

AWAY WE GO
level 2

TEACHER'S GUIDE



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AWAY WE GO

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ACTIVITIES APPENDIX

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:**
Direct 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 thread a length of string through. Tie the string in a knot at one end. Direct 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”. This activity can also be done using large sticky notes instead of paper and string.

- **Variation:**
Direct 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. Direct 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 and 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 the number 1, one for the number 2, and so on. 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 and 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. Instruct 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.

- **Variation:**
This activity can be used to practice phrases by replacing numbers with phrases, as well as combining numbers and pictures, pictures and words, uppercase and lowercase letters, etc.

ROLL AND COLOUR/COVER

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

- **Objectives:**
reviewing numbers and vocabulary

- **Instructions:**
Start by drawing a picture on the board (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.
This is a class activity, so make sure you have a large die to play. Have the students take turns throwing the die. Depending on the number they rolled, have them colour in the corresponding number of sections in the picture, e.g. if they roll a two, have them colour in two sections. Alternatively, have them cover the sections with some blu-tack and origami paper. 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.

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FINGER PUPPET

- **Materials:**

origami paper and coloured pencils.

- **Objective:**

practicing introductions, simple questions, role-play

- **Instructions:**

Prepare several finger puppets using origami paper. Cut small circles or squares out of sheets of origami paper and fold them into cones. These you will place on your fingers. For the faces, you may draw them directly onto the cones, or cut out smaller circles, draw faces on them, and then paste these onto the cones. 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.

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 at the 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.

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

ACTIVITIES APPENDIX

gestures and say the words with you. Next, ask the students to stand up. Shout out a weather word, e.g. *It's rainy!* Direct the students to run over to the correct picture, touch it and do the gesture.

WORD BASKETBALL

- **Materials:**
ball, basket and flashcards.
- **Objectives:**
reviewing vocabulary
- **Instructions:**
Direct 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:**
Direct 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. 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. Alternatively, have the students take turns doing the activity. Shout out a word and have one student quickly touch (or slap) the corresponding flashcard. If they touch (or slap) the correct flashcard, they get one point. Now, shout out another word and have another student touch (or slap) the corresponding flashcard.

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 (make sure it's something short and simple). 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, grammar, numbers 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.

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TAXI DRIVER

- **Materials:**
flashcards or pictures.
-
- **Objective:**
giving instructions, reviewing the verb “to go” in the present tense
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- **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!

PICTIONARY

- **Materials:**
flashcards.
-
- **Objectives:**
associating words and pictures
-
- **Instructions:**
Select a student and show them a picture. Alternatively, whisper a word into their ear (or write it on the board). 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.

SLOW REVEAL

- **Materials:**
flashcards or pictures.

- **Objective:**
reviewing vocabulary

- **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 guesses correctly first wins a point. Now, write down the word for each picture on the board.

RIVER CROSSING

- **Materials:**
flashcards or pictures.

- **Objective:**
reviewing vocabulary, grammar, phrases and numbers

- **Instructions:**
Place five to six flashcards (pictures or words, or a combination of the two) 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 students 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.

PASS

- **Materials:**
flashcards or pictures.

 - **Objective:**
reviewing vocabulary, associating objects with words

 - **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.
-

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- **Variation:**

You may also use objects to teach vocabulary connected to them in some way, e.g. pass around different types of clothing to practice vocabulary for the seasons, e.g. *hot, cold, winter, summer*, etc.

THREE'S COMPANY

- **Materials:**

chairs, flashcards/pictures.

- **Objective:**

reviewing vocabulary, practicing following instructions

- **Instructions:**

Arrange the students' chairs in a circle. Remove one chair so that that one student is left standing. Instruct the student without a chair 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.

HANGMAN

- **Materials:**

board and marker.

- **Objective:**

reviewing vocabulary

- **Instructions:**

This is an excellent game to practice vocabulary and phrases. Use a corresponding number of dashes to represent the target word or phrase (this is kept hidden from the students). For example, if the target word is *RABBIT*, then draw six dashes on the board, one for each letter. The students have to guess the word, letter by letter (represented by the dashes). If they guess a letter which occurs in the word, write the letter on the corresponding dash(es) in the word. If they guess incorrectly, draw a segment of a hanged man. If the students make too many incorrect guesses, the hanged man is completed and the game ends. The goal is to guess the word (either outright or letter by letter) before the drawing of the hanged man is completed (which generally happens after six incorrect guesses).

- **Variation:**

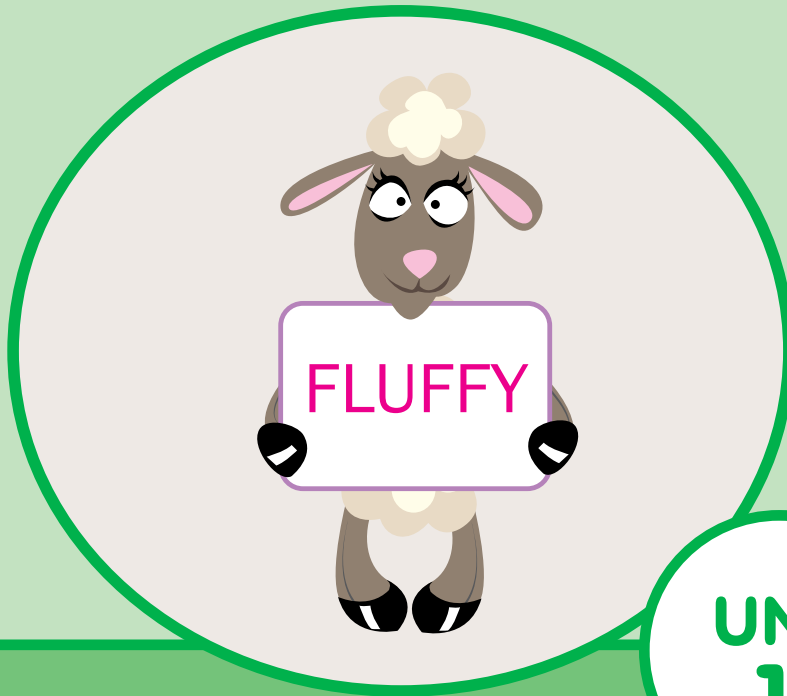
While you cannot reveal the target word during the game, you may draw a picture of the target word or replace some dashes with letters from the target word to make guessing it easier.

QUICK DRAW

- **Materials:**
flashcards or pictures.
-
- **Objective:**
practicing speed recall of vocabulary
-
- **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 (or slap it). The student who grabs (or slaps) 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.

CONCENTRATION

- **Materials:**
flashcards or pictures.
-
- **Objective:**
practicing speed recall of vocabulary
-
- **Instructions:**
Prepare two sets of flashcards for the activity (e.g. words and pictures, phrases and pictures, numbers and pictures, uppercase and lower case letters, 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.
-
- **Variation:**
Do this activity on the board. Stick one set of flashcards on one side of the board, and the other set of flashcards on the other side [of the board]. Now, have students come to the board, one by one, and draw a line, connecting two matching (or related) flashcards.



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UNIT 1.1 NICE TO MEET YOU!

Page 6 Activity 1: WHAT'S YOUR NAME?

★ Task:

Write your name on the sign and complete the character's face so that they look like you.

★ 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?"

★ Warm-up

Introduce yourself to the class. Say *Hi, My name is...* Write your name on the board (don't forget to write *MY NAME IS...* as well). Draw a simple picture of yourself above your name. Now, ask a student *What's your name?* Write the question on the board. Instruct them to use *My name is...* Write their names on the board as they say them. Now, point to a student's name on the board and spell it out loud with the class. Do this with one or two names. Now, review the alphabet with the students. Write the alphabet on the board and sing "The ABC" song. Next, give students a small strip of paper with a few letters of the alphabet to colour in. Once they've coloured in their strips, tape these to their desks. Drill the letters chorally. Point to a few names on the board. Ask students to spell them out loud. 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 student in the circle, saying A. Now, have the student throw the ball to another student, saying B. This continues until the entire alphabet has been completed.

★ During the activity

If a student is having difficulty spelling their name, draw their attention to the board, so that they can see how their name is spelt. Alternatively, break down their name into consonants and vowels, voicing them using their standard sounds. Get the student to voice their name with you. For the picture, you could have them stick a picture of themselves in the book instead of drawing their face.

★ Extension

Have students do the "Alphabet Book" activity. Give them each several sheets of paper so that they can draw one letter of the English alphabet per page. Have them draw one or two letters of the alphabet per lesson. These pages will then be compiled into a book for them to use as a reference for the remainder of the year. Encourage them to decorate their letters with glitter, paint and craft material. Use a piece of cord to bind the pages together into book form. As they learn new words, encourage them to add the words to their "Alphabet Book".

Page 6 Activity 2: HOW OLD ARE YOU?

★ Task:

Stick candles on the cake to show your age.

★ Objectives:

- To help students use numbers to express age
- To help students count from 1-5

★ Language structure:

- 1-2-3-4-5
- "I am... years old!"
- "How old are you?"

★ Warm-up

Bring a box of circle-shaped cereal to the class (alternatively, bring beads or counters). To start off, have the students count to 5, using their fingers. Count along with them. Write the numbers on the board as the class says them. Next, ask students to tell you how old they are. Instruct them to hold up the number of fingers that corresponds to their age. Next, prepare sheets of paper with circles of different sizes (make sure the smallest circle is big enough to contain three pieces of the circle-shaped cereal you brought along for the activity). Give each student a sheet and a handful of circle shaped cereal. Now, ask the students to place three pieces of cereal in the smallest circle. Count to three on your fingers and have the class count along with you. Write the number 3 on the board. Now, have the students count out 3 pieces of cereal and place these in the smallest circle. Instruct them to write 3 below the circle. Next, say the number 4 and repeat the steps you did for number 3. Walk around the class, monitoring the students to make sure they are doing the activity correctly. If the students are having difficulty writing the numbers, trace the numbers on their sheets with a highlighter, and then have them fill these in with a crayon. Next, draw a cake on the board. Ask one of the students how old they are. Have them count the number out loud on their fingers. Next, draw the corresponding number of candles on the cake. Erase the candles. Now, call a student to the board. Ask them how old they are. Have them draw the corresponding number of candles on the cake.

★ During the activity

Have the students count their age on their fingers. Then, have the students stick the corresponding amount of candles on their cake.

★ Extension

Play "Roll and Cover" (See Activities Appendix). Use a picture of a birthday cake.

Page 7 Activity 3: IDENTITY CARD

★ Task:

Complete the identity card with information about yourself and attach a photo. Choose the sticker with your gender and stick it in the box. Then, colour the card.

