★ **Extension**

Encourage students to fill out the empty timetables you handed them at the start of class. Ask them to write down the names of subjects they study at school. You are going to have them do a mini-survey. Demo the activity. Using the timetable, walk up to a student and introduce yourself. Ask them what their name is. Write their name down on the timetable sheet. Now, read out the name of a subject on your sheet, e.g. math. Ask the student if he/she likes math. Note down the response. Repeat this with the other subjects on your sheet. Once you've covered all your subjects, thank the student for participating in your survey, i.e. say *Thank you!* Now, ask the students to conduct their own mini-surveys. When everyone has completed their surveys, encourage them to share their findings (see the extension section from U2A8).

Page 29 Activity 3: MY SCHOOL

★ **Tasks:**

Draw a picture or stick a photo inside each box.

★ **Objectives:**

- To visualize words and people connected with school

★ **Language structure:**

- Target vocabulary: teacher, classroom, friends

★ **Warm-up**

Review the target vocabulary using picture flashcards. Write the words on the board and drill chorally. Play “Pictionary” (see Activities Appendix).

★ **During the activity**

Monitor the students and comment on their work.

★ **Extension**

Ask the students to draw their ideal school or classroom. As encouragement, draw your ideal school on the board. Point out all the facilities you would like your ideal school to have. Be creative. Make this a competition: the best and most detailed drawing gets a prize (you could have the students vote).

UNIT 2.4: SPORTS AND LEISURE

Page 30 Activity 1: WHAT SPORT DO YOU LIKE?

★ **Tasks:**

Put a cross in the correct box to show which sports you like or dislike. Then, complete the sentences.

★ **Objectives:**

- To help students learn how to identify popular sports activities
- To help students express their likes and dislikes with regards to sports activities

★ **Language structure:**

- “I like...”/ “I don’t like...”
- “What sport(s) do you like?”
- Target vocabulary: football, tennis, swimming, skiing, dancing

★ **Warm-up**

Use picture flashcards to elicit/teach the target vocabulary. Alternatively, mime each of the sports activities, e.g. pretend to kick a ball for football or move your hands back and forth to simulate swimming. Write the name of each sports activity on the board. Drill chorally and individually. Next, have the students come up to the board to draw an activity and, optionally, mime it (like “Charades”). Encourage the other students to guess the correct sports activity. You could also play “Slam” (see Activities Appendix). Have the students do the mini-survey activity from U2A8 (modify to use the target vocabulary).

★ **During the activity**

Put the students in pairs for this activity. Help them with mistakes where necessary.

★ **Extension**

Play “Virus”. Have the students stand in a circle. Now, tell them to close their eyes. Walk around the circle and touch one of the students on the shoulder. This student now has the “virus”. Ask the students to open their eyes. Have them walk around the class, asking each other *Do you like...?* questions, using the target vocabulary. Students that do not have the “virus” must respond in the affirmative, e.g. *Do you like football? Yes, I like football (Yes, I do.)*. The student

with the “virus” must answer negatively, i.e. *No, I don't like... (No, I don't...)*. Anyone who asks the “infected” student a question, also gets the virus. The goal is to not catch the virus. Play the game for five minutes and see who remains free of the virus.

Page 30 Activity 2: HE, SHE OR THEY?

★ **Tasks:**

Complete each sentence using the correct pronoun.

★ **Objectives:**

- To help students talk about what sports other people like to play

★ **Language structure:**

- “He likes...”/ “She likes...”
- “They like...”

★ **Warm-up**

Review the target vocabulary and language structures from U2A13. Teach/ elicit *basketball*, using flashcards. In order to teach the pronoun *they*, encourage the students to talk about each another in terms of what sports activities they like/dislike, e.g. point to a student and ask the rest of the class to guess what sports activity the student likes. Elicit *He/She likes...* If the student says *no*, the class keeps on guessing until they get it right. Write *He/She likes...* on the board. Drill chorally. Now point to another student and repeat the steps. Next, call two or three students to the board and have them stand in front of the class. Now, gesture to yourself and say *I like football*. Write it on the board. Drill chorally. Next, gesture to the students still sitting and say *You like...* Write it on the board and drill chorally. Encourage them to complete the sentence by shouting out a sports activity in unison. Now point to the group of students near the board and say *What do they like?* Get the other students to shout out *They like...*, pointing to the group. If the group says *no*, the class keeps on guessing until they get it right. Write down *They like* on the board. Drill chorally.

★ **During the activity**

Put the students in pairs, if possible.

Page 31 Activity 3: DOT-TO-DOT

★ **Tasks:**

Join the dots to reveal the sport.

★ **Objectives:**

- To trace and identify images of objects used in sports activities

★ **Warm-up**

Demo a similar dot-to-dot activity on the board using a sports-related image, e.g. a football. Review numbers 1-19.

★ **During the activity**

Monitor the students.

Page 32 Activity 4: WHAT ARE THEY PLAYING?

★ Tasks:

Put the stickers in the correct box.

★ Objectives:

- To teach students vocabulary related to games

★ Language structure:

- “What are they playing?”
- “They’re playing...”
- Target vocabulary: dominos, chess, cards

★ Warm-up

Bring a pack of cards, a chessboard, and a game of dominos to the class. Let the students play with the games for two or three minutes. Next, elicit/teach the target vocabulary by pointing to each item. Write the target vocabulary on the board and drill chorally. Encourage the students to touch the correct item while saying each word. Put up pictures of people playing chess, dominos and cards. Ask the class what games people in the pictures are playing, saying *What are they playing?* Write the question on the board. Elicit/teach *They’re playing...* Write the phrase on the board and drill chorally.

★ During the activity

Set up the games on a table in front of the class for reference.

★ Extension

Review numbers and colours. Bring a few decks of UNO and teach the students how to play the game. Demo the activity with them for a round or two. You could even create your own UNO deck, using all the vocabulary you have covered so far (see “UNO” in the Activities Appendix).

Page 32 Activity 5: WHAT INSTRUMENT DO YOU PLAY?

★ Tasks:

Connect each sentence to the corresponding picture.

★ Objectives:

- To teach students to talk about playing an instrument

★ Language structure:

- “I play...”
- “What instrument do you play?”
- “Do you play an instrument?”
- Target vocabulary: guitar, violin, piano, drums

★ Warm-up

Bring a few toy instruments (for the target vocabulary) to class. Use flashcards to elicit/teach the target vocabulary. Alternatively, draw them on the board. Write their names in random order. Ask the children to help you match the words to the pictures. Draw a line connecting the words to their respective images. Write *instrument* on the board above the images. Say *The piano is an instrument*. Have the children repeat after you. Do this for the other instruments.

Distribute the toys among the students. Call out an instrument and have the students raise the corresponding toy. Encourage the students to mime playing the instrument as you say its name. Next, play the sounds that each instrument makes and have the students guess which instrument it is (prepare sound files for each instrument). Next, point to the instruments on the board and ask the class if anyone plays instruments. Ask a student *Do you play an instrument?* Write the question on the board. Elicit/teach *I play the...* Write the phrase on the board. Do this activity as a chain drill.

★ **During the activity**

Monitor the students and help with mistakes where necessary.

★ **Extension**

Have the students make their own instruments with string or rubber bands and empty boxes (tissue). They could use their desks and pencils as drums.

Page 33 Activity 6: CROSSWORD

★ **Tasks:**

Complete the crossword. Use page 16 to help you.

★ **Objectives:**

- To review vocabulary for board games and musical instruments

★ **Warm-up**

Review the names of musical instruments and board games from U2A16 and U2A17. Write them on the board for reference. Use picture printouts or flashcards, if necessary. Play "Hangman" or "Word Jumble" (see Activities Appendix).

★ **During the activity**

Make sure the students are filling in the crossword properly and paying attention to the directions indicated by the arrows. If they are having trouble writing the words, try to get them to use standard sounds (for the letters) to figure out the spelling. Alternatively, they can look at the board.

UNIT 2.5: WINTER

Page 34 Activity 1: WINTER CELEBRATIONS

★ **Tasks:**

Copy the sentence. Then, colour the picture.

★ **Objectives:**

- To learn and identify Christmas vocabulary
- To practice and extend vocabulary about the seasons

★ **Language structure:**

- "What's this?"
- "It's..."
- "Who is this?"

★ **Warm-up**

Bring a few Christmas props to the classroom, including a picture of Santa Claus. Elicit/teach who Santa is, e.g. *Who is this?* Write Santa's name on the board. Play some light Christmas carols in the background for atmospheric effect. Ask the students if they know what holiday it is. Use flashcards to teach some Christmas vocabulary, e.g. *Christmas tree, winter, presents, sleigh*. Write them on the board. Chorus the words and then lay the flashcards on the floor face down (alternatively, stick them on the board). Have a student come up to the board (or floor space with the flashcards) and turn the card over, encourage them to answer using *This is...* when identifying each picture.

★ **During the activity**

Make sure that the students are using the correct strokes while tracing the letters.

★ **Extension**

Pretend to be Santa. See if you can dress up in a red costume with a fake beard. Bring along a burlap bag or sack (empty or with toy presents). Have the students sit in a semi-circle in front of you and mime pulling out toys from the sack. The toys could also be in the form of flashcards. Tell the students you've got such-and-such present: I've got a violin! Who likes violins? Encourage the students to put their hands up if they like the toys you're calling out. Mime giving them presents. Alternatively, bring some presents and give each student or pair/group of students a couple. Have them guess what's inside. Next, encourage them to open their presents and identify what's inside the box. Another option is to have the students make a Christmas poster as a class project, using craft materials.

Page 34 Activity 2: THE WEATHER IN WINTER

★ **Tasks:**

Choose which sticker best illustrates each sentence.

★ **Objectives:**

- To help students describe the weather and the seasons

★ **Language structure:**

- Target vocabulary: snowy, cold, winter
- "How's the weather in winter?"
- "It's..."

★ **Warm-up**

Play "Touch the Weather" (see Activities Appendix – modify to include the new adjective(s) for winter). Elicit/teach *in winter* by pointing to the flashcards and asking the students *How's the weather in winter?* Write the question on the board. Encourage them to respond with *It's cold* or *It's snowy*. Write the phrases on the board. Chorus the phrases. Mime being cold while doing the drill. Encourage the students to mime along with you. Have the students sit in a circle. Place picture flashcards for the target vocabulary in the center. Call out a word and have the students touch the corresponding flashcard in the center. The student to touch the card first gets a point. The student with the most points at the end of the game wins.

★ During the activity

Monitor the students to make sure they have selected the appropriate sticker for each of the two pictures. Pair the students together, if possible.

★ Extension

Use white trash bags of different sizes (bring a few) and a lot of recycled paper (you could bring old newspapers). Divide the students into groups, if possible. Assign each of them a couple of bags and a large amount of scrap paper. Alternatively, have them do this as a class project and work together to make one snowman. Have the students work together to stuff the bags with crumpled paper to make a snowman for the class. Have them decorate and paint the snowman (you could bring carrots, plastic baubles, or even use arts and craft to make decorations with construction paper, beads, etc.). Encourage the students to give their snowman a name.

Page 35 Activity 3: MITTEN MIX-UP

★ Tasks:

Five pairs of mittens have gotten mixed up! Find and connect the matching mittens. Then, colour the picture.

★ Objectives:

- To review winter-related vocabulary by matching pairs of words

★ Warm-up

Review the target vocabulary from U2A19 and U2A20. Do some pronunciation drills for the target vocabulary (chorally and individual). Use flashcards to check pronunciation. Prepare two sets of identical flashcards. Have the students sit in a circle. Shuffle the flashcards and place them in the center, face down. Students take turns flipping over two flashcards at a time. If they get a matching pair, they get to keep them. If they don't get a matching pair, they return the flashcards to their place and another student gets a turn. The student with the most cards at the end wins.

★ During the activity

Make sure that the students are connecting the matching pairs using steady lines. Have them use different colours per line drawn.



UNIT 3

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UNIT 3.1: IN THE CITY

Page 38 Activity 1: WHAT'S IN THE CITY?

★ Task:

Label each place using a word hidden in the picture.

★ Objectives:

- To help students identify common locations in a city and their purpose

★ Language structure:

- "What place is this?"
- "Where are we going?"
- Target vocabulary: shop, hospital, restaurant, park

★ Warm-up

Prepare some flashcards to elicit/teach the target vocabulary. Write *hospital*, *shop*, *restaurant* and *park* on the board. Play "Taxi Driver" (see Activities Appendix); you will need to modify the locations to include the target vocabulary, e.g. hospital, shop and restaurant. Next, put up some pictures of real hospitals, parks, shops and restaurants (make sure their names contain the target vocabulary) on the board. Point to a picture and ask the students *What place is this?* Write the question on the board. Encourage them to pick out the target vocabulary in the picture. Circle the word. For example, point to a picture of a hospital, let it be *St. Vincent's Hospital*. The picture should show the building and a sign with the hospital's name on it. It should be clearly visible. Encourage the students to say *It's a hospital*. Get them to point to the word *hospital* in the picture. Now, circle the word and write it under the picture. Next, have a student play the role of teacher. Repeat the activity a few times.