★ Objectives:

- To help students provide some basic information about themselves

★ **Language structure:**

- "My name is..."
- "I'm... years old."
- "I'm a boy [girl]."
- "Who are you?"
- Target vocabulary: boy, girl

★ **Warm-up**

Introduce yourself to the class. Say *Hi, My name is...* Write your name on the board. Now, call a student to the board. Ask the student *What's your name?* Have them to use *My name is...* Write their name on the board. Have the class say the student's name out loud. Now call another student to the board. Have the class ask them their name. Write the student's name on the board. Repeat this for all the students. Write all the girls' names in one colour (pink) and all the boys' names in another colour (blue). Alternatively, put them in separate columns. Then ask individual students *Are you a boy? Are you a girl?* Elicit *I'm a...* If they say *boy*, write *BOY* on the board next to their name. After doing it yourself the first two times, direct the students to come to the board and write *BOY* or *GIRL* next to their names. While writing *boy* or *girl* next to their names on the board, encourage them to point to themselves and say *I'm a boy (or girl)*. Next, ask individual students *How old are you?* Elicit *I'm... years old*. Instruct them to write their age next to their name and gender. Count the years on your fingers and direct the students to do the same.

★ **During the activity**

Encourage students to look at the board if they are having difficulty writing their names.

★ **Extension**

Give each student a piece of string and a paper star badge. Ask the students to write their name and age on their badges. Show the students how to glue the cord to the badge. Alternatively, use paper clips. Help them where necessary. Once students have finished making their badges, ask the students to put them on. Practice asking their names round the class. Start with asking *What's your name? My name is...* Drill the questions as a class and individually. Now, let the students walk around the class and practice asking each other questions.

UNIT 1.2 MY FAMILY!

Page 8 Activity 1: WHO IS IT?

★ **Task:**

Put the stickers on the correct words.

★ **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..."
- Target vocabulary: dad, mum, sister, brother, grandma, grandpa.

★ **Warm-up**

Put up a picture of a family on the board. Make sure that it includes the target vocabulary. Teach/ elicit the target vocabulary by pointing to each family member and saying the corresponding name out loud. Drill each word chorally. Write the names on the board, using uppercase letters, and connect them to each family member. Point to each picture and have the students shout out the corresponding word. Now, write the names of each family member on a flashcard. Erase the names from the board, but leave the picture on the board. Distribute the flashcards among the students (one flashcard per student). Give them some blu-tack. Next, have them come, one at a time to, the board and stick their flashcard on one of the family members in the picture on the board. If they get it right, get the other students to say *Hurray!* If they get it wrong, the class shouts *No!* Get the other students to come to the board and help the student find the correct family member. Repeat the activity until each student has had a turn.

★ **During the activity**

Monitor the students and help them where necessary.

★ **Extension**

Give students sheets of construction paper and have them draw and colour in their family. Have them write the names of their family members. Walk around the classroom and ask them about their pictures. Ask *Who is this?* Elicit *This is...* Have them write *MY FAMILY* on their sheets when they've finished drawing. Put their drawings up on a wall in the classroom.

Page 8 Activity 2: A, E, I, O and U

★ **Task:**

Complete the words using the missing letters (A, E, I, O and U).

★ **Objectives:**

- To review vocabulary for family
- To review vowel sounds

★ **Language structure:**

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

★ **Warm-up**

Write the target vocabulary on the board. Point to each word and slowly enunciate it. Have the students enunciate with you. Review the vowel sounds A, E, I, O and U. Write the vowels on the board and elicit the standard sounds they make. Play "Hangman" (see Activities Appendix).

★ **During the activity**

Monitor the students and check that they are using the correct vowels. Enunciate the vowels together with the class if they are having problems with the sounds.

★ **Extension**

Play "Memory" (see Activities Appendix), using the target vocabulary from the activity.

Page 9 Activity 3: WORD SEARCH

**Task:**

Can you find all six words hidden in the grid?

**Objectives:**

- To review vocabulary used to describe family members

**Language structure:**

- Target vocabulary: dad, mum, sister, brother, grandma, grandpa

**Warm-up**

Prepare a word search puzzle using simple words like *cat*, *ball*, etc. Put it up on the board (either print it or draw it). Write the words to be found on the board, next to the puzzle. Solve the puzzle as a class activity. Pretend to be looking for a word in the puzzle. Ask the students to help you. Trace your hand over *cat* in the puzzle but do not circle it. Show the students that the words go horizontally, from left to right, by tracing the direction using your hand as you look for *cat*. Alternatively, draw an arrow showing the direction. Direct the students to point it out. Elicit *cat*. Pretend that you still cannot find the word. Ask one of the students to come to the board and circle it in the puzzle for you. Now, cross out *cat* from the list. Alternatively, you can use mini-whiteboards for this activity and encourage the students to find as many words as they can in the puzzle. Use simple words that the students are already familiar with.

**During the activity**

If they are having difficulty finding the words, encourage them to look for letter pairs in the puzzle, e.g. G-R for *grandma*. Enunciate each word slowly and then spell it out loud along with the class. Show them where both letters occur side by side.

**Extension**

Play "Hangman" (See Activities Appendix).

Page 10 Activity 4: MOTHER AND FATHER

**Task:**

Join the dots to identify members of the family.

**Objectives:**

- To help students learn and review vocabulary for family members

**Language structure:**

- Target vocabulary: father, mother

**Warm-up**

Prepare a tracing activity, using other family members, e.g. grandma, brother, etc. Have a student trace the word on the board. Instruct the class to say the word out loud. Next, review the target vocabulary, using the warm-up section from U1.2A1. Start with a review of *mum* and *dad*, and then introduce *mother* and *father*. Write *MOTHER* next to *Mum* in brackets, and *FATHER* next to *Dad* in brackets. Now point to *Mum* and say the word, followed by *Mother*. Use your hands to convey the size of each word, i.e. in each case, you are going from small to big (informal to formal). Next, say *Mum* and have the students say *Mother*. Repeat the steps for *Dad*.

★ **During the activity**

Make sure that the students are tracing out the letters using steady strokes.

Page 10 Activity 5: HOW OLD IS SHE/HE?

★ **Task:**

Trace the number corresponding to their age.

★ **Objectives:**

- To help students talk about how old someone is
- To trace numbers 1-6

★ **Language structure:**

- "How old is he [she]?"
- "He [She] is..."
- Target vocabulary: boy, girl

★ **Warm-up**

Refer to the warm-up section from U1.1A2 to review numbers 1-5. Point to yourself and ask the students *How old am I?* Have them to guess your age. Elicit *You are... years old.* Write your age on the board. Have the students say the number out loud. Next, ask individual students how old they are. Have them come to the board and write their ages. Now, review the words *boy* and *girl*. Point to a student and ask the class *Is he a boy?* Make sure to stress *he* when asking the question. Elicit *Yes, he is.* Now point to a girl in the class and repeat the steps. Continue the activity until you've covered several boys and girls in the class. Next, wipe the board. Ask a student to show the class their age with their fingers. Tell them not to say anything. Ask the class to guess how old the student is. Encourage them to answer using *He (She) is... old.*

★ **During the activity**

Make sure that the students are tracing out the number using steady strokes.

★ **Extension**

Bring several small objects, e.g. beads, bottle caps, etc., to class (make sure to bring at least six of each type). Prepare flashcards for numbers 1-6. Have your students sit in a circle. Show students a number flashcard. Have them say the number out loud. Now, lay down the card and count out the same number of small objects. Lay these next to the card. Encourage the students to count with you. Next, distribute the flashcards and a handful of small objects (at least six small objects per student) among the students. Have them reveal their flashcards, one at a time, and get the class to say the number out loud. Now, have the student count out the same number of small objects. Have them place these next to their card. Now, it's another student's turn. Repeat the activity until everyone has had a turn.

Page 11 Activity 6: MISSING LETTERS

★ Task:

Use the code to reveal another name for grandma and grandpa.

★ Objectives:

- To help students review vocabulary for family members
- To practice spelling

★ Language structure:

- “Who is that?”
- “That’s...”
- Target vocabulary: grandmother, grandfather

★ Warm-up

Review the target vocabulary, using the warm-up section from U1.2A1. Instead of *grandma* and *grandpa*, however, use *grandmother* and *grandfather*. Next, prepare a simplified version of the activity. Write B_OTH__ and S_ST__ on the board. In place of the missing letters, draw a red, blue or green circle in each space using marker. Red for the letter *R*, blue for *E*, and green for *I*.

Now, use the same colour markers to write *R*, *E* and *I* next to the two words. Write *R* with red, *E* with blue and *I* with green marker. Ask the students to guess the words. Play the activity, using the “Hangman” format. If a student guesses a letter correctly, have them come to board and fill in the missing letter. When the class has completed the activity, have them say the words out loud.

★ During the activity

Make sure that the students are *writing* the letters in the appropriate box and not drawing a line between the boxes and letters.

★ Extension

Use the same colour scheme to review the names of other members of the family.

UNIT 1.3 MY BODY

Page 12 Activity 1: WHAT IS IT?

★ Task:

Put the stickers on the correct words.

★ Objectives:

- To learn and review vocabulary for parts of the face
- To learn and review the plural form of nouns

★ **Language structure:**

- “What is it?”
- “It’s...”
- Target vocabulary: nose, eyes, ears, mouth, hair

★ **Warm-up**

Pre-teach the target vocabulary, using flashcards. Show each flashcard to the students, enunciating each word and touching the relevant part of your face, e.g. when you show the flashcard with the word *ear*, touch your ears. Write the word on the board and stick the flashcard above it. Direct the students to mimic you, repeating the word *ears*. First, touch one ear and say *Ear!* Then, touch both ears and say *Ears!* Repeat these steps for the rest of the words from the target vocabulary. Do choral and individual drills. Next, draw a face on the board and give each student a flashcard containing a word from the target vocabulary. Have them come to the board and stick (use blu-tack) their flashcards on the matching parts of the face. Now point to parts of the face and ask them *What is it?* Elicit the target vocabulary, using *It’s...* Do choral and individual drills. Monitor pronunciation. Next, give students sheets of paper with a blank face, glue sticks and cardboard cutouts for the target vocabulary.

Have them stick the facial features (ears, eyes, nose, mouth and hair) on the face. Instruct them to colour in the face and features.

★ **During the activity**

Help the students stick the words on the corresponding images.

★ **Extension**

Bring some plain face masks to class and have the students decorate them.

Page 12 Activity 2: MISSING LETTERS

★ **Task:**

Complete words with the missing letters.

★ **Objectives:**

- To review vocabulary for facial features
- To practice spelling

★ **Language structure**

- Target vocabulary: nose, eyes, ears, mouth, hair

★ **Warm-up**

Review the warm-up section from U1.1A2.