★ During the Activity

Pair up the students, if possible. Encourage the students to check answers with each other.

★ Extension

Use cardboard, origami paper, craft materials and shoeboxes to create a shop, hospital, restaurant and park. Do this as a class project. Paint and decorate each location with suitable materials. Make them as detailed as possible, e.g. place benches (using clay or papier-mâché) in the park. Finally, label them with sticky notes.

Page 38 Activity 2: WHICH SIGN IS IT?

★ Task:

Draw a line to connect each picture to the corresponding word.

★ Objectives:

- To teach students to associate symbols or signs with common urban locations
- To learn how to use map keys

★ **Language structure:**

- “What sign is this?”
- “It’s a...”
- Target vocabulary: park, hospital, restaurant

★ **Warm-up**

Bring a few city guides for students to the class, e.g. from Disneyland or a similar entertainment venue (for children). These guides should all have similar signs for hospitals, shops and restaurants on the map. Elicit/teach the symbols by miming the actions you did for the warm-up section in U2A1. Draw the symbols on the board and elicit the word for the location associated with each symbol. Write them down on the board. Next, distribute the city guides among the students. Ask them how many hospitals, shops, etc., they can find on the map. Encourage them to look at the symbols for each place. Have them label the points on the map, using the target vocabulary. This will help them familiarize themselves with map legends.

★ **During the Activity**

Monitor the students and have them pronounce the target words out loud. Check for pronunciation.

★ **Extension**

Prepare several alternative signs from the UK for restaurants, hospitals, etc. Use the signs to introduce new vocabulary, e.g. pharmacy, hotel. Divide the students into teams, if possible, and have them guess what the signs are for. Each student or group that answers correctly gets a point. At the end of the activity, the group or student with the most points wins. Alternatively, have them create their own signs for a restaurant, hospital, etc. When they’ve completed the activity, have the class vote on the best signs.

Page 39 Activity 3: CITY MAP

★ **Task:**

Read the labels and choose the appropriate stickers. Then, colour the picture.

★ **Objectives:**

- To help students to identify locations on a map

★ **Language structure:**

- Target vocabulary: school, hotel, train station and cinema

★ **Warm-up**

Use picture flashcards to teach/ elicit the target vocabulary. Chorus the words a few times, especially *train station*, since it’s longer and might be harder for students to remember. Write the target vocabulary on the board. Next, do a slow reveal (see the warm-up section in U2A7). Now, have the students draw their homes on a piece of paper. Ask them to make a neighborhood map with their school, etc. Next, have each student come to the front of the class. Encourage them to show the class their neighborhood map. Get them to talk about their neighborhood by pointing to different locations, using *This is...* and *It is...* Draw your own neighborhood map and demo the activity for students, if necessary.

★ **During the Activity**

Monitor the students. Ask them to check their answers with their peers.

★ Extension

Have the students create a mini-diorama of a city or neighborhood (or ask them to imagine how they would like their neighborhood to look). Do this as a class project. Use cartons of different shapes and sizes, cardboard or construction paper. Have them create and put up signs for hospitals and restaurants, as well as different shops. Let them be creative and have them use the vocabulary they have learnt to make a nice, detailed diorama with schools, hospitals, shops, restaurants (pizza, etc.), cinemas, homes and parks. Have them label the locations. Use sticky notes.

Page 40 Activity 4: WHERE IS DAD?

★ Task:

Look at the pictures. Complete each sentence using the correct word. Use pages 38 and 39 to help you.

★ Objectives:

- To help students describe where people are, in terms of location

★ Language structure:

- "Where is Dad?"
- "He is at..."
- Target vocabulary: shop, cinema, train station, dad

★ Warm-up

Use flashcards to teach/review the target vocabulary. Next, prepare pictures of a train station, shop, park, etc. Put the pictures on the board. Use a picture flashcard for *Dad*. Stick *Dad* on a picture, using blu-tack. Ask the students where *dad* is, i.e. *Where is Dad?* Write the question on the board. Encourage the students to reply *He's is at...* Write the phrase on the board. Chorus the phrase. Now stick *Dad* on another picture. Repeat the steps. Play "Pictionary" (see Activities Appendix); use *Dad* in each drawing. Have the class nominate a student to write the answer on the board.

★ During the Activity

For the third picture, show the students pictures of famous clothes stores. This should make it easier for them to guess the right answer.

★ Extension

Do a role-play activity. Have the students mime calling each other on the phone. Demo the activity for them. Do this activity in pairs. The conversation should go something like this: *Hello [name]! What are you doing? Hello [name]! I am at [the park].* Encourage the students to use as many locations as possible. Use gestures while you're demoing the activity and encourage them to copy you. Get them to ask each other additional questions, e.g. *How is the weather?*

Page 40 Activity 5: ON OR UNDER?

★ Task:

Complete each sentence using the correct preposition.

★ **Objectives:**

- To help students learn to point out the location of any object or person/animal in relation to other objects

★ **Language structure:**

- "Where is he?"
- "He is..."
- "Where is the boat?"
- "It is..."
- Target vocabulary: on, under, boat, bridge

★ **Warm-up**

Review U1A17. Teach/elicit *boat* and *bridge* using flashcards, toys or pictures.

★ **During the Activity**

Make sure the students are not confusing the arrows.

★ **Extension**

Repeat the extension activities from U1A17.

Page 41 Activity 6: DOT-TO-DOT

★ **Task:**

Join the dots to reveal the word and the picture.

★ **Objectives:**

- To connect the dots to reveal a location in the city

★ **Warm-up**

Review numbers 1-20. Review the warm-up activity in U2A15.

★ **During the Activity**

Monitor students to ensure they are connecting the dots in the correct order.

UNIT 3.2: AT THE SHOP

Page 42 Activity 1: MY SHOPPING LIST

★ **Task:**

Mum and Fluffy are at the supermarket. Help them to find the things they need. Connect the words to the corresponding pictures.

★ **Objectives:**

- To develop students' food-related vocabulary
- To practice pronouncing the schwa sound: /ə/

★ **Language structure:**

- “What is this?”
- “What do they want?”
- Target vocabulary: water, butter, cucumber, pepper

★ **Warm-up**

Use picture flashcards or plastic toy models to teach/ elicit the target vocabulary. Do a slow reveal to (see the warm-up section in U2A7) make it more challenging. Write the words on the board as you elicit/teach them. Ask the students if they like the items you’ve written on the board. Next, take some blu-tack Stick some picture flashcards on the board for food and drink. Make a shopping list of two or three items. Show the list to the students. Now, ask a student to come to the board. Give them the list. Ask them to pick the flashcards from the board that are written on the list. Now, make another list with two or three items. Call another student to the board. Repeat the activity a few times. Alternatively, call two students to the board. Give them each identical sheets. Have them race to collect the flashcards. The student with the most items wins.

★ **During the Activity**

Bring toy models of the four food items for reference.

★ **Extension**

Play “Slam” (see Activities Appendix). Alternatively, play “Word Jumble”, using the target vocabulary.

Page 42 Activity 2: HOW MUCH DOES IT COST?

★ **Task:**

Read the sentences. Connect each price to the corresponding picture.

★ **Objectives:**

- To help students ask for products sold in different shops
- To help students inquire about the price of goods sold in shops

★ **Language structure:**

- “How much does it cost?”
- “It costs...”

★ **Warm-up**

Review numbers 1-12 with the students. Make sure you also spell out each number on the board (1 – one, etc.). Say a number and have a student come to the board to spell it out. Alternatively, do this in the form of a handout. You could also hand the students flashcards with number spellings and get them to raise the correct one when you say a number. Teach them the symbol for the British pound (use flashcards or the board; chorus as needed). Next, bring a few cutouts from supermarket magazines or newspapers, advertising prices for a few items like books, food, etc. Prepare your own price tags, if necessary. Paste the cutouts onto a few pieces of construction paper so that each sheet of paper has several products with the prices listed. Now, put a sheet up on the board and review the vocabulary for the items displayed on the sheet. Point to an item on the chart and elicit/teach *How much does this cost?* Write the question on the board. Encourage students to reply *It costs...* Write it on the board. Next, divide the students into groups or pairs, if possible. Give them each a chart. Let them take a look at the prices. Ask the students how much such-and-such item costs, e.g. *How much does*

an apple cost? Encourage them to look at their sheets and find the price for apples. Get them to answer using *it costs [number] pounds*. Prepare different price tags for the same product for different sheets so that no two students have the same price.

★ **During the Activity**

Monitor as needed. Make sure they understand that they need to draw a line, connecting the words to the number symbol.

★ **Extension**

This is a fun activity. Set up an open market in the classroom with a stall or two. Bring some plastic food items or draw them on construction paper. Place the pictures/items on a few desks. Change the layout of the class to resemble a market. Have some students play "merchants" while the rest play "shoppers". Give each merchant a price list for the items on his/her desk (each merchant should have no more than three items). Demo the activity: prepare a shopping list for yourself with two or three items. Walk up to a merchant and ask how much so-and-so item costs, get the "merchant" to consult his/her price list and reply appropriately, e.g. It costs 4 pounds. Note down the price on your shopping list. Now give the "shoppers" shopping lists with two or three items that they need to buy. Ask the students to begin the activity. You may also participate as a "shopper" or "merchant". After several minutes of play, have the two groups, i.e. shoppers and merchants, trade places. Finally, ask the students to sit in a circle. Now ask them how much each item costs. Say How much does an apple cost? Encourage the students to consult their shopping lists and say the price.

Page 43 Activity 3: POCKET MONEY

★ **Task:**

You have 5 pounds. Circle one thing you would like to buy.

★ **Objectives:**

- To help students talk about and use numbers
- To help students do simple math in English

★ **Language structure:**

- "How much does it cost?"
- "It costs..."

★ **Warm-up**

Elicit/teach the target vocabulary using flashcards or the board. Review numbers 1-10. Elicit/teach 100 as well. You could review some simple math in English. Write a few simple sums on the board, e.g. $3 + 2 = \underline{\quad}$ and $1 - 5 = \underline{\quad}$. Elicit/teach how to read equations, e.g. *Three plus two equals...*? Point to each number and symbol as you go along. Get two students to come to the board and write the answers. If they are having difficulties, ask the class to help. Do this a few times until they are comfortable using math expressions in English. Now, stick a few pictures of items and food on the board. Use blue-tack. Write how much each item costs below the flashcards. Take out a banknote (10£, for example). Tell the class you have ten pounds. Ask them what all you can buy, gesturing to the board. Listen to their suggestions and take flashcards from the board accordingly. Now, have a student come to the board and do the activity. Make sure they stay within budget!

★ **During the Activity**

You could slightly modify the activity. Have the students choose any number of items as long as they add up to five.

★ **Extension**

This is a slightly modified activity from the one in U3A8 (the previous activity). Divide the students into cashiers and shoppers. For this activity, hand each shopper a fixed amount of money, e.g. £10. The merchants do not need a price list and must come up with their own prices. The object of the game is to buy as many products as possible from the different merchants. Have the students switch roles after a while. Monitor them and encourage them (both merchants and shoppers) to use expressions for asking how much things cost and how many items they want, e.g. *I want two books.*

UNIT 3.3: TRANSPORT

Page 44 Activity 1: WHAT IS IT?

★ **Task:**

Look at the pictures. Complete the sentences using the words at the bottom of the exercise.

★ **Objectives:**

- To help students learn and identify travel vocabulary

★ **Language structure:**

- "What is this?"
- "This is a..."
- Target vocabulary: bus, train, car, taxi, metro, bike

★ **Warm-up**

Prepare a few picture flashcards with the target vocabulary and hide them around the class, e.g. under a desk or chair, etc. When class starts, have the students hunt for the flashcards. Encourage them by pretending that you are looking for something. When they find the first flashcard, look relieved and happy and ask them which flashcard they found. Ask them *What is this?* Elicit *This is a...* Next, have a student write the word on the board. Chorus it a few times. Tell the students that there are several more flashcards that they need to find. Repeat the process until all the flashcards are found.

★ **During the Activity**

Monitor the students and help them with mistakes.

★ **Extension**

Bring some cardboard, scissors, glue, pencils, construction paper, matchboxes and paint. Have the students sit together and make some toy cars, trains and buses, using the materials you brought to class. Join in and help them. Alternatively, prepare a few car and bus models, made from the craft materials, in advance, and bring them to class. The students can use them as inspiration.

Page 44 Activity 2: WHERE IS THE CAT? IN OR ON?