★ **During the activity**

Slowly enunciate each word. Have the students enunciate with you. Help with mistakes where necessary.










★ **Extension**

Play “Bingo”. Prepare your Bingo reference board and a few Bingo strips (containing three boxes) for the students. Use the target vocabulary from this activity to prepare the strips. Make sure to draw a picture next to each word.

Teacher's reference board

 MOUTH	 HAIR	 NOSE	 EYES	 EARS
--	---	---	---	--

Students' Bingo strips (Possible variations)

MOUTH 	NOSE 	HAIR 
EYES 	EARS 	MOUTH 
HAIR 	EYES 	NOSE 

Make two copies of your reference board. Keep one for yourself and cut the other one up into individual pieces. Put these pieces in a small bag. Distribute the Bingo strips among the students. They will need to use pencils, markers or crayons to cross out the words on their strips. Reach into the bag and take out a piece of paper. Call out the word on the paper (point to it on your face) and ask the students if they have the word on their Bingo strip. If they do, instruct them to cross it off. Make sure to keep a record on your baseboard of the words you have already called out. Tell them that if they cross out all three words, they have to shout *Bingo!* The winner must say the words out loud for you to check on your baseboard. Make sure to monitor pronunciation. Do the first round as a demo. Help them where necessary.

Page 13 Activity 3: DICE GAME

★ Task:

Play with one or more classmates. This game is played in turns. Each player colours in their own textbook. Roll the dice and colour the body parts corresponding to the number. The winner is the first to finish colouring the body.

★ Objectives:

- To practice and review vocabulary for parts of the body
- To review numbers 1-6

★ Language structure

- "What is this?"
- "This is my..."
- Target vocabulary: head, chest, arm, hand, leg, foot

★ 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. Say *This is my head!* Direct the students to mimic you, repeating the word *head*. Next, show your hand and elicit *hand*. Do choral and individual drills to monitor pronunciation. Now, play "Roll and Colour" (see Activities Appendix).

★ **During the activity**

Have them count out the number on the die with their fingers. Alternatively, for each die roll, have them colour only *one* body part. Have them draw in the eyes, ears, nose, mouth and hair.

★ **Extension**

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

Page 14 Activity 4: HOW DO YOU FEEL?

★ **Task:**

Colour the box that matches the word underlined in the picture above.

★ **Objectives:**

- To help students learn how to describe physical discomfort

★ **Language structure:**

- "How do you feel?"
- "I'm..."
- Target vocabulary: cold, hot, hungry, thirsty

★ **Warm-up**

Use picture flashcards to elicit/teach the target vocabulary. Write the words on the board and drill chorally. Play "Charades" (see Activities Appendix). Demo the activity with a student. Before you start miming, teach/elicit *How do you feel?* Write it on the board and drill it chorally. Encourage the student to ask you *How do you feel?* Mime feeling cold. Elicit *I'm cold*. Say *Yes! I'm cold*. Now it's the student's turn. Ask the student *How do you feel?* Instruct them to mime the action. Guess what it is. Encourage the student to say *Yes! I'm...* Next, play "Concentration" (see Activities Appendix), using the target vocabulary.

★ **During the activity**

Ask the students to pay attention to the spelling. Have them compare the words, letter by letter. Help them where necessary.

★ **Extension**

For this activity, use the picture flashcards with the target vocabulary. Get the student's to sit in a circle. Put all the flashcards face down in the center. Have one student pick up a card. They shouldn't show it to anyone. The class asks them *How do you feel?* The student has to look at their flashcard and respond accordingly, e.g. if their flashcard shows *cold*, they have to say *I'm cold*. Now, they have to mime the action. If they mime it correctly, they can keep the flashcard. They also receive a point. At the end of the game, the player with the most points is the winner.

Page 14 Activity 5: AS HUNGRY AS A BEAR

★ **Task:**

Draw a line to connect the sentence with the correct picture.

★ **Objectives:**

- To help students learn how to associate hunger and thirst with objects

★ **Language structure:**

- "I'm hungry!"
- "I'm thirsty!"
- Target vocabulary: hungry, thirsty, apple, lemonade

★ **Warm-up**

Review *hungry* and *thirsty*, using the warm-up section from U1.3A4. Next, stick a few picture flashcards (or pictures) of food and drink on the board, using blu-tack (include *apple* and *lemonade*). Teach/elicit the words using choral and individual drills. Write these next to the corresponding pictures on the board. Pretend to eat or drink something as you say each word on the board. Direct the students to repeat the actions after you. Now, point to your stomach, saying *I'm hungry!* Write the phrase on the board. Choral it three times. Ask the class to help you find some food. Encourage the students to point to a picture flashcard that contains food. Draw a line between the flashcard the students pointed to (if correct) and the phrase *I'm hungry!* Thank the class for helping you find some food. Pretend to eat the flashcard. If it's not food (i.e. if it's a drink), shake your head and say *No! I am hungry!* Point to your stomach and then to the phrase. Pretend to eat the flashcard. Repeat the steps with *I am thirsty!* Instead of pointing to your stomach, point to your throat. Do a few rounds with different flashcards for food and drink. Invite students to the board to draw a line from the food and drink flashcards to the corresponding phrase.

★ **During the activity**

Monitor the students and help where necessary.

★ **Extension**

Do this as a class activity. Bring some old food magazines and a large sheet of construction paper. Have the students cut out pictures of food and drink from the magazine. Divide the construction paper into two columns. Write *I'm hungry* at the top of one column, and *I'm thirsty* in the other column. Direct the students to glue their cutouts in the columns, depending on if they are food or drink. Help them with vocabulary and mistakes. Put the poster up on a wall or a bulletin board.

Page 15 Activity 6: CROSSWORD

★ **Task:**

Complete the crossword using the words at the bottom of the page. Use pages 12 and 13 to help you.

★ **Objectives:**

- To review vocabulary related to the human body

★ **Language structure**

- Target vocabulary: mouth, nose, hand, hair, eyes, ears, arm, head

★ **Warm-up**

Use the warm-up section from U1.3A1 (adapt the activity to include all the target vocabulary). Write the target vocabulary on the board and drill chorally. Make a word bank (with labelled pictures) either on the board or on a separate piece of paper. Draw part of the crossword on the board (e.g. just the seven squares for eyes and ears. Draw a pair of eyes (above the squares for eyes). Encourage a volunteer to use the word bank to find the right word, and copy it into the box. Repeat for ears.

★ **During the activity**

Make sure the students are filling in the crossword using proper strokes for spelling. Tell them to consult the words at the bottom of the page.

★ **Extension**

Sing and mime the song "Heads, Shoulders, Knees & Toes". Repeat the song several times, singing it faster and faster each time.

UNIT 1.4 MY HOUSE

Page 16 Activity 1: WHAT IS IT?

★ **Task:**

Join the dots to label the house.

★ **Objectives:**

- To learn and review vocabulary related to houses and buildings

★ **Language structure:**

- "It's a..."
- "What's is it?"
- Target vocabulary: window, roof, door, garden

★ **Warm-up**

Use picture flashcards to teach the target vocabulary. Write the words on the board. Drill chorally and individually.

★ **During the activity**

Make sure the students are tracing the letters, using steady strokes.

★ **Extension**

Play "Slow Reveal" (see Activities Appendix)

Page 16 Activity 2: WHERE IS DAD?

★ **Task:**

Look carefully in all the rooms and find Dad. Then, complete the sentence by writing the correct room.

★ **Objectives:**

- To help students talk about where something or someone is located

★ **Language structure:**

- "Where is Dad?"
- "Dad is in the..."
- Target vocabulary: bedroom, living room, kitchen, bathroom, dining room, dad

★ **Warm-up**

Start with drawing a simple picture of a house on the board. Draw some sections in the house for the bedroom, living room, kitchen, bathroom and dining room. Stick picture flashcards for the target vocabulary in the sections, using some blu-tack. Teach/ elicit the target vocabulary. Drill chorally, writing down the words in each section as you say them. Now, take off all the picture flashcards but let the words remain in the sections. Distribute the flashcards among the students. Get the students to come to the board and stick their flashcard in the correct section. Now, draw a cat inside the house, in the bedroom. Ask the students *Where is the cat?* Write the question on the board. Elicit *The cat is in the bedroom.* Write it on the board. Now, draw the cat in another room and repeat. This time, get a student to come to the board to write the answer.

★ **During the activity**

Make sure that the students are writing *LIVING ROOM* as two separate words. Have the students say *Living room!* out loud to check for pronunciation.

★ **Extension**

Have the class build a house, using shoeboxes. Decide how many floors and rooms the house will have. Cut out the windows and doors. Use wrapping paper and other craft materials to decorate the rooms in the house. Use cardboard and glue to make furniture, for example. Paint or colour the roof and walls. Label each of the rooms of the house, using sticky notes. Use a cardboard sheet, some tissue paper or cotton wool, and green paint for the garden. Make sure to create a label for the garden, too. Alternatively, have the students draw a house and label all the different rooms.

Page 17 Activity 3: DICE GAME

★ **Task:**

Play with one or more classmates. This game is played in turns. Each player colours in their own textbook. Take turns to roll a dice. Colour in the number of bricks shown with each roll. The winner is the first to colour all the bricks.

★ **Objectives:**

- To review numbers 1-6

★ **Warm-up**

Play "Roll and Colour" (see Activities Appendix).

★ **During the activity**

If students roll a number that exceeds the amount of bricks left (to be coloured), they have to roll again.

UNIT 1.5 AUTUMN

Page 18 Activity 1: WHAT SEASON IS IT?

★ **Task:**

Choose the correct season and label it "autumn".

★ **Objectives:**

- To help students identify autumn

★ **Language structure:**

- "What season is it?"
- "It's..."
- Target vocabulary: autumn, winter, spring, summer

★ **Warm-up**

Bring 8 pictures of scenery and people, two for each season. For autumn, make sure there is rain visible in one of the pictures. Put the pictures up on the board. Pretend the weather is cool and rainy. Ask the students *What season is it?* Write the question on the board. Teach/ elicit *It's autumn.* Write *AUTUMN* on the board. Say *Autumn*, pointing to the word on the board and the pictures. Drill chorally. Mime the weather being windy and rainy. Pretend you have an umbrella. Now, repeat these steps for the other three seasons. Next, remove the pictures from the board. Now put up a picture of summer on the board (preferably a beach scene). Point to the picture and ask *Is this autumn?* Elicit *No!* Now put up a picture with an autumn scene. Ask *Is this autumn?* Elicit *Yes!* Write *AUTUMN* under the picture.

★ **During the activity**

Monitor the students to make sure that they write the word *AUTUMN* under the correct picture. They should not connect the caption at the top to one of the pictures.