★ **Task:**

Complete each sentence using the correct preposition.

★ **Objectives:**

- To help students identify where things are, using prepositions of place

★ **Language structure:**

- “Where is the cat?”
- “It is...”
- Target vocabulary: car, bus, taxi, train, on, in

★ **Warm-up**

Review the warm-up activities from U1A17 or U3A5. Review/teach prepositions on and in.

★ **During the Activity**

Monitor the students. Use the props from the warm-up activity to help them, if necessary.

★ **Extension**

Play “Simon Says” (see Activities Appendix). Focus on practicing prepositions, e.g. Simon says: *Put your hands on your head!* Alternatively, divide the students into two teams (or do it individually if there are not enough students). Shout out the name of an object in the classroom and a preposition of place, e.g. *Put the pencil in the book!* The students must then race to complete the action. Do this with several objects (bring them to class if they aren’t already present). Review words for objects normally found in a classroom, if necessary. Finally, use the extension activities from U1A17.

Page 45 Activity 3: MAZE

★ **Task:**

Mum is going to work at the hospital. Can you help her to find the way?

★ **Objectives:**

- To use a simple map to navigate to one’s destination

★ **Language structure:**

- Target vocabulary: cinema, restaurant, shop, hospital, fire station

★ **Warm-up**

Review the words for common city locations with flashcards. Draw a simple map on the board with a few city locations and your home. Next, ask students to come to the board to navigate the streets to a destination from your home, e.g. *I want to go to school.* Encourage the student to draw a line from your house to the school. Demo the activity if necessary. Now, have the students take turns doing it a few times.

★ **During the Activity**

Show pictures of fences and pedestrian crossings so that students can better understand what they are.

★ **Extension**

Prepare a large map with several streets and roads, cinemas, hospitals, etc. Hand them out to the students. Now, ask them to draw a travel itinerary. Use a dictation format. Say that you first want to go to school, then a hospital, then a shop, etc. Make up your own itinerary. Write the place words on the board as you say them. There are many ways of doing this activity (you could use dice) and you could come up with a complex itinerary that the students would have to trace. When you feel satisfied with your itinerary, stop and have the students show you how they imagined your itinerary to be.

Page 46 Activity 4: HOW DO YOU GET TO SCHOOL?

★ **Task:**

Complete the sentences using the words in the box.

★ **Objectives:**

- To help students identify different types of transport
- To help students talk about how they go to school

★ **Language structure:**

- "I go to school by..."
- "How do you go to school?"
- "By car, bus..."
- "...on foot"

★ **Warm-up**

Make a few picture flashcards with the target expressions, i.e. on foot, by car, etc. Draw a simple picture of a school on one side of the board and, on the other side, draw a picture of a house. Point to each picture and tell the students what they are, e.g. *This is my house!* and *This is our school!* Write down *school* and *house* next to the pictures. Put the flashcard for *on foot* on the board, between the school and your house. Next, gesture to the flashcard and say *I go to school on foot!* Mime walking to school. Write *on foot* on the board. Encourage the students to mime the action along with you. Chorus it through a simple song *I go to school on foot...foot...foot*. Repeat the process with the words *bus*, *bike* and *car*.

★ **During the Activity**

Make sure the students are writing the words in the blanks and not drawing a line between the pictures and the words. Check pronunciation.

★ **Extension**

Draw a few squares on the board so that a handful of students can draw on the board simultaneously. Make sure that you have at least one square per student. If you have a lot of students, you could distribute sheets of paper with a few squares on each sheet. Alternatively, use mini-whiteboards. Tell the students that they are going to draw some objects. Stand in front of the students and say: *I go to school... by car!* The students should draw a picture of a car in their square (or mini-whiteboard). Give them a minute or two to draw the picture. Alternatively, use a timer. When time is up, tell them to stop. Walk around and take a look at their pictures. Make a few comments about how good you think the pictures are. Get the students to vote on the best picture. Leave that picture on the board. Erase the rest and repeat.

Page 46 Activity 5: HOW MANY CARS ARE THERE?

★ **Task:**

Complete the sentence by writing the correct number.

★ **Objectives:**

- To help students talk about how much of something there is
- To review numbers
- To use nouns in the plural

★ **Language structure:**

- “How many... are there?”
- “There are...”

★ **Warm-up**

Review the warm-up section from U1A7. Bring a few items to class (e.g. five pens, etc.) and put them on your desk or somewhere where all the students can see them. Ask the students how many items they see on the desk and encourage them to count out loud. Elicit the answer using “There are...” Have the student write the number on the board. Repeat with a few other items.

★ **During the Activity**

Demo the activity by showing a large picture to the class of a bus park with five buses. Count the number of buses together as a class. Write down the number on the board. Elicit *There are 5 buses*. Pair up the students, if possible. Encourage them to check their answers with each other after they’ve finished the activity.

★ **Extension**

Bring a small bag and a few items (no more than ten). Make sure they are of the same type and show them to the students. Next, hide the items and the bag from the students and fill the bag with a few items (you could also tell them to close their eyes). Now ask the students to guess how many items there are in the bag. Elicit *There are...* Shake the bag in front of them to give them an idea. Model the question accordingly: *How many... in the bag?* Give the students who guess the correct number a small prize or, alternatively, have the winner come up to the desk and play the role of the teacher.

Page 47 Activity 6: DOT-TO-DOT

★ **Task:**

Join the dots to reveal the vehicle.

★ **Objectives:**

- To help students identify different types of transport
- Target vocabulary: truck

★ **Warm-up**

Review the alphabet using flashcards. Have a student come and write the alphabet on the board. Encourage the other students to help him/her out. Next, draw a dot-to-dot picture of a car on the board (or use handouts). Have a student come up to the board and connect a few dots. Now, ask another student to come to the board and connect a few dots. Repeat until the car is complete. Elicit *It’s a car!* Write the word on the board.

★ **During the Activity**

Ask the students to refer to the English alphabet on the board. Get them to guess what the picture is. Elicit *It’s a truck!* Write *truck* on the board and drill chorally.

★ **Extension**

Give the students another dot-to-dot picture activity. This time, however, have them use dice to play. Pair them up. Each student rolls a die and connects the corresponding number of dots on the picture. The first student to connect all the dots wins.

UNIT 3.4: JOBS

Page 48 Activity 1: WHAT IS THEIR JOB?

★ Task:

Read the sentences. Put the stickers in the correct place.

★ Objectives:

- To help students learn about jobs and professions

★ Language structure:

- “What is their job”
- “It’s a...”
- Target vocabulary: vet, pilot, teacher, waiter

★ Warm-up

Prepare a few pictures (or flashcards) of the target vocabulary. Stick the pictures on the board. Next, mime the actions for each job. Encourage the students to guess what job you’re miming. Encourage the students to point to one of the pictures. For example, start with an easy one like vet. You could bring a stuffed animal to class and pretend to give it an injection, check its ears, etc. Elicit/teach the word vet. Write vet under the corresponding picture. Say *It’s a vet!* Drill chorally. For *teacher*, you can point to yourself and pretend to write on the board. Repeat for the other professions. Now, play “Charades” (see Activities Appendix). Alternatively, prepare two sets of job flashcards (one with pictures and one with the words). Have the students sit in a circle. Place the flashcards face down in the center of the circle. The students take turns to flip over two flashcards at a time. If the picture and the name of the job match, they keep the cards. The student with the highest number of cards at the end of game wins.

★ During the Activity

Use the flashcards to help the students identify the workplace in each picture.

★ Extension

Give a job flashcard to each student. Keep a flashcard for yourself in order to demo the game. The game is played in pairs. Have the students stand in the center of the room. Walk up to a student. Ask them what they do, i.e. *What do you do?* Ask them to look at their flash card. Elicit *I’m a...* Next, get them to ask you what you do. Look at your flashcard and reply using *I’m a...* Now do a coin toss (decide who wins if it’s “heads and who wins if it’s “tails”). If the student loses, take their flashcard from them. If you lose, hand them your flashcard. Repeat the activity with a few students and then have them play with each other. The aim of the game is to win the most cards.

Page 48 Activity 2: BIG AND SMALL LETTERS

★ Task:

Connect the lowercase words to the corresponding uppercase words.

★ Objectives:

- To help students recognize/differentiate between lowercase and uppercase letters

★ **Language structure:**

- Target vocabulary: nurse, driver, artist, firefighter

★ **Warm-up**

Prepare alphabet cutouts of uppercase and lowercase letters. Next, put up an alphabet poster on the board with uppercase and lowercase letters. Review the alphabet with the students, pointing to the lowercase and uppercase forms of each letter. Now, have the students sit in a circle. Lay the letter cutouts in the center of the circle. Encourage the students to try and find the matching letters.

Monitor them as they work together. Help where necessary. If the students are having difficulty matching the letters, have them consult the alphabet poster on the board. When they successfully match the lowercase and uppercase forms of a letter, have them shout out the letter. Instead of cutouts, you could bring plastic letters to the class and have the students sort them out into lower- and uppercase letters.

★ **During the Activity**

Use examples of uppercase and lowercase *words* on the board. Have students come to the front and connect the examples. Point to the uppercase and lowercase letters on the board if the students find the activity difficult.

★ **Extension**

Play “Bingo” (see Activities Appendix). Write lowercase and uppercase letters on pieces of paper and put them in a hat. Give out a few Bingo sheets with lowercase and uppercase letters. Draw letters out of the hat and say/write the letter on the board. If you draw out *b*, for example, write it on the board or say *small b*. The first student to get Bingo wins and can draw letters out of the hat. Alternatively, bring a couple of magazines or comic books and distribute them among the students. Assign each student a few letters. Have them highlight or circle (using a highlighter or crayon) the matching uppercase and lowercase pairs in the magazine or comic.

Page 49 Activity 3: WHOSE EQUIPMENT IS IT?

★ **Task:**

Draw a line to connect each person to the objects they need.

★ **Objectives:**

- To help students identify different professions

★ **Language structure:**

- “What does he/she use?”
- “He/she uses...”

★ **Warm-up**

Elicit/teach the target vocabulary, using picture flashcards or by drawing them on the board and doing a few drills (individual and choral). Use gestures where appropriate. Review the words *waiter* and *vet* from U3A16. Draw a football player on the board and ask the class what object(s) he needs to play the sport. Next, draw a football near the player and connect the two. Elicit/teach *football*. Write the word on the board. Now, draw a pilot and ask what he needs to do his job. Encourage the students to say *plane* or mime a plane. Draw the plane on the board next to the pilot and connect the two. Write the word on the board. Play “Slam” (see Activities Appendix).

★ **During the Activity**

Monitor the students. Use gestures and miming the different professions to help them, if necessary.

★ **Extension**

Have the students role-play a few professions. Get them to make their own props using construction paper or cardboard, crayons, etc. Encourage them to stand before the class with their props and mime their chosen profession. Encourage the other students to guess. Help the students with mistakes and vocabulary. You could use the activity to introduce new vocabulary, e.g. actor, lawyer, etc. Use flashcards (or draw pictures on the board) to supplement the role-play if introducing new vocabulary.

Page 50 Activity 4: WHERE DO YOU WORK?

★ **Task:**

Look at the pictures. Complete the sentences using the words at the bottom of the exercise.

★ **Objectives:**

- To help students talk about where people work

★ **Language structure:**

- "Where do you work?"
- "I work at the..."
- Target vocabulary: school, fire station, hospital

★ **Warm-up**

Use flashcards or pictures to elicit/teach the target vocabulary. Include flashcards for *teacher*, *firefighter* and *nurse*. Have the students sit in a circle with you. Hold up a flashcard and say the word, e.g. *school*. Now, pass the flashcard to the student on your left. Have them hold up the flashcard and repeat the word. Next, have them pass it to the student on their left and so on. Now, draw three columns on the board. Write *teacher*, *firefighter* and *teacher* in the first column and *school*, *fire station* and *hospital* in the second column. Hold up the *teacher* flashcard and point to yourself. Say *I'm a teacher. I work at the school.* Write down *I work at school* in the third column. Draw a line between *teacher* and *school* from the first two columns. Drill chorally and individually. Next, ask a student to come to the board. Give them the *nurse* flashcard. Ask them *What do you do?* Motion to their flashcard. Elicit *I'm a nurse.* Next, ask them *Where do you work?* Elicit *I work at the hospital.* Write the phrase in the third column and drill it chorally. Connect *nurse* and *hospital* by drawing a line between the first two columns.

★ **During the Activity**

When the activity is over, have the students read their answers out loud.

★ **Extension**

Do the extension activity from U3A16 (modify it to include *Where do you work?* instead of *What do you do?*).

Page 50 Activity 5: SECRET JOB

★ Task:

Decode the message to reveal the profession.

★ Objectives:

- To help students learn and review vocabulary for different professions

★ Language structure:

- Target vocabulary: police officer

★ Warm-up

Demo the activity on the board using a simplified version of the activity. Have them solve the code for the words *vet* and *teacher*. Use a different set of symbols. Alternatively, use numbers instead of symbols, e.g. 1 – A, 2 – E, etc.

★ During the Activity

When the students have completed the activity, write the word *police officer* on the board and chorus it a few times.

★ Extension

Play “Hangman”.

Page 51 Activity 6: DICE GAME

★ Task:

Help the builder build his wall. Play with one or more classmates. This game is played in turns. Roll the dice and colour the number of bricks shown on the dice. The winner is the first to finish colouring their wall.

★ Objectives:

- To help students review numbers

★ Warm-up

Play “Roll and Colour” (see Activities Appendix).

★ During the Activity

Instead of each student using their own book, have the students play the game using only one book between each pair. Each student has to use a different colour. The student with the most coloured bricks at the end wins. Towards the end of the game, there will be very few bricks left, e.g. only 3 or 2, etc. If the students get a number higher than the amount of bricks left, they cannot colour in the bricks and lose their turn. They need to roll the exact number.



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UNIT 4.1: IN THE COUNTRYSIDE

Page 54 Activity 1: A TRIP TO LUDLOW CASTLE

★ Task:

Label the picture using the words at the bottom of the exercise.

★ Objectives:

- To help students identify common locations in the countryside

★ Language structure:

- "What place is this?"
- "This is a..."
- Target vocabulary: wood, river, castle, house, bridge

★ Warm-up

Teach/ elicit the target vocabulary for the activity using picture flashcards. Do choral and individual drills. Write the words on the board. Put up a few real world pictures of castles in the countryside and have the students identify the various things they see, i.e. from the list of target vocabulary they just learnt. Distribute sticky notes with the words *bridge*, *river*, *wood*, *house* and *castle* among the students. Encourage the students to take turns coming up to the board and sticking them on the appropriate parts of the pictures you put up on the board.

★ During the Activity

Check that the students are writing the words using proper strokes. Encourage them to check their answers with their peers.

★ Extension

Bring some craft supplies to class, .e.g. cardboard, glue, construction paper, etc. Have the students build a cardboard diorama of a castle in the countryside. You could use one of the pictures you used for the warm-up as a model. Encourage the students to paint/colour their diorama. Next, ask the students to name the different features they included in it, e.g. *What place is this? It's a river!* Alternatively, you could build a mock countryside scene using Lego blocks. Another option is to have the students each draw a feature or part of the countryside on sheets of construction paper, e.g. one student draws a river, another draws a castle (or have them use origami paper). Have them cut out their drawings and, using glue, paste them on one large poster. Finally, have them use sticky notes to label the features on the poster.

Page 54 Activity 2: FLOWERS AND COLOURS

★ Task:

Count the number of flowers there are of each colour. Then, complete the sentences.

★ Objectives:

- To review colours in English
- To help students practice counting objects

★ Language structure:

- "How many... flowers are there?"
- "There are..."

★ **Warm-up**

Review the colours *blue, orange, red* and *pink* using origami paper. Stick pieces of origami paper on the board and teach/ elicit the colours. Next, write *blue, orange, red* and *pink* on the board. Drill chorally. Take a look at U1A18. Teach the word *flower* through picture flashcards. Bring a few simple objects, two or three of each (three green markers, two red markers and five black markers). Have the students sit in a circle with you. Give each student a certain number of objects and a piece of paper. Now, ask each student to count how many objects they have and write the amount on their piece of paper. Point to the objects they have and ask them *How many... are there?* Get the students to answer with *There are...* Have them count out the items, using their fingers. Write *There are...* on the board. Drill chorally.

★ **During the Activity**

Pair up the students. Have them count the flowers out loud, using their fingers. Ask them to check their answers with their peers.

★ **Extension**

Prepare a few picture puzzles and ask the students to see how many objects or people they can spot in the picture.

Page 55 Activity 3: COUNTRYSIDE SCENE

★ **Task:**

Complete the scene with the following elements: a bridge, a castle and a wood. Then, colour the page.

★ **Objectives:**

- To help students to practice new vocabulary using images

★ **Language structure:**

- Target vocabulary: bridge, castle, wood

★ **Warm-up**

Review the target vocabulary for the activity using picture flashcards. Now, put up a picture of a simple castle on the board. Hand each student a blank sheet of paper. Ask them to look at the picture on the board. Give them one or two minutes to memorize it. Now, remove the picture from the board. Ask the students to draw the picture of the castle on their pieces of paper. When they've completed their drawings, put up the picture on the board again. Ask the students to come to the board and compare their drawings with the picture. Have them make any adjustments so that their drawings match the castle in terms of features.

★ **During the Activity**

Have the students look at the picture in U4A1 for a minute. Then ask them to draw what they remember. You could also turn this into a drawing competition to see who has the best picture (get the students to vote, for example).

Page 56 Activity 4: WHAT ANIMALS ARE ON A FARM?

★ **Task:**

Label the animals using the words at the bottom of the exercise.

★ **Objectives:**

- To help students learn farm vocabulary
- To help students distinguish animal sounds

★ **Language structure:**

- "What's this?"
- "It's a..."
- Target vocabulary: horse, chicken, duck, cow, pig, sheep

★ **Warm-up**

Bring toy animals for the target vocabulary to class. Prepare flashcards with their names. Have the students sit in a semi-circle and play with the toy animals. Sit down with them. Point to an animal, e.g. a toy pig. Ask *What's that?* Elicit/teach *It's a pig!* Make the sound that a pig makes *Oink, oink!* Have the students do it too. Repeat for the other animals. Write the names of the animals on the board. Drill chorally. Now, take some blu-tack and stick the flashcards with animal names on the board. Give each student a toy animal. Have them line up in the center of the classroom, facing the board. Now call out *Pig!* The student with the toy pig has to run to the board, grab the flashcard with the word *pig* and run back to the center of the classroom. Now call out another animal, and so on. Finally, sing "Old Macdonald Had a Farm" with the class.

★ **During the Activity**

Check to see that they are writing the names of the animals using proper strokes. Alternatively, you can get them to draw a line to connect the pictures with the words.

★ **Extension**

Play "Pictionary" (see Activities Appendix)

Page 56 Activity 5: FROM THE FARM

★ **Task:**

Draw a line to connect each animal to the corresponding word.

★ **Objectives:**

- To help students learn about animal products

★ **Language structure:**

- "This comes from..."
- "Where does this come from?"
- Target vocabulary: wool, eggs, milk, chicken, cow, sheep

★ **Warm-up**

Bring an empty carton of milk, a plastic egg and a ball of wool to teach the target vocabulary. Hold each item up for the students to see. Show the class the egg and chorus the word. Write it on the board. Repeat for the other items. Next, have the students sit in a circle. Pass each item around the circle and get the students to say the corresponding word as they pass it around.

Next, stick a picture of a cow, chicken and sheep in one column on the board. Do a quick choral drill with *cow*, *chicken* and *sheep*. Make the appropriate animal sound as you drill each word, e.g. say *Moo-moo* when you say *Cow*. Get the students to copy you. Write the words next to their pictures on the board. In another column, stick pictures of an egg, a milk carton and a ball of wool. Point to the egg and ask the students *Where does this come from?* Gesture to the pictures of the chicken, sheep and cow on the board. Elicit *Chicken*. Draw a line connecting the picture of the egg with that of the cow on the board. Repeat for the other animals. You could also mime getting eggs from a chicken, e.g. bring a toy chicken to class and place the toy egg under it. Lift the chicken in front of the students and pretend to be surprised on discovering the egg underneath. Do the same for the other two animals, i.e. mime milking a cow and sheep shearing.

★ **During the Activity**

Monitor the students and help them with mistakes where necessary.

★ **Extension**

Get the students to make farm animals and their products out of clay. Do a barnyard diorama with cows, chickens and sheep. Use construction paper or cardboard for the barn and little bits of twig or string for the fence. Use straw for the ground. Encourage the students to paint their animals. Paint the eggs white. Use cotton for the wool. Use glue to stick it on the sheep. For milk, make a small clay bucket and place it near the cow. Use water and some white paint to make the milk. Pour a tiny amount into the trough. Have the students label the animals and their products, using sticky notes.

Page 57 Activity 6: GAME OF THE GOOSE

★ **Task:**

Help the goose find her egg. Play with one or more classmates. This game is played in turns. Roll the dice and move your piece. To win the game, your piece must land exactly on space 23. If a player throws too many, the piece counts the extra points backwards from the winning space.

★ **Objectives:**

- To review numbers while playing a board game
- To practice vocabulary from previous units

★ **Language structure:**

- "Go to..."
- "Go back..."

★ **Warm-up**

Demo the game with the students. Review numbers 1-25 and go over simple math with the students, e.g. $9-5=4$.

★ **During the Activity**

Make sure that everyone is taking turns playing and is obeying the rules (no cheating!).

UNIT 4.2: IN THE GREENHOUSE

Page 58 Activity 1: WHAT'S IN THE GREENHOUSE

★ Task:

Put the stickers above the corresponding words.

★ Objectives:

- To help students learn and review food-related vocabulary

★ Language structure:

- "What are these?"
- "They're..."
- Target vocabulary: cucumbers, tomatoes, potatoes, radishes, carrots

★ Warm-up

Prepare picture flashcards for the target vocabulary. Make sure you have several of each: carrots, potatoes, radishes, tomatoes and cucumbers. Before class starts, hide the vegetables around the classroom. When class starts, write the word *vegetable* on the board. Teach/ elicit the word and chorus it a few times. Ask the students if they know what the word means. Draw a tomato on the board. Elicit the word. Say that the tomato is a vegetable. Write *tomato* on the board. Chorus it. Ask the students if they know the names of any other vegetables. Get a student to come to the board and draw a vegetable. Have the other students guess what the vegetable is. Write the name of the vegetable on the board and drill chorally. Now, tell the students that everybody is going to look for some vegetables in the classroom. Before you have the students begin their search, write the names of the missing vegetables on the board. Now, stand up and pretend that you are searching for something. Motion the students to help you look. Find one of the vegetable flashcards, e.g. a tomato, and pretend to be ecstatic. Say the word *Tomato!* Approach the board and pretend to search for the word *tomato* on the board. Get the students to help you. Using some blu-tack, stick the *tomato* flashcard on the corresponding word on the board. Now, get the students to look for the other vegetables. As soon as they find a vegetable, hold it up and chorus the word a few times. Then, have them stick the flashcard on the corresponding word on the board.

★ During the Activity

Model the activity for the students. Give each student some blu-tack and a picture flashcard for a type of vegetable, e.g. tomatoes, carrots, etc. Now, write the name of a vegetable on the board, e.g. tomato. Say it out loud. Ask the students which of them has the flashcard for *tomato*. Have the student come to the board and stick the flashcard on the word *tomato*. Encourage the students to check their answers with their peers.

★ Extension

Play "Memory" (see Activities Appendix). Put all the vegetables in a row on the desk. Review the names for each of the vegetables. Ask them how many vegetables there are on the desk. Now, ask the students to close their eyes. Take away one of the vegetables and hide it behind your back. Ask everyone to open their eyes. Ask them how many vegetables there are on the desk. They will notice one is missing. Ask them which one. Play this until you've covered all of the vegetables.

Page 58 Activity 2: HOW MANY VEGETABLES ARE THERE?

★ **Task:**

Count the vegetables. Complete the sentences using the appropriate number.

★ **Objectives:**

- To help students talk about how much of something there is
- To review numbers
- To use nouns in the plural

★ **Language structure:**

- “How many... are there?”
- “There are...”
- Target vocabulary: cabbages, carrots, tomatoes

★ **Warm-up**

Review the warm-up from U1A7. Bring some toy vegetables or prepare flashcards. Make sure you have at least five of each type. Teach/ elicit the word target vocabulary, using flashcards or pictures. Play “Slam” (see the Activities Appendix). Next, have the students sit in a circle. Lay the vegetables (toys or flashcards) in the center of the circle (make sure to vary the number of vegetables). Ask them *How many tomatoes are there?* Encourage them to count the amount out loud, using their fingers. Elicit *There are...tomatoes*. Get them to write the amount on a piece of paper or the board.

★ **During the Activity**

Pair up the students, if possible. Make sure they are counting the tomatoes on each plant and not the plants themselves.

★ **Extension**

Get the students to make their own shoebox vegetable patch. Bring some empty shoeboxes, craft sticks and green construction paper. Cut five small holes for the craft sticks in each shoebox lid. Get the students to draw pictures of different types of vegetables (the ones you’ve covered in your activities). Draw several pictures for each type. Next, glue them onto the craft sticks. Place all the craft sticks on a desk. Tell the students that they can choose to grow five vegetables of any type in their vegetable plot. Demo the activity: take a shoebox and stick a few of the craft sticks the holes in the lid. Now, have the students do the activity.