★ **Extension**

Bring some brown, red and orange origami paper, construction paper and sticks of cinnamon to the class. Do this as a class activity. Have the students cut out leaves, using the origami paper. Alternatively, prepare leaf cutouts for the students. Glue these to the construction paper. Next glue the cinnamon sticks to the paper to form branches for the leaves. Use cotton wool for the clouds and glitter for the rain. Make sure to write *AUTUMN* at the top of the poster.

Page 18 Activity 2: WHAT DO YOU WEAR IN AUTUMN?

★ **Task:**

Circle the correct clothes.

★ Objectives:

- To teach students to match types of clothes with seasonal weather

★ Language structure:

- "What do you wear in autumn?"
- "I wear..."
- Target vocabulary: coat, boots, shorts, autumn

★ Warm-up

Review the warm-up section from U1.5A1. Elicit/teach the target vocabulary, using flashcards. Write the words on the board. Drill chorally. Put up the pictures of autumn from U1.5A1 on the board. Point to the people in the pictures and ask the students *What do you wear in autumn?* Write the question on the board. Elicit *coat* or *boots*. Now ask a student *What do you wear in autumn?* Elicit *I wear a coat* or *I wear boots*. Write the phrases on the board. Do a chain drill. Prepare an audio clip with rain sounds. First, distribute the flashcards for *coat*, *boots* and *shorts*. Now, play the audio clip in front of the class. Pretend that you are getting wet. Tell the students *I'm cold*. Motion to them for some warm clothes. Instruct them to give you the flashcards for *coat* and *boots*. If they hand you the flashcard for *shorts*, say *Nooo! This is not for autumn*. Mime being cold and wet. Take the flashcards for *coat* and *boots* from the students and pretend to put these on. Tell them *Thank you!* Now, play Concentration (see Activities Appendix) on the board.

★ During the activity

Make sure that the students are circling no more than two items of clothing.

★ Extension

Make a bulletin board for autumn (see Activities Appendix).

Page 19 Activity 3: SPOT THE DIFFERENCE

★ Task:

Can you find 5 differences between these two pictures?

★ Objectives:

- To help students differentiate two similar pictures.

★ Language structure:

- "This picture has..."
- "This picture doesn't have..."
- Target vocabulary: rain, snails, birdhouse/house, apple

★ 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 *This picture has* and *This picture doesn't have* by writing them on the board and drilling the expressions while pointing to the two pictures. Have the students come to the board and circle the extra objects in each picture.

★ During the activity

If possible, divide students into pairs. Help with vocabulary where necessary.



UNIT 2

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UNIT 2.1: THE WEATHER

Page 22 Activity 1: HOW'S THE WEATHER?

★ **Task:**

Look at each weather-related picture and fill in the missing letters for each word. Use the list below to help you.

★ **Objectives:**

- To help students talk about the weather

★ **Language Structure:**

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

★ **Warm-up**

Teach/elicite the target vocabulary, using pictures or flashcards. Write the words on the board. Drill chorally. Play "Hangman" (see Activities Appendix). Fill in a few letters for each word to make it easier for the students, e.g. R _ _ N _ for RAINY. Review the alphabet if necessary. Alternatively, play "Pictionary" (see Activities Appendix) with the class, using the target vocabulary.

★ **During the activity**

Direct the students to consult the word list for help with spelling.

★ **Extension**

Stick the picture flashcards for the target language on the board. Divide the students into two teams.

Get each team to line up at the back of the room. Make sure that there are no obstacles preventing students from running to the board. Now, call out a word and get one student from each team to race to the board and grab the corresponding flashcard from the board. The student who grabs the flashcard also has to say the word. The first student to grab the correct flashcard and say the word correctly wins a point for their team. Now, another two students, one from each team, get ready to race to the board. The team with the most points at the end of the game wins.

Page 22 Activity 2: COLD HANDS, WARM HEART

★ **Task:**

Connect the children to the objects they need.

★ **Objectives:**

- To teach students to associate objects with the weather

★ **Language Structure:**

- “It’s hot!”
- “It’s cold!”
- Target vocabulary: gloves, ice-cream, lemonade, hot chocolate

★ **Warm-up**

Use weather flashcards (or draw pictures) to review *hot* and *cold*. Hold up a flashcard, showing the sun, or draw a picture of the sun on the board. Elicit *It’s hot!* Mime being hot. Write it on the board. Drill chorally. Draw a picture of snowfall. Elicit *It’s cold!* Mime being cold. Write it on the board. Drill chorally. Review the warm-up section from U1.3A5 (modify to use *cold* and *hot* instead of *thirsty* and *hungry*).

★ **During the activity**

Monitor the students. Make sure they are connecting the children to two objects each, and not just one.

★ **Extension**

Prepare a set of flashcards. For half of them, use pictures for *hot*, *cold*, *hungry* and *thirsty*. For the other half, use pictures of the corresponding objects from the target vocabulary in U1.3A5 and U2.1A2. Have the students sit in a circle. Place all the flashcards face down in the center. Now, have a student turn over two flashcards at a time to try and find an object card and a condition card that match, e.g. *lemonade* and *thirsty*. If the cards match, the student has to say both the words out loud, e.g. *Lemonade! Thirsty!* They can then keep the pair. If the flashcards do not match or if the student cannot say the words, the cards are returned and it’s another student’s turn. The student with the most cards at the end wins.

Page 23 Activity 3: COLOURING GAME

★ **Task:**

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

★ **Objectives:**

- To learn weather-related vocabulary

★ **Language Structure:**

- Target vocabulary: rainy, sunny, snow, windy

★ **Warm-up**

Prepare picture flashcards for *rainy*, *sunny*, *snow* and *windy*. Before class starts, stick the flashcards on different surfaces in the classroom. Once the class has started, walk around the classroom, touching the weather flashcards. Say the target vocabulary as you touch each flashcard, e.g. *It’s rainy!* Chorus it with the class. Repeat for all the flashcards. Write the target vocabulary on the board and drill chorally. Next, direct the students to stand in the center of the classroom. Say *It’s sunny!* Have the students run to the corresponding flashcard and touch it. The first student to touch the flashcard gets a point. Repeat the activity a few times. Next, play “Roll and Colour” (see Activities Appendix).

★ **During the activity**

Monitor the students. For *snow*, have them leave the areas blank.

★ **Extension**

Glue a section of blue construction paper onto a piece of cardboard. This is going to be your weather board, to be pinned to a wall (or bulletin board). Write *HOW'S THE WEATHER TODAY?* at the top of the weather board. Just below it, write *TODAY IT'S...* (this will be used to describe the type of weather on any given day). Now, draw and cut out a few square slips of white construction paper and paste these in a row under where you wrote *TODAY IT'S...* Write *SUNNY*, *SNOWY*, *WINDY*, *CLOUDY* and *RAINY* above the boxes. Prepare some picture flashcards *sunny*, *snowy*, *windy*, *cloudy* and *rainy*. Point to the board and ask the students to look outside the window. Ask them *How's the weather today?* Elicit *It's...* Show them the picture flashcards and ask them to select the appropriate card for the day's weather. Give them some blu-tack and have them stick the flashcard in the corresponding box on the weather board. Use the board to display the day's weather every time you have a lesson.

UNIT 2.2: DAILY ROUTINE

Page 24 Activity 1: A NEW DAY IS DAWNING!

★ **Task:**

Put the sticker on the correct word.

★ **Objectives:**

- To help students identify different times of the day

★ **Language structure:**

- "What time is it?"
- "It's..."
- Target vocabulary: morning, evening, afternoon, night

★ **Warm-up**

Draw pictures on the board to teach/ elicit the target vocabulary. Start by drawing a simple house with a tree next to it and, behind it, the horizon. Next, draw the sun, peeking over the horizon. Teach/ elicit *Morning*. Write the word on the board, above the picture. Drill chorally. Now, draw a second house (same as the first), only this time draw the sun up in the sky. Teach/ elicit *afternoon*. Write it on the board and chorus it. Next, draw a third house. This time, draw the sun low in the sky. Shade the sky a slightly darker colour. Teach/ elicit *evening*. Repeat the steps that you used for *morning* and *afternoon*. Draw a fourth house. Include the moon and stars. Teach/ elicit *night*. Now, ask a student to come to the board and instruct them to identify which picture represents afternoon time. Help them where necessary. Write *AFTERNOON* under the picture. Next, ask another student to come to the board. Have them identify another time of day. Once you've written all four times of the day this way, hand out flashcards with the words from the target vocabulary to the students. Next, have them come to the board, one by one, and stick the flashcards on the matching words on the board (use some blu-tack). Help them where necessary.

★ **During the activity**

Make sure you monitor pronunciation. Do choral and individual drills.

★ **Extension**

Play "Sumo". This is a pair activity. Tell the students to form a large circle in the center of the classroom. Choose two students to play first. The two students face each other in the center of the circle. Stick a flashcard on the back of each student. Tell the two students to place their hands behind their back. Now, have them play the game. The students have to try and see what flashcard is on their opponent's back. The players must always stay inside the circle. They cannot touch each other because their hands are behind their backs. When a student knows the answer, they put their hand up and you ask them what the word is. If the student is correct, they win a point. Then, two new students enter the center of the circle and the game continues with new flashcards. Continue until everyone has played at least once. Demo the game with a student, if necessary. The team with the most points at the end of the game wins.

Page 24 Activity 2: WHAT DO YOU DO AFTER SCHOOL?

★ **Task:**

When does it take place? Write the correct word. Use the activity above to help you.

★ **Objectives:**

- To help students identify different times of the day

★ **Language structure:**

- "What do you do after school?"
- "Do you [like]...?"
- Target vocabulary: TV, dinner, reading a book/bedtime story

★ **Warm-up**

Review the warm-up section from U2.1A4. Now, write *EVENING* on the board. Prepare flashcards to teach/ elicit the target vocabulary. Play "Pass" (see Activities Appendix). Next, put up some pictures of different activities done during the entire day, e.g. going to school, reading a book, walking in the park, playing with friends, etc. Make sure to include *watching TV*, *having dinner* and *reading a book/bedtime story*. Now, point to the picture for *going to school*. Ask the students if they go to school in the evening. Elicit *No!* Ask them when they go to school. Elicit *Morning!* Now point to the picture for *reading a book/bedtime story*. Ask if they like to read a book in the evening. Mime reading a book. Elicit *Yes!* Repeat the activity with a few more flashcards. Next, ask a student to come to the board. Point to a picture on the board and ask them if it's morning, afternoon or evening. Instruct them to write their answer under the picture. Encourage the class to offer suggestions. Help them with mistakes. Now, play "Concentration" (see Activities Appendix).

★ **During the activity**

Have the students focus on the clock on the wall in the first picture and the moon and stars in the third picture. Point to the pictures and ask the students what is happening. Put the student's in pairs or groups, if possible, to do the activity. Encourage them to count the number of letters and the number of boxes.

★ **Extension**

Play "Hangman" (see Activities Appendix).

Page 25 Activity 3: MORNING ROUTINE

★ **Tasks:**

Trace the words.

★ **Objectives:**

- To teach students vocabulary related to the morning routine

★ **Language structure:**

- "I have a shower..."
- "I get dressed..."
- "I have breakfast..."
- "I wake up..."

★ **Warm-up**

Mime each activity in front of the students and have them copy you. Sing the phrases while you mime them, e.g. mime waking up and sing *I wake up... in the morning*. Have the students repeat the phrase after you. Now, mime having a shower in the morning while saying *I have a shower... in the morning*. Have the students sing and mime along with you. Next, mime and sing *I get dressed... elicit in the morning* from the students. Finally, mime and sing *I have breakfast... in the morning*. Play "Charades" (see Activities Appendix). Next, prepare two sets each of four word-flashcards (the words on the flashcard should be *shower, dressed, breakfast* and *wake*). Divide the students into two teams and give each team a set of flashcards (one flashcard per team member). Say *shower* and have two students, one from each team, i.e. those who have the corresponding flashcard, say a phrase with *shower*. Encourage their teammates to help them with suggestions. The first student to say *I have a shower* correctly wins a point for their team. Now, another two students, one from each team, play the activity. Continue the game until each student has had two turns at the board. The team with the most points at the end wins.

★ **During the activity**

Make sure that the students are tracing each phrase, using steady strokes. Have them say the words out loud and mime them.

★ **Extension**

Play "River Crossing" (see Activities Appendix).

Page 26 Activity 4: WHAT DO YOU HAVE FOR BREAKFAST, LUNCH AND DINNER?

★ **Tasks:**

What meal is it? Put a sticker in the correct place.

★ **Objectives:**

- To teach students food-related vocabulary

★ **Language structure:**

- "What do you have for...?"
- "I have..."
- Target vocabulary: breakfast, lunch and dinner

★ Warm-up

Divide the board into three parts. Draw a clock face in each part. Have each of the clocks show a different time, corresponding to breakfast, lunch and dinner, e.g. 8:00 for breakfast, etc. Alternatively, draw a simple house, a tree and the horizon in each of the three parts (review the warm-up section from U2.1A4). Direct the students to identify the times of the day by pointing at the clocks. Write *MORNING*, *AFTERNOON* and *EVENING* above the corresponding clocks and chorus. Now point to the *morning* clock and mime eating. Teach/elicit *breakfast*. Write *breakfast* underneath the corresponding clock. Teach/elicit *lunch* and *dinner*, using the steps you used to teach/elicit *breakfast*. Now give each student two or three picture flashcards containing different kinds of food associated with *breakfast*, *lunch* and *dinner* e.g. fried eggs, a sandwich, etc. Give them some blu-tack. Have them stick the flashcards in the appropriate column. Help them with mistakes.

★ During the activity

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

★ Extension

Have the students create large posters for *breakfast*, *lunch* and *dinner*. Use craft materials or have them draw and colour in their favorite foods for each meal. Make sure to label each poster accordingly, i.e. *breakfast*, *lunch* or *dinner*. Put the posters up on your bulletin board (or a wall).

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

★ Tasks:

Copy the words into the spaces below.

★ Objectives:

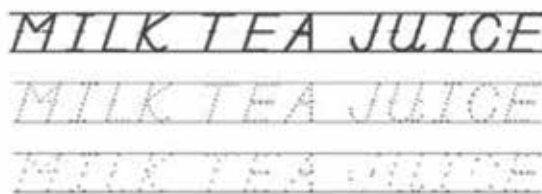
- To develop students' food-related vocabulary

★ Language structure:

- "What do you like to eat?"
- "I like..."
- Target vocabulary: tea, juice, milk, butter, bread

★ Warm-up

Teach/elicit the target vocabulary using picture flashcards or stick pictures of the target vocabulary on the board and drill chorally. Next, write the target vocabulary (block letters) on the board in three rows. For the first row, the words should be written with clear, sharp, solid strokes. For the second row, use dots to trace the words. For the third row, use fewer dots to trace the words.



Now, have a student come to the board and trace the word *MILK*. Once they've traced the word in both rows, have them say the word out loud. Hand them the picture flashcard for *MILK* and instruct them to stick it (using blu-tack) in the correct column. Now have another student come to the board and do the same for the word *TEA*. Repeat the activity a few times with different students.

★ **During the activity**

Monitor the students to make sure they are writing each letter correctly, using proper strokes.

★ **Extension**

Play "Hangman" (see Activities Appendix).

Page 27 Activity 6: CROSSWORD

★ **Tasks:**

Complete the crossword using the words at the bottom of the page. Can you find the hidden word?

★ **Objectives:**

- To help students review food-related vocabulary

★ **Language structure:**

- Target vocabulary: tea, bread, milk, juice, butter

★ **Warm-up**

Review the warm-up section from U2.2A5. Play "Pictionary" (see Activities Appendix). Have the students write the answers on the board. For crossword practice, review the warm-up section from U1.3A6.

★ **During the activity**

Have them say the mystery word out loud.

★ **Extension**

You will need a medium-sized ball for this activity (big enough that the students can hold it comfortably in both hands). Stick large pictures for the target vocabulary on the board (use blu-tack). Next, get all the students to stand in a circle. Play some music and have the students pass the ball around the circle until the music stops. When the music stops, say a word, e.g. *butter*. The student holding the ball has to go to the board and touch the correct picture. If they touch the correct picture, they get one point. Start the music again, and the game continues. Play several rounds. The student with the most points at the end of the game wins a small prize.

UNIT 2.3: AT SCHOOL

Page 28 Activity 1: WHAT IS IT?

★ **Tasks:**

Copy the words into the spaces below.

★ **Objectives**

- To help students to identify classroom stationery

★ **Language structure:**

- “What is it?”
- “It’s...”
- Target vocabulary: glue stick, pencil, scissors, marker

★ Warm-up

First, review the alphabet. Sing “The ABC” song. Next, go over the names of the letters (not the sounds) with the students by playing “Slam” (see Activities Appendix). Use classroom stationery to elicit/teach the target vocabulary. Next, write *GLUE STICK*, *PENCIL*, *SCISSORS* and *MARKER* on the board and stick the corresponding flashcard for each object next to each word. Drill chorally and individually. Have students come to the board, one at a time, and copy the words below where you wrote them. Make sure they write the words using capital letters. Now, play “Hangman” (see Activities Appendix).

★ During the activity

Make sure that students are writing each letter correctly, using uppercase letters. Monitor pronunciation. Drill chorally.

★ Extension

Play “Word Basketball” (see Activities Appendix).

Page 28 Activity 2: WHERE IS THE BALL?

★ Tasks:

Join the dots. Then, find the ball in one of the pictures.

★ Objectives:

- To introduce school-related vocabulary

★ Language structure:

- “Where is the ball?”
- Target vocabulary: classroom, toilets, cafeteria, playground

★ Warm-up

Teach/elicit the target vocabulary, using flashcards or pictures on the board. Play “Quick Draw” (see Activities Appendix). Next, stick some pictures of the target vocabulary on the board. Label each picture. Prepare a cutout of a little boy. Take some blu-tack and stick the boy on the picture of the cafeteria. Ask the students *Where is the boy?* Elicit *Cafeteria*. Now take the boy and stick him on the picture of the playground. Repeat the question. Elicit *Playground*. Now have a student come to the board. Give them the boy. Say *Classroom!* Instruct them to stick the boy on the picture of the classroom. Repeat the activity with one or two more students.

★ During the activity

Have them trace the letters, using steady strokes. Have them say the words out loud. Monitor pronunciation.

Page 29 Activity 3: WHAT'S IN THE ROOM?

★ **Tasks:**

Put the objects in the correct room.

★ **Objectives:**

- To connect words with locations

★ **Language structure:**

- "What's in the room?"
- "There is..."
- Target vocabulary: toilet paper, ball, pencil, sandwich, classroom, toilets, cafeteria, playground

★ **Warm-up**

Review the warm-section from U2.3A2. Next, teach *toilet paper*, *ball*, *pencil* and *sandwich*, using toy objects. Write the words on the board and drill chorally. Play "Pass" (see Activities Appendix). Once you've played a few rounds of traditional "Pass", modify the activity. Now, when passing around the objects, the students have to say the location, e.g. when a student is passing the ball, they should say *playground* instead of *ball*. Next, play "Concentration" (see Activities Appendix) on the board.

★ **During the activity**

Monitor the students and make sure they are putting the stickers in the appropriate box in each picture.

★ **Extension**

Play "Three's Company" (see Activities Appendix).

UNIT 2.4: SPORTS AND LEISURE

Page 30 Activity 1: WHAT DO YOU LIKE DOING IN YOUR FREE TIME?

★ **Tasks:**

Look at the pictures and complete the sentence so that it's true for you.

★ **Objectives:**

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

★ **Language structure:**

- "I like..."
- "I don't like..."
- "What do you like doing [in your free time]?"
- Target vocabulary: playing football, watching TV, swimming, reading

★ **Warm-up**

Prepare pictures for the target vocabulary (*i.e. playing football, watching TV, swimming and reading*). Next, divide the students into two teams. Have the teams stand in a line. Now, hold up the picture for *playing football* in front of the teams and say *I like playing football*. Have each team repeat the phrase three times and then sit down. The team to sit down first gets a point. Now, instruct them to stand up and repeat the activity. The team with the most points at the end of the game wins. Introduce variations to the activity by having the students mime each phrase while they say it out loud. Next, put the pictures (target vocabulary) up on the board. Elicit *reading*. Write it on the board, under the corresponding picture. Choral it one or two times. Do this with the rest of the target vocabulary. Then, point to *reading* and say *I like reading*. Write *I like reading* on the board. Next, ask a student *Do you like reading?* Elicit *Yes* or *No*. If they like reading, move on to another student and ask them the same question. If they say *No*, point to the four pictures on the board and ask them *What do you like doing?* Elicit *I like...* and the name of one of the activities on the board. Have them come and write the phrase on the board. Help them where necessary. Add a smiley face to their phrase. Repeat the activity with another three or four students.

★ **During the activity**

Walk around the class and individually ask the students what they like doing in their free time. Instruct them to say their answer out loud. Monitor pronunciation.

★ **Extension**

Play "Charades" (see Activities Appendix).

Page 30 Activity 2: KEEP YOUR EYES ON THE BALL!

★ **Tasks:**

Draw a picture to illustrate the sentence.