Page 59 Activity 3: YUMMY!

★ **Task:**

Draw your favourite fruit and vegetable. Then, ask your teacher to help you label the pictures.

★ **Objectives:**

- To help students talk about their favorite fruit and vegetables

★ **Language structure:**

- “Do you like...?”
- “I like/love...”
- “...is my favorite fruit/vegetable?”
- “What’s your favorite fruit/vegetable?”

★ Warm-up

Draw two large squares on the blackboard. Write *My favorite fruit* and *My favorite vegetable* in the squares. Next, draw an apple in the “fruit” square. Pretend that you’re very hungry. Point to the apple, lick your lips and rub your stomach. Say *Apple is my favorite fruit!* Write the phrase on the board. Drill chorally. Now demo the activity with a student. Ask them what their favorite fruit is. Encourage them to come to the board and draw it. Alternatively, instead of drawing, use flashcards. Have the class guess the name of the fruit. Write it on the board. Repeat the activity with a few students. Next, draw a carrot in the “vegetable” square. Repeat the steps that you did with the “fruit” square.

★ During the Activity

Walk around the classroom and comment on the drawings. Check that the students have correctly differentiated between fruits and vegetables.

★ Extension

Bring some toy vegetables. Ask the students to sit in a circle. Play some music and have everyone pass the toy vegetables around the circle (clockwise or anti-clockwise). While the music is playing, the vegetables continue to change hands. Next, stop the music. Do it suddenly. Motion to the students to stop passing the vegetables around. Get the students to shout out the name of the vegetable they’re holding (one by one, going clockwise). Ask them to say whether or not they like it. Students that cannot correctly name the vegetable they’re holding are removed from the game (do this if you have a large number of students, e.g. five and above). Restart the music, motioning to the students to begin passing the vegetables around the circle again. Play a few rounds of the game or until only two students are left.

 Page 60 Activity 4: WHAT IS IT?

★ Task:

Read the sentences and put the stickers in the correct boxes.

★ Objectives:

- To help students describe fruits and vegetables using adjectives
- To review adjectives for colour, size and length

★ Language structure:

- “What is it?”
- “It’s ... [and]...”
- Target vocabulary: big, long, short, small, orange, red, green

★ Warm-up

Draw three vertical lines on the board. These will be your three columns. Draw an apple in each column. In the first column, draw a tiny apple. In the middle column, draw an average-sized apple. In the third column, draw a humungous apple. Point to the pictures and elicit *apple*. Write the word *apple* in each column. Point to the column with the huge apple. Teach/ elicit the adjective *big*. Stretch your hands wide to indicate how big the apple is. Write the word *big* before *apple* in the column. Chorus *big apple* a few times. Next, point to the tiny apple. Repeat the steps you did for the *big apple*. Now, place some different types of toy fruit in front of the students. Alternatively, use construction paper to prepare some pictures of fruit. Point to each fruit and elicit *big* or *small* from the students. Next, draw another set of three lines on the board. Draw a pencil in each column. In the first column, draw a really short pencil. In the middle column, draw a normal-sized pencil. In the third column, draw

an unrealistically long pencil. Repeat the steps that you did with the adjectives *big* and *small*. Finally, review the primary colours using flashcards. Now, play “I Spy” (see Activities Appendix).

★ During the Activity

Do this as a class activity (if you have a small number of students) or as a pair activity.

★ Extension

Prepare some craft sheets for students and yourself. Cut out pictures for a large basket (this will be the class’s vegetable basket) and several different types of vegetables. Distribute the vegetable cutouts among the students. Get the students to colour in the vegetable and basket cutouts. Talk to your students. Ask them what colour they want to use to colour in the potato cutouts, for example. Glue the basket to a piece of construction paper. Make sure that there is a pocket of air between the basket and the construction paper. When everyone has finished colouring in their vegetable cutouts, have them put their cutouts in the basket. Encourage them to say the names of the vegetables as they put them in the basket.

Page 60 Activity 5: WHAT DO YOU LIKE?

★ Task:

Connect the questions to the answer (so they are true for you). Use the key at the bottom of the page to help you.

★ Objectives:

- To help students practice talking about what foods they like/dislike

★ Language structure:

- “Do you like...”
- “Yes, I do.”
- “No, I don’t.”
- Target vocabulary: peas, peppers, potatoes

★ Warm-up

Prepare picture flashcards to teach the target vocabulary. Elicit/teach *pea*, *pepper* and *potato*, using the flashcards. Write the words on the board. Stick the picture flashcards on the board. Next, write *Yes, I do* and *No, I don’t* under the flashcards. Pointing to yourself, say *I like peppers!* Draw a line, connecting the *pepper* flashcard with *Yes, I do*. Chorus *I like peppers! Yes, I do*. Next, tell the students that you don’t like potatoes. Draw a line, connecting the *potato* flashcard with *No, I don’t*. Chorus *I don’t like potatoes! No, I don’t*. Now, ask a student to come to the board. Ask them *Do you like potatoes?* Elicit *I like potatoes* or *I don’t like potatoes*. Get them to connect the *potato* flashcard with the appropriate response. Chorus accordingly. Now repeat with another student.

★ During the Activity

Make sure they are connecting the questions with the answers, and not the pictures with the answers.

★ Extension

Get the students to make some imaginary vegetable soup. Bring a large cooking pot, some plastic bowls, spoons and a ladle. Rub your stomach and tell the students *I’m hungry! Let’s make some soup!* Show the class the large pot. Tell them you need vegetables for the soup. Use the vegetable cutouts from the craft basket you made with students in U4A7. If you didn’t do the

vegetable basket activity, encourage the students to draw vegetables on construction paper. Make cutouts and then place all the vegetable cutouts on a desk. Next, model the activity. Take one of the vegetable cutouts, .e.g. a tomato cutout (either from the basket or the desk). Say *I like tomatoes!* Put the picture in the pot and stir with the ladle. Tell the class that you need more vegetables. Encourage the students to select a vegetable cutout from the cutout pile and add it to the pot. Get them to say *I like [name of vegetable]* while they are adding their cutout to the contents of the pot. Keep stirring the pot. You could encourage students to take turns stirring the pot. Finally, tell the students that the soup is ready. Hand out the plastic bowls and spoons. Get the students to approach the pot. Now, using the ladle, pour them some soup. While eating, pretend that the soup is really tasty (say *Yummy!*). Encourage the students to do the same.

Page 61 Activity 6: CROSSWORD

★ **Task:**

Complete the crossword using the singular form of the words on pages 58 and 60.

★ **Objectives:**

- To help students review food vocabulary

★ **Language structure:**

- Target vocabulary: carrot, pea, tomato, pepper, potato

★ **Warm-up**

Review the target vocabulary, using picture flashcards. Encourage the students to come to the board and write down the names of the vegetables. Alternatively, play “Hangman” or “Word Jumble” (see Activities Appendix).

★ **During the Activity**

Encourage the students to check their answers with their peers. Review the standard sounds of the alphabet to help them with spelling, if necessary. Help them with mistakes. You could fill out one of the words on the board with the class.

★ **Extension**

Divide the class into two groups or play the game as a class activity. Have two students come to board (one from each team) Give each student a marker and a blindfold. Tell them to put on their blindfolds. Now, say a word. The students have to race to write the word on the board as quickly as possible. The first student to spell the word correctly gets a point for their team. Now, another two students come to the board. Give them a new word to spell. Play until all students have had at least one turn.

UNIT 4.3: PETS AND WILD ANIMALS

Page 62 Activity 1: WHAT PET DO YOU HAVE?

★ Task:

Read the sentences. Number the pets 1-4.

★ Objectives:

- To help students talk about owning different pets
- To teach students to identify animals in English

★ Language structure:

- "Yes, I do."
- "No, I don't"
- "I have a..."
- "Do you have a pet?"
- Target vocabulary: cat, dog, lizard, rabbit

★ Warm-up

Prepare picture flashcards to teach/ elicit the target vocabulary. Write the target vocabulary on the board. Distribute the flashcards among the students. Now, encourage them to walk up to the board and stick the flashcards on the corresponding words. Play "Slam" or "Memory" (see Activities Appendix).

★ During the Activity

Demo the activity for the students. Ask the students to look at the first picture with the boy. Tell them that the boy's name is "1". Now encourage them to read out what "1" is saying. Ask them to point to the picture of the animal that "1" has. Next, get them to write "1" in the small circle under the picture of the dog.

★ Extension

Play "Pictionary" (See Activities appendix).

Page 62 Activity 2: WHAT DOES IT SAY?

★ Task:

Do you know what these animals say? Draw a line to connect the sounds to the pets who make them.

★ Objectives:

- To help students identify specific animal sounds

★ Language structure:

- "What does it say?"
- "It says..."

★ Warm-up

Review the warm-up section from U4A4. Modify to include cat and bird sounds. Demo the activity on the board using a cow and pig. Draw a cow and a pig. Elicit/teach *cow* and *pig*, if

necessary. Write *cow* and *pig* on the board. Elicit the sounds they make, i.e. *moo-moo* for the cow, and *oink-oink* for the pig. Make the sounds for the cow and pig and have the students join in. Write down *moo* and *oink* on the board. Point to *moo* and ask the students what animal says *moo*. Elicit *cow*. Draw a line to connect *cow* with *moo*. Repeat for *pig*. Have the students do the activity in pairs. Alternatively, do it as a class activity.

★ **During the Activity**

Have the students do the activity in pairs.

Page 63 Activity 3: MY PET PROFILE

★ **Task:**

Fill in the information about your pet. Draw a picture or stick a photo in the box.

★ **Objectives:**

- To help students describe animals

★ **Language structure:**

- "Its name is..."
- "This is my pet!"
- "It's... old"
- "It's..."

★ **Warm-up**

Bring a picture of your pet (e.g. cat). Stand in front of the class and hold the picture up or stick it on the board. Make sure it's a big enough size so that all the students can clearly see it. Introduce your pet: *This is my pet! It's name is Bill. It's a cat. It's orange...* Write all the information about your pet next to its picture. If you have a tiny pet like a rabbit or a lizard, you could bring it to class for some show and tell. Next, ask the class if anyone has a pet. If a student has a pet, ask them what it is, its name, its age and colour. Write all the information on the board. Ask the student to draw their pet on the board. Repeat with a couple of students, if possible.

★ **During the Activity**

Monitor the students and comment on their work. Ask them to describe their pets as they're drawing them. Encourage them to use as many adjectives as they can to describe their pets. If they don't have a pet, ask them to draw an animal they would want for a pet. You could also participate in the activity. Alternatively, bring a picture of your pet, if you have one, or a video clip, to share with the students.

★ **Extension**

Use picture flashcards for the animals you've covered in Unit 4. Give each student a flashcard but make sure that nobody sees the picture. The students can look at their individual flashcards but they shouldn't show it to anyone. Have the students sit in a circle. Sit down with them. Now, turn to the student on your left and ask them if they have any pets. Motion towards their flashcard and encourage the student to say *Yes, I do*. Have them play-act the animal on their flashcard, e.g. if it's a cat, they can they pretend to "lick their paw" or say *meow*. Try to guess what animal they have, e.g. *Do you have a cat?* If the guess is correct, the student holds up the flashcard so that the class can see the picture. Get the student to say *Yes, I do!* If you're unable to guess the animal, the student holds up the flashcard and says *I have a [insert name of animal here]!* Now have the student ask another student. Continue the activity until everyone in the circle has revealed their flashcards.

Page 64 Activity 4: THE BIGGEST AND THE SMALLEST

★ **Task:**

Sort these animals according to size, from the smallest to the biggest. Then, label the pictures. Ask your teacher to help with the spelling.

★ **Objectives:**

- To teach students to compare animals using superlative adjectives

★ **Language structure:**

- “Which animal is the biggest/smallest?”
- “...is the biggest!”
- “...is bigger [smaller].” (for stronger classes)
- Target vocabulary: lion, bear, hippo

★ **Warm-up**

Teach/elicit the target vocabulary, using flashcards. Play “Hangman”. Next, draw a line to divide the board into two halves. Draw a hippo in the top half and elicit *hippo*. Next, draw a bigger hippo next to the first hippo. Write *big* under the first hippo. Point to the first hippo and say *This hippo is big*. Next, point to the second hippo and say *But this hippo is ...* Try to elicit *bigger*, writing it under the second hippo. Now draw a third hippo, much bigger than the other two. Repeat the steps you used for *big* and *bigger*. Chorus *big, bigger, biggest* in a chain. Gesture with your hands, expanding them gradually outwards, as you go from *big* to *bigger* to *biggest*. Now, draw a boy in the bottom half and elicit *boy*. Next, draw a smaller boy next to the first one. Write *small* under the first boy. Repeat the steps that you did with the hippo. Now draw a boy, a cat and a hippo on the board (or put up pictures). Ask the class, pointing to the pictures, which one is the biggest. Elicit *hippo*. Have a student come to the board and write *biggest* under the hippo. Next, point to the two remaining pictures and ask which one is bigger. Ask a student to come to the board write *bigger* under the boy. Repeat the steps with *big*.