★ **Objectives:**

- To help students talk about what sports they like to play

★ **Language structure:**

- "I like playing football."
- Target vocabulary: football

★ **Warm-up**

Review the warm-ups section from U2.4A1. Play "Pictionary" (see Activities Appendix). Write the phrase *I like watching TV!* on the board and have one of the students come and draw it.

★ **During the activity**

Walk around the classroom and comment on your students' drawings. Draw the students' attention to the previous activity to help them.

★ **Extension**

Play "Word Basketball" (see Activities Appendix).

Page 31 Activity 3: SPORTS BALLS

★ **Tasks:**

Put the stickers in the correct place.

★ **Objectives:**

- To help students identify sports equipment

★ **Language structure:**

- “What are they playing?”
- Target vocabulary: football, basketball, tennis, hockey

★ **Warm-up**

Prepare some picture flashcards for *football*, *hockey*, *basketball* and *tennis*. If possible, bring a football, basketball, tennis ball (and racket) and hockey ball (and stick) to the classroom. Point to each picture and mime the sport (use the objects you brought to class while miming each sport), saying the names out loud. Have the students mime and say the words out loud with you. Write the words on the board and chorus them. Now, play “Charades” (see Activities Appendix). Next, play “Pass” (see Activities Appendix). Have the students sit in a circle with you. Now, pass the basketball, football, tennis ball and hockey ball (one at a time) around the circle. The students have to say the name of the sport that corresponds to the ball they are in the process of passing, e.g. if they are passing a basketball, they have to say *basketball*. If it's a tennis ball, they have to say *tennis*.

★ **During the activity**

Have the students say the words out loud as they apply the stickers to each picture. Monitor pronunciation.

★ **Extension**

Play “River Crossing” (see Activities Appendix).

Page 32 Activity 4: WHAT ARE THEY PLAYING?

★ **Tasks:**

Copy the words into the spaces below.

★ **Objectives:**

- To teach students vocabulary related to games

★ **Language structure:**

- “What are they playing?”
- Target vocabulary: tag, leapfrog, marbles, hide-and-peek

★ **Warm-up**

Stick pictures of the target vocabulary on the board to teach *leapfrog*, *marbles* and *hide-and-peek*. Point to each picture and say the name of the activity. Write the names on the board. Drill chorally. Next, have the students come to the board, one by one, and copy the words below where you wrote them. Have them say each word out loud after they finish copying them. Now, review the warm-up section from U2.3A1 (adapt the activity on the board to include the target vocabulary).

- ★ **During the activity**
Have the students say the words out loud. Monitor pronunciation.
- ★ **Extension**
Play “Memory” (see Activities Appendix).

Page 32 Activity 5: A, E, I OR O

- ★ **Tasks:**
Complete the words using the correct vowels.
- ★ **Objectives:**
 - To teach students vocabulary related to games
- ★ **Language structure:**
 - Target vocabulary: tag, leapfrog, marbles, hide-and-seek
- ★ **Warm-up**
Review the warm-up section from U2.4A4. Next, review vowels *A*, *E*, *I* and *O*: write each vowel on the board and choral it. Next, play “Memory” (see Activities Appendix). Now, remove the vowels from one of the words (from the target vocabulary) on the board, e.g. *tag*. Have a student come to the board to fill in the vowels. Enunciate the word *tag* slowly and have the class repeat the word after you. Encourage the class to help the student with suggestions. If the student is having difficulties, give them a flashcard for the word *tag* and have them fill in the missing vowel.
- ★ **During the activity**
Help the students with mistakes.
- ★ **Extension**
Play “Hangman” (see Activities Appendix).

Page 33 Activity 6: DOT-TO-DOT

- ★ **Tasks:**
Can you guess what ball it is? Join the dots. Then, colour the picture.
- ★ **Objectives:**
 - To help students identify sports equipment
- ★ **Language structure:**
 - “What is it?”
 - “It’s...”
 - Target vocabulary: football

★ Warm-up

Review numbers 1-20. Play "Pass the Parcel". Before playing, prepare pieces of paper with numbers 1-20. Shuffle the sheets so that they are in random order. Make your parcel by crumpling a number sheet into a ball and then wrapping the remaining number of sheets around the ball. Next, have the students sit in a circle. Play some music and pass the parcel around. When the music stops, the student who is holding the ball has to unwrap the topmost layer. Take the unwrapped number sheet and stick it on the board, using some blu-tack. Alternatively, place it in the middle of the circle. Now, start the music and the game continues. When the music stops, the student holding the parcel has to again unwrap the topmost layer. However, this time, the student has to place the unwrapped number sheet to the right or left of the one already in the center, e.g. if the number sheet in the middle has the number 10 and the student unwrapped the number 11, then the student places the sheet to the right, going from lowest (10) to highest (11). If the student unwrapped the number 7, for example, they place it to the left, going from highest (10) to lowest (7). Keep playing until the parcel is completely unwrapped and all the number sheets have been placed in correct order in the center of the circle. Now, prepare handouts with a dot-to-dot drawing of a tennis racket. To review the target vocabulary, use the warm-up from U2.4A3.

★ During the activity

Once they've finished the picture, ask them what it is. Elicit *Football!* Write the word on the board and chorus. Make sure that they colour their drawing.

UNIT 2.5: WINTER

Page 34 Activity 1: WHAT SEASON IS IT?

★ Tasks:

Use the stickers to decorate the picture. Then, do the dot-to-dot. What season is it?

★ Objectives:

- To help students learn vocabulary related to the seasons

★ Language structure:

- "What season is it?"
- "Is it...?"
- "It's..."
- Target vocabulary: winter, spring, summer, autumn

★ Warm-up

Review the warm-up section from U1.5A1 and U2.1A1. Modify to include *snowy* and *winter*. Write the word *WINTER* on the board. Read it out loud with the class and mime being cold, snow falling, etc. Have the students mime along with you. Invite students to trace one letter each (of *WINTER*) on the board.

★ During the activity

Have them trace the word, using steady strokes. Once they've finished, have them say the word out loud.

★ Extension

Have the students make their own snowman. You will need some sheets of construction paper, black and orange origami paper, crayons, scissors and glue. Give them each two sheets of construction paper, one light blue and one white. Demo the activity in front of the class. Cut out three circles on your construction paper (white). Then, model gluing the circles onto the light blue construction paper. Cut out black origami paper buttons and a red origami carrot nose. Glue these onto your snowman. Use the crayons to draw the eyes and mouth. Now, have the students draw their snowman. Once they've finished (make sure they all label their picture *WINTER*), collect all the snowmen and put them up on the bulletin board (or wall) to make a snowman gallery. Make sure to put up a sign (made of construction paper) reading *Winter* above or below the display.

Page 34 Activity 2: WHAT DO YOU WEAR IN WINTER?

★ Tasks:

Circle the correct clothes.

★ Objectives:

- To help students describe the weather and the seasons

★ Language structure:

- "What do you wear in winter?"
- "I wear..."
- "Is this for winter?"
- Target vocabulary: swimsuit/swimming costume, hat, coat, slippers, gloves

★ Warm-up

Bring slippers, gloves, a swimsuit and a coat to class (bring a picture for each object, as well). Review the word *winter*, using flashcards (or pictures). Write *WINTER* and *SUMMER* on one part of the board. Now, stick the pictures for the target vocabulary on the other side. Point to each picture and ask if you can wear this for winter, e.g. *Is this for winter?* Elicit *Yes* or *No*. Mime wearing the article of clothing. Do this for all the words from the target vocabulary. Next, have a student come to the board and draw a line from one of the articles to *WINTER*. If they choose an appropriate article of clothing say *Very good!* If they get it wrong, say *No!* and ask the class to help with suggestions. Now, have another student come and connect another article of clothing to *WINTER* or *SUMMER*. Divide the students into two teams. Instruct the two teams to line up at the back of the room, facing your desk. Have all of the students cover their eyes. Make sure that there are no obstacles preventing students from running to the board. Now, put the objects of clothing on your desk. Call out the names of two students, one from each team, and have them open their eyes (the other students should keep their eyes closed). Say *Winter!* Have them race to your desk and grab an appropriate piece of clothing and run back. If a student grabs an appropriate piece of clothing, they win a point for their team. Return the objects to the desk. The two students rejoin their teams and close their eyes. Now, call out another two students to race to the desk, and so on. The student with the most points at the end of the game wins.

★ During the activity

Make sure that they circle all three items. You could have them say the words out loud.

★ Extension

Play "Concentration" (see Activities Appendix).

Page 35 Activity 3: COLOUR THE PICTURE!

★ Tasks:

Colour the picture.

★ Objectives:

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

★ Warm-up

Put up pictures of Christmas and winter. Write *MERRY CHRISTMAS!* on the board and drill chorally. Next, hold up a flashcard of Santa Claus. Say *Santa Claus* and pass it to a student. Have them hold up the flashcard and say *Santa Claus*. Now, instruct them to hand the flashcard to another student, and so on.

★ During the activity

Elicit *Merry Christmas!* when they've finished colouring the picture.

★ Extension

Have the students sing *We Wish You a Merry Christmas!* Drill the lyrics chorally. Alternatively, have them make Christmas cards, using construction paper and craft supplies. Cut out enough cards for the students before class. During class, tell them that they are going to make Christmas cards for each other. Next, have them draw or paint a winter scene. Instruct them to decorate their cards with cotton wool, glitter and stickers. Help them write *Merry Christmas!* in their cards. Alternatively, have them trace over the message. Make sure that they include their classmates' names.



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UNIT 3.1: IN THE CITY

Page 38 Activity 1: WHAT IS IT?

★ Task:

Fill in the gaps with the missing letters. Use the words at the bottom of the exercise to help you.

★ Objectives:

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

★ Language structure:

- "What is this place?"
- "It's a..."
- Target vocabulary: street, shop, house, park

★ Warm-up

Prepare picture flashcards for the target vocabulary. Next, hold up each flashcard and elicit/teach the word. Write the words on the board and drill chorally. Play "Memory" (see Activities Appendix). Next, divide the students into two teams. Play reverse "Hangman" (see Activities Appendix). Draw two stickmen on the board. Each stickman should have four limbs. The goal of the game is to completely erase the stickman, i.e. make it invisible. The first team to completely erase their stickman, or the one whose stickman has the fewest limbs left at the end of the game, wins.

★ During the Activity

If they are having difficulty spelling out the words, draw their attention to the words in the box below the activity. Once they've completed the activity, have them say each word aloud. Monitor pronunciation.

★ Extension

Play "River Crossing" (see Activities Appendix).

Page 38 Activity 2: BIG AND SMALL LETTERS

★ Task:

Draw a line to match words.

★ Objectives:

- To teach and review uppercase and lowercase letters of the alphabet
- To spell and read words, using lowercase and uppercase letters

★ Language structure:

- Target vocabulary: street, shop, house, park

★ Warm-up

Review the warm-up section from U3.1A1. Next, review the alphabet. Write letters in both uppercase and lowercase on the board, e.g. *Aa*, *Bb*, etc. When eliciting each letter, say each

letter twice: first, point to the uppercase letters and say, for example, *Mummy A* (or *Daddy A*). For the lowercase letter, use *Baby*, e.g. *Baby A*. Now, play "Concentration" (see Activities Appendix): prepare one flashcard deck with uppercase letters, and another with lowercase letters.

★ **During the Activity**

Monitor the students and have them pronounce each uppercase and lowercase pair out loud.

★ **Extension**

Prepare 26 fish cutouts (one for each letter of the alphabet), using construction paper. Write a letter in uppercase on each fish cutout and attach a metal paperclip to each cutout. Bring 26 paper cups to class, as well as two or three large plastic salad bowls. Write a letter in lowercase on each paper cup. Make one or two fishing poles (depending on the size of the class): take some string and glue one end to a small magnet. Tie the other end to a plastic rod or thin wooden stick. Show the fish cutouts and paper cups to the students. Tell the students that they are going to fish for letters. Demo the game for them. Place the fish cutouts in the large salad bowls. Line the paper cups in a row nearby (in random order). Show the students the fishing pole and point to the magnet. Now, position the fishing pole (magnet) over a fish (paper clip). Bring the magnet closer to the paper clip until the magnet connects with the metal paperclip. Now, lift the fish out of the bowl. Separate the fish gently from the magnet. Hold the fish up so that the students can see the uppercase letter on the fish, e.g. *B*. Say the letter out loud and have the students say the letter, too. Now, take the fish to where the paper cups are located and place it inside the paper cup with the matching letter in lowercase, e.g. if you caught a fish with the letter *B*, put it in the paper cup marked *b*. Now, have the students take turns fishing out a letter and putting it in the corresponding paper cup. After they've finished the activity, have the students put the paper cups in alphabetical order.

Page 39 Activity 3: MAZE

★ **Task:**

Colour each house as indicated. Then, help the cyclist to find his way home to the blue house.

★ **Objectives:**

- To help students navigate a maze

★ **Language structure:**

- Target vocabulary: red, blue, green

★ **Warm-up**

Review the colours, using origami paper. Play "Slam". Next, draw a simple maze on the board with a mouse and some cheese. Use a marker and draw a line from the mouse to the cheese, navigating the maze. Pretend that you are having difficulty navigating. Ask the students to help. Have a student come and help you navigate the maze. Once the student has successfully navigated the maze, colour in the mouse and cheese.

★ **During the Activity**

Ask the students to first trace their route with their fingers, and then draw it, using markers or crayons. Make sure that the students are only colouring the walls of the houses, not the roof.

Page 40 Activity 4: WHERE IS MUM?

★ **Task:**

Circle the correct word.

★ **Objectives:**

- To help students describe a person's location

★ **Language structure:**

- "Where is mum?"
- "She's..."
- Target vocabulary: street, shop, house, park

★ **Warm-up**

Refer to the warm-up section from U3.1A1 to review the target vocabulary. Stick pictures of a street, shop, house and park on the board. Make sure to write the corresponding word next to each picture, i.e. *PARK* next to a picture of a park. Bring a picture of yourself and stick it on the picture for *park*. Pointing to your picture, ask the class *Where am I?* Elicit *Park*. Circle the word *PARK*. Now stick your picture on the picture for *street*. Ask the class *Where am I?* Elicit *Street*. Give each student a set of four picture flashcards (for *street, shop, park* and *house*). Have them sit in a circle. Each student chooses a flashcard and holds it up. Then, they ask the student to their left *Where am I?* The student has to guess the answer, based on the flashcard. If the student answers correctly, they get a point. Do four rounds of the activity. The student with the most points at the end of the activity wins. Now, leave two pictures, one of a park and the other of a shop, on the board, removing the rest. Make sure *PARK* and *SHOP* are written next to each picture. Stick your picture on the picture of a park. Ask the students where you are. Have a student come to the board and circle *PARK*. Repeat the steps, only this time stick your picture on the picture of a shop.

★ **During the Activity**

Monitor the students and help with mistakes. For the first picture, point to the street and elicit the word for it. If they are struggling, encourage students to use page 38 to help them.

Page 40 Activity 5: WHERE IS IT?

★ **Task:**

Draw a line to connect the objects to the places where they are found.

★ **Objectives:**

- To help students identify objects with places

★ **Language structure:**

- "Where is the...?"
- "It's in the..."
- Target vocabulary: slide, sofa, till, park, shop, house

★ **Warm-up**

Elicit/teach the target vocabulary, using picture flashcards. Write the words on the board and drill chorally. Next, put up pictures of a park containing slides, a till in a shop, and a house that has a sofa. Ask the students to identify the objects from the target vocabulary

in each picture. Now, cover the objects in each picture with a sheet of paper. Stick flashcards for each object (from the target vocabulary) on the board. Point to the flashcard for sofa. Ask them which picture has a sofa. Elicit *House!* Draw a line from the flashcard for sofa to the picture of a house. Repeat these steps with *slide*. Now, play "Concentration" (see Activities Appendix).

★ **During the Activity**

Monitor the students and help them where necessary. Encourage students to refer to U3.1A1 and U3.1A4 to help them.

★ **Extension**

Play "Bingo" (see Activities Appendix).

Page 41 Activity 6: DOT-TO-DOT

★ **Task:**

Colour the tree, the slide, the bench and the fountain. Then, join the dots to complete the entrance sign.

★ **Objectives:**

- To review objects found in a park

★ **Language structure:**

- Target vocabulary: park, bench, fountain, tree, slide

★ **Warm-up**

Teach/elicit the target vocabulary, using picture flashcards. Hold up the picture flashcard for *park*. Say *Park*. Have the students repeat after you. Repeat these steps to teach/elicit *bench*, *foundation*, *tree* and *slide*. Now, play "Pictionary" (see Activities Appendix).

★ **During the Activity**

After they've finished colouring the objects and tracing the entrance sign, have the students say the word on the sign out loud, i.e. elicit *Park!*

UNIT 3.2: AT THE SHOP

Page 42 Activity 1: WHAT DO YOU WANT?

★ **Task:**

Put the sticker on the correct word.

★ **Objectives:**

- To help students talk about what they want

★ Drill chorally. Ask the student with a £2 coin to raise their hand. Have them come to board and stick the coin next to the apple on the board. Repeat these steps for the rest of the items on the board.

- "What do you want?"
- "He [she] wants..."

★ **During the Activity**
Ask the students to buy, dress, t-shirt, sweets, car, ball

★ Extension

Play "Roll and Colour" (see Activities Appendix). Teach the target vocabulary, using picture flashcards. Hold up each flashcard and drill the word chorally. Write it on the board. Do this for *dress, t-shirts, sweets, car* and *ball*. Now, stick the flashcards on the board. Invite the students, one at a time, to the board and ask them

Page 43 Activity 3: AT THE PET SHOP

What do you want? Encourage them to point to a flashcard they like. Repeat the question, i.e. *What do you want?* Elicit *I want [name of object]*. Take the corresponding flashcard from the board and hand it to the student. Tell the class *He/She wants [name of object]!* Make sure to gesture to the student. Choral the phrase a few times. Now have another student

★ **Task**
Come to the board and repeat the activity. Now, draw a boy on the board. Next, draw a dream bubble next to boy and write CAR in the bubble. Point to the boy and ask the class *What does he want?* Elicit *Car*. Have one of the students come to the board and stick the corresponding

★ Objectives:

- To teach the students vocabulary related to pets and pet care
 - To help students inquire about the price of an items
- Have them match the words in the bubbles with their twins in the box.

★ Language structure:

★ Extension

- "Where does it live?"

Play "River Crossing" (see Activities Appendix): at each stepping stone (flashcard), instruct them to say the flashcard out loud, using *I want...!*

★ Warm-up

Before class, prepare picture flashcards for the target vocabulary. Teach/ elicit the target vocabulary by playing "Slow Reveal" (see Activities Appendix). Chorus each word four times and write the words on the board. Next, distribute the flashcards among the students. Point to a word on the board, saying it out loud. Have the student with the corresponding flashcard come

Page 42 Activity 2: HOW MUCH IS IT?

to the board and, using blu-tack, stick it on the word. Next, put up pictures of a kennel, a cage, a fishbowl and a rabbit hutch. Take the *rabbit* flashcard and hold it up. Point to the pet homes on the board and ask *Where does the rabbit sleep?* Encourage the students to point to the hutch. Have a student come to the board and stick the flashcard for *rabbit* on the

★ **Task:**
hutch. Repeat these steps for the other three animals, i.e. parrot, dog and fish.

- To help students inquire about the price of an items

★ During the Activity

Once they've finished the activity, ask them how much each home costs. Teach/ elicit 100 and 200, if necessary, by pointing to each number and chorusing it.

- "It's..."

★ Extension

Direct the students to make thaumatropes. You will need scissors, chopsticks, construction paper, glue, tape, and pencils.

First, prepare the thaumatropes for the students. Cut out two identical circles or squares (or a heart shape) for each student. Cut out a picture of some ice cream on the back of the circle. The circles should be no bigger than the span of your hand. Now, take a board and tape it to the back of one of the cutouts so that it looks like a lollipop. Now, using blue tape, tape the back of the second cutout to the back of the first cutout with the chopsticks. Press them firmly together to secure. You should now have a two-sided paper lollipop. Give each student a thaumatrope and have them draw a bird on one side and a cage on the other side. Make sure that they align the images back to back. Now, instruct them to hold the chopstick between their palms and spin

the paper some more. Prepare bank notes and cardboard coins (£5, £4 and £3 bank notes; £1 and £2 coins). Now, give each student a bank note or coin. Point to the apple on the board and ask the students *How much does it cost?* Elicit 2. Say *It costs 2 pounds*. Drill chorally. Point to the apple again and say *It costs 2...* Elicit *pounds*. Draw the pound symbol, i.e. £ on the board.

UNIT 3.3: TRANSPORT

Page 44 Activity 1: WHAT IS IT?

★ Task:

Copy the words into the boxes provided.

★ Objectives:

- To help students learn vocabulary related to transport

★ Language structure:

- “What is it?”
- “It’s a...”
- Target vocabulary: bus, van, car, bike

★ Warm-up

Prepare picture flashcards with the target vocabulary and hide them around the class. 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 ask them to show you which flashcard they found. Take the flashcard and hold it up. Chorus the target vocabulary on the flashcard three times. Write the word on the board. Tell the students that there are three more flashcards that they need to find. Elicit/teach the target vocabulary for each flashcard in this way. Finally, have a student come to the board and copy one of the words from the target vocabulary (below where you wrote it on the board).