★ **During the Activity**

Encourage the students to check their answers with their peers.

★ **Extension**

Get the students to sit in a circle. Model the activity. Choose an object like a book or bag, something that all the students should have. Next, asks the students to put their bags (or books) in the center of the circle. Encourage the students to compare the objects using the comparative and superlative forms of *big* and *small*: point to a bag and say *This is a big bag!* Next, point to another bag that is bigger and say *This bag is bigger!* Encourage the students to join in. Have them use as many items as possible. Monitor the students, helping out with vocabulary and mistakes. Alternatively, play “Pictionary” on the board with the whole class (see Activities Appendix).

Page 64 Activity 5: WHERE DOES IT LIVE?

★ **Task:**

Copy the words. Then, draw a line to connect each animal to its habitat.

★ **Objectives:**

- To help students identify animal habitats

★ **Language structure:**

- "It lives in..."
- "Where does it live?"
- Target vocabulary: whale, fox, bear, hippo, forest, water

★ **Warm-up**

Bring two shoeboxes. Paste a picture of the ocean on one of the shoeboxes (on the lid). Paste a picture of a forest on the other shoebox lid. Teach/ elicit the target vocabulary, using flashcards. Write the words on the board and drill chorally. Next, give the students the animal flashcards. Ask them where each animal lives: e.g. point to the flashcard for *bear* and ask *Where does it live?* Write the question on the board. Elicit *It lives in the forest.* Write the phrase on the board. Drill it chorally. Encourage them to place the flashcard for *bear* in the forest shoebox. Repeat this for the other animals. Now, prepare two sets of flashcards (one set with the animals and another set with the habitats; make sure you have two each of *water* and *forest*). Play a game. Have the students sit in a circle. Shuffle the flashcards and place them in the center, face down. Students take turns flipping over two flashcards at a time. If they get a matching pair, i.e. an animal and the correct habitat, they get to keep them. Get them to say *It lives in the...* when they get a matching pair. Monitor and help with mistakes. If they don't get a matching pair, they return the flashcards to their place and another student gets a turn. The student with the most cards at the end wins.

★ **During the Activity**

Help with mistakes where necessary.

★ **Extension**

Get the students to prepare an animal habitat wall chart with four quadrants. In one quadrant, have them draw the ocean. In the second quadrant, have them draw several nests and a variety of trees. In the third quadrant, a large cave; and in the fourth, a river. Next, have the students draw a number of different animals, reptiles and birds on pieces of construction paper. Make cutouts of these animals. Now, invite the students to stick the animal cutouts in the appropriate quadrant on the wall chart. Encourage students to say out loud where the animals live while they're deciding which quadrant to put them in. Help with vocabulary and mistakes. Hang the chart up on a wall in the classroom as a reference for future activities.

Page 65 Activity 6: DOT-TO-DOT

★ **Task:**

Join the dots to reveal the animal.

★ **Objectives:**

- To help students identify different animals

★ **Warm-up**

Review number 1-20 using flashcards or the board.

★ **During the Activity**

Get the students to connect the dots, using pencils. Get them to use a ruler, if necessary, to connect the dots.

UNIT 4.4: SPRING

Page 66 Activity 1: SPRING CELEBRATIONS

★ Task:

Decode the message to reveal a springtime celebration.

★ Objectives:

- To teach students about Easter and review Easter vocabulary

★ Language structure:

- «Happy Easter!»
- «Where are the Easter eggs?»
- «Do you like ...?»

★ Warm-up

Prepare an Easter Bunny cap with two ears, using some construction paper. Cut a strip of construction paper and fold it into a circle. Staple it. Next, cut out the ears, using the construction paper, and staple them to the circular band. Bring a picture of the Easter Bunny with a basket full of Easter eggs (a poster or drawing) and several chocolate Easter eggs. At the start of class, tell your students that today is a special lesson! Show them the picture of the Easter Bunny. Put it up on the board. Teach/ elicit *Easter Bunny*, writing it under the picture. Put the Easter Bunny cap on your head. Tell the students that they are going to make Easter Bunny caps. Once they've made their Bunny caps, have them decorate them with crayons, beads, glitter, etc. Point to the Easter Bunny's basket of Easter eggs in the picture on the board. Elicit/teach *Easter eggs* and *basket*. Write them on the board. Get the students to construct a basket using craft materials (or bring one to the class). Place it on your desk. Point to the Easter eggs in the poster on the board and elicit their colours. Write down the names of the colours on the board. Bring some hardboiled eggs to class. Have the students paint them. Encourage them to put the painted eggs in the basket. Next, organize an Easter egg hunt for the students. Ask the students to close their eyes. Hide the chocolate Easter eggs around the classroom. Make sure you have several for each student. Ask the students to open their eyes and tell them they are going to hunt for Easter eggs. Pretend you're looking for something. Encourage the students to do the same. When they find the first Easter egg, take the foil off and show them that it's made of chocolate. Eat the egg and say *I love Easter eggs!* Encourage them to find the rest of the Easter eggs. When they've finished the hunt, encourage them to count how many Easter eggs they've collected.

★ During the Activity

When the activity is over, have the students read their answers out loud.

★ Extension

Make Easter cards. You are going to need some craft supplies. Get the students to cut out rectangular shapes for the cards, using construction paper. Use origami paper for the grass and Easter eggs (because you will need a wide variety of colours). Encourage students to decorate their eggs with glitter and colourful designs. Glue these onto the rectangular cutouts. Fold them in half to make the cards. Get the students to write their own Easter messages inside the cards. Help them, if necessary.

Page 66 Activity 2: THE WEATHER IN SPRING

★ Task:

Look at the pictures. Complete the sentences using the words at the bottom of the page.

★ Objectives:

- To help students learn and review weather-related vocabulary

★ Language structure:

- "In [the] spring..."
- Target vocabulary: spring, snowy, cloudy, sunny, rainy
- "How's the weather?"
- "It's..."
- "When is it...?"

★ Warm-up

Play "Touch the Weather" (see Activities appendix). Review the warm-up section in U5A20 (modify to focus on spring).

★ During the activity

Point to the sky in each picture and elicit *sunny* and *cloudy*. Get the students to peer check their answers.

★ Extension

Make spring flowers, using paper plates. Bring a few paper plates and origami paper (make sure you have several colours) to class. Distribute the origami paper among the students. Have them trace their hands on the sheets of origami paper (make sure that you have ten tracings per student). Now, get them to cut out the hand tracings. Glue or staple the hand tracings (fingers – the flower's petals - should be pointing away from the center of the plate) in a circle around the edges of a paper plate. Next, glue or staple a second circle of tracings midway between the edge and the center of the paper plate. Finally, glue a final circle of tracings around the center of the plate. Have the students cut out a circle (origami paper) and staple it to the center of the plate. Make several paper plate spring flowers this way. You could use them to decorate your bulletin board.

Page 67 Activity 3: AS BUSY AS A BEE

★ Task:

Colour the picture. Use the bees to help decorate it. Write the title "Spring".

★ Objectives:

- To colour in a picture of springtime

★ Warm-up

Prepare some pictures of flowers and meadows to review the spring season. Make sure to write *spring* on the board. Drill it chorally.

★ During the Activity

Walk around the class and comment on how well the students are colouring in the picture. Make sure that they have written spring in the title space. Ask them to refer to the board if they require help with spelling *spring*.

★ Extension

Get the students to draw a tree with bare branches on pieces of construction paper. Help them draw it, if necessary. Next, give each student a box of green (light and dark) tissue paper and some glue. Show them how to crumple the sheets of green tissue paper and, using some glue, paste them onto the bare branches of the tree. Next, have them cut out flowers using origami paper. Have them stick the flowers on the tree.



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UNIT 5.1: OUR PLANET

Page 70 Activity 1: SEVEN CONTINENTS

★ Task:

Complete the picture by labelling Europe, Asia and Africa. Use the stickers provided.

★ Objectives:

- To help students identify the seven continents

★ Language structure:

- "What continent is this?"
- "It's...?"
- Target vocabulary: North America, South America, Africa, Europe, Asia, Antarctica, Australia, Earth

★ Warm-up

Bring a small globe of the world and a world map. Put the map up on the board. Now, show the students the globe. Elicit/teach *Earth*. Ask the students where they live. Elicit the name of the country. Write the name on the board. Next, encourage students to find it on the map. Ask them if they know which continent their country belongs to. Write the word *continent* on the board. Drill it chorally. Next, review the names of a few well-known countries, e.g. Russia, America, France, etc. Ask them to locate England on the world map on the board. Help them, if necessary. Draw a circle around England. Next, draw a circle around Europe. Say *England is in Europe*. Gesture with your hands to the country, and then to the continent, as you explain how England is part of a bigger land mass. Drill *England is in Europe* chorally. Teach/elicit the other continents in similar fashion. Write the names of the continents on the board. Chorus them a few times. Next, touch a region of the world map and encourage the students to shout out the name of the continent. Repeat this with the other continents. Encourage the students to play with the globe. Spin it and get them to stop it with their finger. Make sure that when they stop the globe from spinning, that they do not remove their finger from it. Ask them to name the continent their finger is currently touching (on the globe). If their finger lands on an ocean, have them give the globe another spin.

★ During the Activity

Monitor the students. Remind them that they can refer to the world map on the board, if necessary.

★ Extension

Bring a large sheet of construction paper to pin on the board. Draw the world map on it. Elicit the names of the continents from the students. Write them on the map. Next, give each student a paper plane cutout. Ask them to write their names on their planes. Give them some blu-tack to stick on their planes. Next, write the names of the seven continents on strips of paper. Fold the strips of paper so that the names are not visible. Place these in a cup or bowl. Ask the students to come to the bowl and select a piece of paper. Encourage them to read out the name of the continent on their piece of paper. Next, ask them to close their eyes (or blindfold them). Spin them around and take them to the map on the board. Now, get them to stick their plane on the continent they selected. Encourage the other students to help by shouting directions.

Alternatively, play "Map Bingo". Have the students sit in a circle. Next, give each student a world map printout to colour in (with the continent boundaries clearly defined). Give the students a die to roll. Tell them that they need to take turns rolling the die. Each number they

roll represents a continent, e.g. 1 is Europe. Write the number key on the board, i.e. 1-Europe, 2-Africa, etc. The students can refer to the key during the game. If a student rolls a 1, he/she colours in Europe. If they roll a number that they've already coloured in, they miss that turn. The game continues until a student has coloured in all seven continents.

Page 70 Activity 2: ON THE EARTH

★ **Task:**

Label the pictures using the words at the bottom of the exercise.

★ **Objectives:**

- To help students describe flora and fauna

★ **Language structure:**

- Target vocabulary: animals, land, plants, water, Earth

★ **Warm-up**

Teach the target vocabulary using flashcards. Write the words on the board. Chorus each word a few times. Next, prepare flashcards for *water*, *plants*, *land* and *animals*. Place one flashcard in each corner of the room (use blu-tack), clearly visible to the students. Have the students stand in the middle of the classroom. Say *Animals!* Encourage the students to run to the appropriate flashcard and touch it. The student who touches it first gets a point. Next, say *Water!* Get them to run to the flashcard for *water*. Repeat the activity a few times. Instead of shouting out each word, you could write the word on the board, e.g. write *water* and have them run and touch the corresponding flashcard. The student with the most points at the end wins.

★ **During the Activity**

Monitor the students and help them with mistakes.

★ **Extension**

Make a diorama, using craft supplies. Include trees, animals, flowers and a lake. Alternatively, hold a nature drawing competition. The student who draws the best picture gets a prize.

Page 71 Activity 3: GREEN EARTH

★ **Task:**

Sort the rubbish according to category. Put the stickers into the correct bin.

★ **Objectives:**

- To teach students about recycling

★ **Language structure:**

- Target vocabulary: paper, glass, plastic, rubbish

★ **Warm-up**

Review the target vocabulary for the activity using picture flashcards and objects (use items found in the classroom). Write *paper*, *glass* and *plastic* on the board. Get the students

to touch the material while they say the words. Alternatively, say *Plastic!* Have the students run and touch something that's plastic. Repeat this with the rest of the target vocabulary. Elicit/teach *rubbish* using flashcards. Next, have the students make three baskets (use different colours) and label them *paper*, *glass* and *plastic*. Put these in a row next to the board. Give the students picture flashcards of objects made from the three materials (use classroom objects and vocabulary that they have already covered until now). Give each student a set of six cards, two for each material. Prepare a set for yourself. Now, walk up to one of the baskets, hold up one of the flashcards, e.g. *book*, say *Book!* and drop it in the basket labelled *paper*. Have the students walk up to the baskets, one by one, hold up a flashcard, say the word on it, and then drop it into the appropriate basket. Help them with mistakes where necessary.

★ During the Activity

Encourage the students to complete the activity in pairs.

★ Extension

Prepare flashcards for several items made of glass, paper and plastic. Put the flashcards into two stacks. Prepare three bins (use craft supplies, if necessary) and write/paste the words *paper*, *glass* and *plastic* on them. Divide the class into two teams. Give each team a stack of flashcards. One student from each team has to grab a flashcard and run to the bins (put these at the other end of the classroom) to deposit the 'rubbish' in the correct bin. They get a point if they select the right bin. Next, another two students, one from each team, run and deposit items into the bins (tell them to take turns). Repeat this until there are no items left. The team that successfully deposits all the items and collects the most points wins.

Page 72 Activity 4: WHERE DO THEY COME FROM?

★ Task:

Complete each sentence using the words in the box.

★ Objectives:

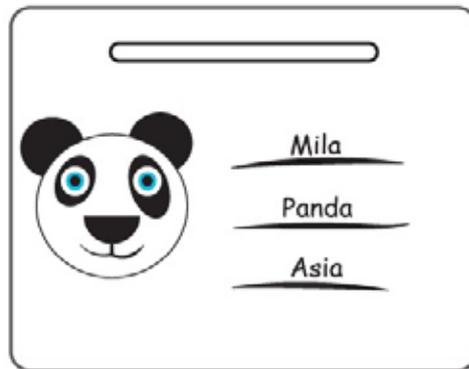
- To teach students to identify animals with regions of the world

★ Language structure:

- "I'm from...?"
- "Where are you from?"
- Target vocabulary: panda, llama, kangaroo, raccoon, giraffe, bulldog, bear

★ Warm-up

Bring a few toy animals to class (or flashcards) and a world map. Alternatively, draw pictures of the target vocabulary on the board. Note that it's more fun for the students if you bring toys that they can touch and play with. Make them sit in a semi-circle and have them play with the toys. Sit down with them. Point to an animal and elicit/teach its name, e.g. *That's a panda!* Repeat this for all the animals. Write the names on the board. Drill the names chorally. Next, play "Slam" or "Memory" (see Activities Appendix). Put the world map up on the board. Review the names of the continents. Hold up an animal flashcard. Ask the students where the animal is from, e.g. hold up the flashcard for *panda*. Elicit *from Asia*. Write *from Asia* on the board, next to the word *panda*. Repeat with the other animals. Next, get the students to role-play animals. Distribute the animal flashcards among the students. Give them each a blank sheet of paper. Get them to make an animal identity card: get them to write their name, the type of animal they are (based on the flashcard they received), and where they're from. Demo the activity for



them: make your own animal identity card, e.g. a lion. Stand in front of the class. Show the class your card and say, *Hi! I'm [name]. I'm a lion. I'm from Africa.* Now have another student come to the front of the class and introduce themselves.

★ **During the Activity**

Encourage the students to check the board for animals and continents if they are having difficulty completing the activity.

★ **Extension**

Bring additional animal flashcards (or toys), e.g. monkey, tiger, elephant, etc. Elicit/teach the names of the animals. Encourage the students to guess the names of the continents where these animals are normally found.

Page 72 Activity 5: WHAT COUNTRY IS IT?

★ **Task:**

Use the code to reveal the answer.

★ **Objectives:**

- To teach students to spell England

★ **Language structure:**

- "What country is it?"
- "It's...?"
- Target vocabulary: England

★ **Warm-up**

Review the warm-up section from U3A20.

★ **During the Activity**

Try to have the students do the activity in pairs/groups. Demo the activity on the board using France and another set of symbols. When the students have completed the activity, write the word *England* on the board and chorus it a few times. Ask the students which continent England belongs to. Elicit *Europe*.

★ **Extension**

Have the students guess the names of a few more countries using similar symbols, e.g. Russia, America, etc.

Page 73 Activity 6: COLOUR BY WORD

- ★ **Task:**
Colour the flag of the UK using the code.
- ★ **Objectives:**
 - To identify country flags
- ★ **Language structure:**
 - “What country is it?”
 - “It’s...”
- ★ **Warm-up**
Review a few basic colours (red, blue, white, etc.). Write down their names on the board. Chorus them a few times. Play “Slam” (see Activities Appendix).
- ★ **During the Activity**
Once the students have finished, ask them to guess which country’s flag they’ve coloured in. Elicit *England*. Use a world map to help them locate England.
- ★ **Extension**
Have the children colour in their country’s flag. Ask them to name the colours used in the flag.

UNIT 5.2: LANDSCAPES

Page 74 Activity 1: LANDSCAPES IN AUSTRALIA

- ★ **Task:**
Label the pictures using the words at the bottom of the exercise.
- ★ **Objectives:**
 - To help students identify different geological features
- ★ **Language structure:**
 - Target vocabulary: desert, forest, mountains, volcano
- ★ **Warm-up**
Review the warm-up section from U5A2. Modify it to include the target vocabulary.
- ★ **During the Activity**
Encourage the students to check their answers with their peers.
- ★ **Extension**
Build a volcano as a class project. Start with laying down a sheet of wax paper. Place an empty soda can at the center (this will be the container for the lava). Make sure that you have cut out the top of the can so that the opening is bigger. Use clay to build a volcano around the container. Make sure to mold the clay from the base to the top of the can. Leave the top of the can open (like a volcano). Let the clay harden. Paint the volcano. Next, take some vinegar (enough to fill the soda can) and mix it with a tablespoon of dish soap. Pour the mixture into the soda can. Now, take some baking soda and pour a few tablespoons on a paper towel. Fold up the paper towel so that it forms a tiny cylinder. Bind it with rubber bands. Drop the baking

soda roll in the vinegar (in the soda can). Take a few steps back. Once the paper towel dissolves, the “volcano” will start to belch “lava”. Alternatively, get the students to make a landscape diorama with craft supplies. Include forests, deserts and mountains.

Page 74 Activity 2: HOW MANY ISLANDS ARE THERE?

★ **Task:**

Count the islands in the picture. Shade the box with the corresponding number.

★ **Objectives:**

- To help students talk about how much of something there is
- To review numbers
- To use nouns in the plural

★ **Language structure:**

- “How many... are there?”
- “There are...”
- Target vocabulary: islands

★ **Warm-up**

Review the warm-up from U1A7. Teach/elicit the word *island*, using flashcards. Review numbers 1-15, if necessary.

★ **During the Activity**

Pair up the students, if possible. Ask them to check their answers with each other.

★ **Extension**

Play “Roll and Colour” (see Activities Appendix).

Page 75 Activity 3: CROSSWORD

★ **Task:**

Complete the crossword. Use the words on page to help you.

★ **Objectives:**

- To review vocabulary related to landscapes

★ **Language structure:**

- Target vocabulary: ocean, volcano, mountains, desert, forest

★ **Warm-up**

Review the target vocabulary from U5A7 and U5A8. Play “Hangman”. Next, hand each student a piece of paper. Ask them to write their names on the paper slip. Collect their names, fold them up, and put them in a bag. Draw two names from the bag. Call out the names and have the two students come to the board. Give them each a marker. Now, call out a word to spell. The first student to spell the word correctly qualifies for the next round. Put the student’s name in a separate bag. The student that loses is out of the game. Return their slip to them. Use the other bag for the second round. Call out two names and repeat the steps from the previous round. Continue the game until there is one winner left. Name the winner the spelling champion. Give them a badge to wear. They remain the champion until the next time you decide to play.

- ★ **During the Activity**
Monitor the students. Help with mistakes.
- ★ **Extension**
Play "Spelling Bee" (see Activities Appendix).

Page 76 Activity 4: WHAT COLOUR IS IT?

- ★ **Task:**
Put each sticker in the box with the corresponding colour. Complete the sentences. Use the words on page to help you.
- ★ **Objectives:**
 - To review colours
 - To review vocabulary related to landscapes
- ★ **Language structure:**
 - "The... is...?"
 - Target vocabulary: yellow, green, blue, brown
- ★ **Warm-up**
Review the target vocabulary from U5A9, using flashcards. Ask the students what colour the ocean is. Elicit *blue*. Do this for the rest of the target vocabulary. Next, say *desert*. Elicit *yellow* from the students. Say *forest*, eliciting *green*. Do this with a few more words. Now, say a colour and have the students run and touch something of that colour. Repeat this a few times.
- ★ **During the Activity**
Once the students have all finished the activity, chorus each sentence as a class.
- ★ **Extension**
Play "I Spy" (see Activities Appendix). Instead of letters, use colours. Say *I spy with my little eye something that is blue*. Encourage the students to look around for a blue object in the classroom. Do the activity with them a few times and then have the student take turns playing the role of the teacher.

Page 76 Activity 5: WHO LIVES IN THE MOUNTAINS?

- ★ **Task:**
Complete the words using the missing vowels: "a": "o" or "e".
- ★ **Objectives:**
 - To teach students vocabulary for animals
 - To review vowels
- ★ **Language structure:**
 - "Who lives in the mountains?"
 - "...lives in the mountain?"
 - Target vocabulary: stoat, eagle, goat

★ Warm-up

Prepare flashcards to teach the target vocabulary. Elicit/teach *stoat*, *eagle* and *goat*, writing them on the board. Drill chorally and individually. Play “Hangman” or “Word Jumble” (see Activities Appendix).

★ During the Activity

Monitor the students. Get them to check the answers with each other.

★ Extension

Play “Pictionary” or “Spelling Bee” (see Activities Appendix). For “Spelling Bee”, review all the animal vocabulary you have covered with the students.

Page 77 Activity 6: COLOURING PAGE

★ Task:

What landscape is this? Colour the picture and discuss with your class.

★ Objectives:

- To help students review vocabulary related to landscapes

★ Language structure:

- Target vocabulary: waterfall

★ Warm-up

Teach/elicite “waterfall”, using picture flashcards. Do a slow reveal. Cover the image with a piece of blank paper, removing it slowly so as to make it more difficult to guess the picture. Write it on the board and chorus it.

★ During the Activity

Encourage the students to use craft supplies to decorate their drawings. Get them to use glitter and interesting colour combinations. The student with the most original drawing gets a prize.

★ Extension

Play “Word Chain” (see Activities Appendix). Encourage them to use all the landscape-related vocabulary they have learnt until now.

UNIT 5.3: SUMMER HOLIDAYS

Page 78 Activity 1: WHAT DO YOU DO IN THE SUMMER HOLIDAYS?

★ Task:

Draw a line to connect each sentence to the corresponding picture.

★ Objectives:

- To help students talk about what they do during the summer holidays
- To help students talk about activities

★ **Language structure:**

- "I play..."
- "I go to..."
- Target vocabulary: beach, zoo, volleyball, football, summer

★ **Warm-up**

Prepare flashcards to teach/ elicit the target vocabulary (teach *summer*, too). Make sure to prepare flashcards for additional activities, e.g. basketball, baseball, games, etc. Stick pictures of the target vocabulary (and additional activities) on the board. Next, point to yourself and say *In summer, I play football!* Write the phrase on the board. Connect it with the corresponding picture. Now, hand a student the flashcard for *basketball*. Ask them *What do you do in summer?* Motion towards the flashcard in their hand. Elicit *I play basketball*. Write the phrase on the board. Connect it with the corresponding picture. Chorus the phrase a few times. Repeat this for *zoo* and *beach* (use *I go to the...* instead of *I play*). Now, prepare two sets of flashcards (one with pictures of summer activities, e.g. *football*, and one with phrases, e.g. *I play*). Have the students sit in a circle. Shuffle the flashcards and place them in the center, face down. Students take turns flipping over two flashcards at a time. If they get a matching pair, they get to keep them. Get them to say the phrase out loud for the matching pair, e.g. *I play football*. If they don't get a matching pair, they return the flashcards to their places and another student gets a turn. The student with the most cards at the end wins.

★ **During the Activity**

Mime the activity for the students if they have difficulty doing the matching.

★ **Extension**

Encourage the students to stand up and say what they do for their summer holidays. Help with vocabulary and mistakes. Alternatively, get them to draw and colour in their favorite summer activities.

Page 78 Activity 2: WHAT ANIMALS LIVE AT THE ZOO?

★ **Task:**

Tick the boxes to show which animals live at the zoo. Then, complete the sentence.

★ **Objectives:**

- To help students identify zoo animals

★ **Language structure:**

- "There are...at the zoo."
- Target vocabulary: pigs, lions, sheep, hippos, elephants, monkeys, zoo, cow, horse

★ **Warm-up**

Teach/ elicit the target vocabulary, using toys or flashcards. Write them on the board. Chorus them using thus: *lions and hippos and sheep at the zoo*. Review *there are...* Have the students count the animals. Ask them: *How many animals are there?* Elicit *there are...* Put up a picture of a zoo and farm on the board. Give the students a stack of animal flashcards and some blu-tack. Ask them which animals live on a farm and which animals live at the zoo. Encourage them to stick the flashcards on the farm or the zoo. Help them with mistakes. Elicit, for example, *there are pigs on a farm* and *there are elephants at the zoo*. Once they've stuck all the flashcards, ask them what animals they see on the farm. Elicit *there are pigs and sheep*. Write it on the board. Drill chorally. Now, show the students the flashcards for *cow* and *horse*. Ask them where cows live. Elicit *there are cows on a farm*. Repeat for *horse*. Point to where you wrote *there are pigs and sheep* on the board. Say *there are pigs and sheep...* Encourage the students to complete the sentence with *and cows and horses*. Have a student come to the board and add *and cows and*

horses to the sentence. Encourage the other students to help. Drill chorally. Next, say *Farm!* Have the students say the names of as many farm animals as they know. Make sure they use *and*. Now, say *Zoo!* Have the students say the names of as many zoo animals as they know. Make sure they use *and*.

★ **During the Activity**

Monitor the students. Make sure they are including *and* in their sentences. Help with spelling.

★ **Extension**

Bring some Play Doh. Try to get it in different colours. Have the students sit down in a circle. Get them to make zoo animals from Play Doh. Let them make whatever zoo animals they want. Make sure to ask them a lot of questions while they're making their animals, e.g. *What is that? What does it say?*

Page 79 Activity 3: DOT-TO-DOT

★ **Task:**

Join the dots to reveal an animal that lives at the zoo.

★ **Objectives:**

- To help students identify zoo animals

★ **Language structure:**

- Target vocabulary: camel

★ **Warm-up**

Review the alphabet. Distribute handouts with a dot-to-dot picture of a cat. Ask them to connect the dots and guess the animal. The first student to complete the activity and correctly guess the animal wins a small prize.

★ **During the Activity**

Write the alphabet on the board. Alternatively, ask the students to recite the alphabet if they have trouble completing the activity. Once they've completed the activity, ask them to guess the name of the animal. Teach/ elicit *camel*. Write the word on the board. Chorus the word a few times.

★ **Extension**

Prepare several connect-the-dot animal sketches. Have the students complete the activity to guess the animal. You could encourage them to colour in their animals. Ask them if they know where the animal is from, i.e. which continent.

Page 80 Activity 4: HOW DO YOU GET THERE?

★ **Task:**

Look at the pictures. Complete the sentences using the words at the bottom of the exercise.

★ **Objectives:**

- To help students to talk about using different modes of transport

★ **Language structure:**

- “I go [there] by...”
- “How do you go there?”
- Target vocabulary: by car, by boat, by plane, by train, by balloon

★ **Warm-up**

Elicit/teach the target vocabulary, using flashcards. Write the words on the board and drill chorally. Review the warm-up section from U3A13. Modify to include *by plane*, *by boat* and *by balloon*. Bring some toys to the class (planes, boats, etc.). Have the children play with them. Put up a world map on the board or bring a globe to class. Point to London. Ask the students *How do you go there?* Elicit *by plane*. Write it on the board. Repeat this with *by boat* and *by balloon*. Play “Hangman” or “Word Jumble” (see Activities Appendix).

★ **During the Activity**

Encourage the students to check their answers with their peers.

★ **Extension**

Get the children to build cars, boats, planes, etc., using craft supplies. Encourage them to use paint and decorations. Use string to hang their work around the classroom.

Page 80 Activity 5: ENJOY YOUR SUMMER!

★ **Task:**

Look at the picture. Complete the text in the postcard by crossing out the incorrect words.

★ **Objectives:**

- To help students identify and describe animal habitats

★ **Language structure:**

- “I am at...”
- “It’s cold [hot] here.”
- “I’m wearing...”
- Target vocabulary: zoo, beach, shorts, dress, cold, hot

★ **Warm-up**

Review the target vocabulary, using flashcards. Next, elicit/teach *shorts* and *dress*. Put up a picture of a girl wearing a dress and a boy wearing shorts. Ask the students *What is the boy wearing?* Gesture to his shorts. Elicit *He is wearing shorts*. Write the phrase on the board. Drill chorally. Repeat this for the girl. Teach/elicit vocabulary for a few more articles of clothing, e.g. shirt, trousers, skirt. Use flashcards. Point to yourself and ask the students: *What am I wearing?* Encourage them to answer: *You’re wearing [trousers/a shirt]*. Do a chain drill. Elicit/teach *beach* and *zoo*, using flashcards. Put up a picture of a girl (wearing a dress) at the zoo in summer. Ask the students *Where is this girl?* Elicit *At the zoo*. Write the phrase on the board. Ask them what she’s wearing. Elicit *She’s wearing a dress*. Ask the students *How’s the weather?* Elicit *It’s hot*. Write it on the board. Practice saying the phrases a few times. Next, put up a picture of a boy playing at in the park in rainy weather on the board. Give out pieces of paper to the students. Pair them up and ask them write what the boy is wearing, where he is playing and what the weather is like. Monitor their work and help with mistakes.

★ **During the Activity**

Encourage them to circle the correct answer or cross out the wrong answer. Get them to check their answers with each other.

★ **Extension**

Students can write a postcard for a friend, using the letter format from the activity as a model. First, get them to make a postcard using craft supplies and construction paper. Encourage them to decorate it. Help them with vocabulary and mistakes. Let them refer to the letter in the activity. Once they've finished, ask them to read out the postcard to the class.

Page 81 Activity 6: PACKING

★ **Task:**

You are going on holiday. It's time to pack your suitcase. You have room for 5 items. Put a tick in the boxes next to the items you want to bring. Then, put the corresponding stickers into the suitcase.

★ **Objectives:**

- To practice language related to clothes and holidays

★ **Language structure:**

- "What do you have?"
- "I have..."
- Target vocabulary: cap, t-shirt, shampoo, dress, socks, books, shorts, sandals

★ **Warm-up**

Teach the target vocabulary using flashcards. Write the words on the board. Chorus each word a few times. Next, play "Slam" (see Activities Appendix"). Bring a small briefcase or bag to the class. Put some clothes and other items in it beforehand (from the target vocabulary). Put up a picture of a beach on the board. Tell the students that you are going on holiday. Mime flying in a plane. Next, ask the students to sit in a circle. Join them. Show them what objects you are taking with you. Say *I have...* Elicit each word as you pull it out of the bag. Chorus it. Pass the items around. Ask the students what they normally take on holiday: *What do you have?* Model the answer using *I have...* Help with mistakes and vocabulary. Make a small bag using construction paper (or use the one you brought to class). Lay some of the picture flashcards (or pictures) for the target vocabulary in the center of the circle. Hand the bag to the student on your left. Ask them *What do you have?* Get them to fill the bag with pictures of the things they take with them on holiday. Elicit *I have...* Have them say each word out loud. When they're finished, say *Very good!* Take all the flashcards out of the bag and place them in the center. Now hand the bag to another student and repeat.

★ **During the Activity**

Walk around the class and comment on each student's luggage. Make sure that they are only using five stickers for the activity and not all of them.

★ **Extension**

Distribute pictures of holiday destinations, e.g. beach, city, jungle, desert, etc. Each student gets one destination. Ask the students to draw the items they would like to take on their trip. Alternatively, you could bring magazine cutouts of the objects. Help with vocabulary. Encourage them to create a collage. Tell the students to write their names on their work. Put these up on a wall.

UNIT 5.4: SUMMER

Page 82 Activity 1: SUMMER FESTIVAL

- ★ **Task:**
At the Glastonbury Music Festival. What are they doing? Label the activities using the words at the bottom of the exercise.
- ★ **Objectives:**
 - To teach and review fun activities
- ★ **Language structure:**
 - «What are they doing?»
 - «They are...»
 - Target vocabulary: singing, playing music, dancing
- ★ **Warm-up**
Teach the target vocabulary using pictures on the board. Write the words on the board. Chorus them a few times. Now, prepare some flashcards with the words *singing*, *playing music* and *dancing*. Distribute a set of three flashcards (*singing*, *playing music* and *dancing*) to each student. Next mime an activity in front of the class. Ask them *What am I doing?* Encourage each student to hold up the correct flashcard for the activity. Now have a student come to the board. Give them a flashcard to mime. Have the students guess the activity by raising the correct flashcard.
- ★ **During the Activity**
If the students are having trouble with the answers, point to the singer, band and audience, miming the appropriate action.
- ★ **Extension**
Play "Charades" (see Activities Appendix). Expand the list of activities to include *sleeping*, *eating*, *playing football*, etc. Help the students with mistakes and vocabulary.

Page 82 Activity 2: THE WEATHER IN SUMMER

- ★ **Task:**
Look at the pictures. Complete the sentences using the words at the bottom of the page.
- ★ **Objectives:**
 - To help students learn and review vocabulary related to the weather.
- ★ **Language structure:**
 - "In summer..."
 - Target vocabulary: summer, snowy, cold, sunny, hot, rainy
 - "How's the weather?"
 - "It's..."
- ★ **Warm-up**
Play "Touch the Weather" (see Activities Appendix). Elicit/teach *in summer* by pointing to the flashcards and asking *How's the weather in summer?* Elicit *It's hot*. Drill chorally and mime the weather being sunny or hot (e.g. squinting at the sun) when you say the words *hot* or *sunny*.

Encourage the students to mime along with you. Next, make two columns on the board. Stick a few weather flashcards (or pictures) in one column, e.g. *rainy, snowy, sunny*, etc. Drill them chorally. Use appropriate gestures when saying each word. Write the words next to each picture flashcard, e.g. *rain* next to the picture flashcard for rain. Now, stick the a few season flashcards (or pictures) in the second column. Write the words for the seasons next to each picture. Draw a line connecting *winter* with *hot*. Point to the flashcard for *winter*. Ask the student's if it's hot in winter. Elicit *No!* Erase the line. Now ask *How's the weather in winter?* Elicit *It's cold*. Draw a line from *winter* to the flashcard for *cold*. Chorus *It's cold in winter*. Now, ask the student's if it's sunny in winter. Repeat the steps you used with *cold*. Elicit *It's snowy*.

★ **During the activity**

Mime squinting at the sun and fanning yourself to review *it's sunny* and *it's hot*. Point to the sun in the first picture and elicit *it's sunny*.

★ **Extension**

Have the students do this activity in groups or individually. Divide the class into four groups (it doesn't matter if there are an uneven number of students). Assign each group a season, i.e. winter, spring, autumn and summer. Students make a poster that represents their season. Encourage them to discuss what things they want to include in their poster and who will draw what. Give each group a sheet of construction paper, as well as craft materials to decorate, draw and paint. Ask them to label the objects they choose to draw. Help them with vocabulary and mistakes. Once they've completed their posters, ask them to write a sentence about what they can do during the season, e.g. the summer group could write: "In summer, you can go to the beach." Put all the posters up on the wall. Ask the students which poster they like best.

Page 83 Activity 3: COLOUR BY NUMBER

★ **Task:**

Use the key at the bottom of the page to colour the picture.

★ **Objectives:**

- To help students review numbers and colours

★ **Language structure:**

- Target vocabulary: spade, beach, umbrella, ball, bucket, sun

★ **Warm-up**

Review numbers 1-20, as well as colours (use flashcards). Play "Roll and Colour" (see Activities Appendix).

★ **During the Activity**

Walk around the classroom to check the students' progress. Once they've finished colouring in the picture, point to each object in the picture, asking the students to identify them. Use flashcards to teach/elicit the target vocabulary. Play "Spelling Bee" (see Activities Appendix).

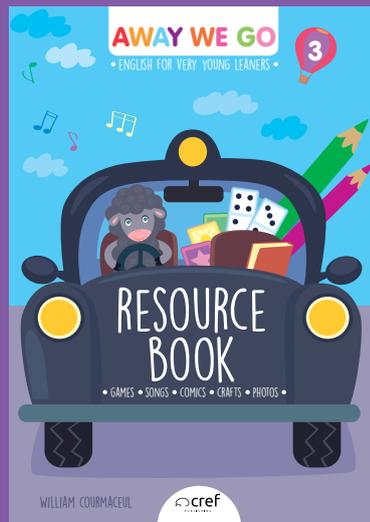
★ **Extension**

Bring a lot of Play Doh to class (or make your own construction putty). Have the students build a sandcastle.

3

TEACHER'S GUIDE

Ideally, this Teacher's guide should be used along with the AWAY WE GO level 3 activity book, its related resource book and flashcards (available on www.crefpublishing.com).



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