★ During the Activity

Monitor the students to make sure they are writing each letter correctly.

★ Extension

Bring some cardboard, scissors, glue, pencils, construction paper, matchboxes and paint. Have the students sit together and make some model cars, buses and vans, using the materials you brought to class. Help them where necessary. You could 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: HOW MANY VEHICLES ARE THERE?

★ Task:

Write the correct number in the box.

★ Objectives:

- To help students talk about how many of something there are
- To review numbers

★ Language structure:

- “How many... are there?”
- “There are...”
- Target vocabulary: bus, van, car, bike

★ Warm-up

Review numbers 1-10. Next, draw three dogs on the board. Point to the dogs on the board and ask the students *How many dogs are there?* Elicit *Three!* Instruct the students to write the correct number on their mini-whiteboards. Now, draw five cars on the board and repeat the steps you used for the three dogs.

★ During the Activity

Direct the students to count the number of vehicles using their hands. Then, have them write the numbers in the appropriate spaces provided.

★ Extension

Bring some real flowers (three per student) to class. First, elicit/teach the target vocabulary, using picture flashcards. Play "Slam" (see Activities Appendix). Now, give each student a flower. Tell your students to count the number of petals on their flower. Review numbers 1-10, if necessary. Demo the activity in front of the class. Hold up a flower and start counting the petals, one by one, saying the number out loud. Instruct the students to count the petals on their flowers. Write their answers on the board. Now, have the students sit in a circle with you. Hand each student a piece of paper. Demo the activity for them. Hold up your flower and start counting the petals again. This time, however, pluck the petals when counting them. Take the petals and, using glue, paste them on a piece of paper. Make sure that you paste them in a circle (so that it looks like a flower). Now, colour in the empty space at the center of the petal circle. Draw a stem and leaves. Count the petals of the "new" flower you just made on your piece of paper. Write the number above the flower. Now, direct the students to do the activity. Once they complete "transferring" the first flower, give them a second flower. Have them repeat the steps they did with the first flower. By the end of the activity, they should each have two flowers on their sheets.

Page 45 Activity 3: COMPLETE THE SEQUENCE

★ Task:

Choose the correct sticker to complete each pattern.

★ Objectives:

- To teach students pattern recognition

★ Language structure:

- Target vocabulary: bus, van, car, bike

★ Warm-up

Teach/elicite the target vocabulary, using picture flashcards. Play "Slow Reveal" (see Activities Appendix). Next, have four students stand in a boy-girl (AB) sequence. Point to each student and say *Boy, girl, boy, girl...* Have the class repeat the sequence out loud. Chorus it three times. Now have the four students stand in an AABB sequence, i.e. boy-boy-girl-girl. Elicit *Boy, boy, girl, girl* from the class. Chorus it three times. Now use picture flashcards (prepare eight flashcards each for *boy* and *girl*). Stick the flashcards in an AB sequence on the board, e.g. *boy, girl, boy, girl, boy...* Stick five flashcards on the board. Point to the sequence and ask the students what should come next. Say *Boy, girl, boy, girl, boy...* Elicit *girl*. Repeat these steps for the other sequences, i.e. AABB and ABBA. Have the students come to the board and complete the sequences. Now, instead of solely picture sequences, use words and pictures, e.g. use a picture of *girl* and the word *boy* (instead of a picture).

★ During the Activity

Help the students with mistakes. If they have difficulty completing the activity, substitute the words with numbers 1 and 2 (or letters A and B) to make it easier.

★ Extension

Bring pieces of string and a large amount of coloured beads. Have the students use different coloured beads (ten per student, two of each colour) to create patterns. Demo the activity. Thread the beads through the string, using colours in an AABB sequence, e.g. two red beads, followed by two blue beads, etc. Encourage the students to create their own patterns. Create a bracelet in this way. Have the students tie the bracelets on their hands.

Page 46 Activity 4: WHAT COLOUR IS THE CAR?

★ Task:

Match the cars with the correct colour.

★ Objectives:

- To help students identify different colours

★ Language structure:

- "What colour is it?"
- "It's..."
- Target vocabulary: red, blue, green, yellow

★ Warm-up

Use origami paper to teach/ elicit the target vocabulary. Prepare a set of red, blue, green and yellow origami sheets per student. Give each student a set. Make sure you have a set for yourself. Now, hold up a blue sheet of origami paper. Say *Blue*. Chorus it three times. Write the word on the board. Repeat these steps for the other colours. Now, play "Pass" (see Activities Appendix). Next, have the students stand in the center of the classroom. Say *Green!* Have the students run to an object or thing in the classroom that is green and touch it. Shout out another colour and have them run around the classroom, touching objects and things of that colour. Repeat the activity so that you have covered all four colours. Now, write the names of the colours on one side of the board, in random order, and stick red, blue, green and yellow origami paper on the other side of the board. Make sure both columns are in random order. Next, instruct a student to come to the board and draw a line from the name of a colour to the corresponding origami paper.

★ During the Activity

Monitor the students and help them with mistakes where necessary.

★ Extension

Play "Concentration" (see Activities Appendix).

Page 46 Activity 5: BIG OR SMALL?

★ Task:

Compare the vehicles and put the sticker in the correct place.

★ Objectives:

- To teach students adjectives that describe size

★ **Language structure:**

- “Is it big [small]?”
- “It’s...”
- Target vocabulary: big, small

★ **Warm-up**

Draw a line to divide the board into two columns. Write the word *big* in one column, and *small* in the other column on the board. Draw a car in the *big* column. Elicit *car*. Tell the students *The car is big* - indicate *big*, using your arms. Chorus it three times. Now, draw a ball in the *small* column. Elicit *ball*. Point to the car and then to the ball. Say *The ball is small* - indicate *small*, using your hands or your thumb and index finger. Chorus it three times. Now, have the students sit in a circle. Show them five large items, e.g. a big book, schoolbag, etc. Elicit *big*. Next, show them five comparatively smaller items, e.g. an eraser, a pencil, coins, etc. Elicit *small*. Put the ten items in the center of the circle in random order. Have the students sort the bigger items into one pile and the smaller items into another pile. Monitor the students and help with vocabulary where necessary. Now, write *BIG* and *SMALL* on the board. Draw an elephant next to the two words. Ask the students *The elephant is...* Elicit *BIG*. Have a student come to the board and draw a line from the elephant to *BIG*. Draw several small and large objects and repeat the activity.

★ **During the Activity**

Use your index finger and your thumb to indicate *small* or *big*. For the smaller vehicles, bring your index finger and thumb closer together, indicating that these vehicles are small. While doing the action, say *Small* (and write it on the board). Encourage the students to do the action, too. Chorus *small* two or three times in this way. For the larger vehicles, stretch your index finger and thumb away from each other, indicating how much bigger they are. Repeat the steps you used with *small*.

★ **Extension**

Make posters with big and small circle cutouts. Divide the students into two groups. Give each group a sheet of construction paper, glue and paper cutouts of large and small circles (alternatively, trace the circles on a piece of paper and have the students cut them out). Tell the teams that they have to paste the big circles on the left side of their posters, and small circles on the right side. Monitor them while they do the activity. Once they’ve completed the activity, have them colour their posters.

Page 47 Activity 6: DOT-TO-DOT

★ **Task:**

Join the dots to complete the vehicle. Then, colour it in. What is it?

★ **Objectives:**

- To review the alphabet

★ **Warm-up**

Review the alphabet: sing “The ABC” song. Now, give each student a letter flashcard. Make sure all the letters are uppercase. Based on the letter flashcards they have, instruct them to line up in alphabetical order. Next, prepare handouts with a dot-to-dot drawing of a car. When the students have completed the picture, ask them what it is. Elicit *car*. Tell them to colour their pictures.

★ **During the Activity**

Once they’ve completed the drawing in the activity, ask them what it is. Elicit *train*. Write it on the board and chorus it three times. Now, have them colour the picture.

UNIT 3.4: JOBS

Page 48 Activity 1: WHO IS IT?

★ **Task:**

Write each profession using lowercase letters. Use the box at the bottom of the exercise to help you.

★ **Objectives:**

- To help students learn about jobs and professions
- To practice writing in lowercase

★ **Language structure:**

- “Who is it?”
- “He [she] is a...”
- Target vocabulary: police officer, chef, doctor, teacher

★ **Warm-up**

Review the warm-up section from U3.1A2. Elicit/teach the target vocabulary, using pictures on the board. Point to the picture of a doctor and say the word. Write it under the picture (use uppercase letters) and drill chorally. Repeat these steps for the *chef*, *teacher* and *police officer*. Monitor pronunciation. Now, write *CAR* on the board. Have a student come to the board and copy the word using lowercase letters. If the students are having trouble remember lowercase letters, write up an uppercase-lowercase letter key on the board for them to refer to, e.g. *Aa*, *Bb*, etc.

★ **During the Activity**

Make sure the students are writing each letter correctly. Have them consult the alphabet key if they are having difficulty completing the activity.

★ **Extension**

Play “Charades” (see Activities Appendix).

Page 48 Activity 2: WHERE DO THEY WORK?

★ **Task:**

Draw a line to connect the words to the pictures.

★ **Objectives:**

- To help students identify workplaces with professions

★ **Language structure:**

- “Where does he [she] work?”
- “He [she] works in a...”
- Target vocabulary: police officer, chef, doctor, teacher, school, restaurant, police station, hospital

★ **Warm-up**

Review the warm-up section from U3.3A7 to teach/elicit *police officer*, *chef*, *doctor* and *teacher*.

Next, put up pictures of a school, restaurant, police station and hospital. Point to the hospital and say the word. Write it on the board and chorus it three times. Repeat these steps for *restaurant*, *school* and *police station*. Play "Slam" (see Activities Appendix). Next, point to yourself and ask the students *Who am I?* Elicit *Teacher*. Hold up the *teacher* flashcard. Now, ask them *Where do I work?* Point to the picture of a school on the board. Elicit *School*. Using some blu-tack, stick the *teacher* flashcard on the board, and draw a line from it to the *school* picture. Repeat these steps for *police officer*, *chef* and *doctor*.

★ **During the Activity**

Monitor the students and help with mistakes where necessary.

★ **Extension**

Play "Concentration" (see Activities Appendix).

Page 49 Activity 3: THE DOCTOR'S TOOLS

★ **Task:**

Which tools belong in the doctor's bag and which belong in the toolbox? Put the stickers in the correct place.

★ **Objectives:**

- To help students identify objects with professions

★ **Language structure:**

- Target vocabulary: doctor, builder

★ **Warm-up**

Stick a picture of a doctor (make sure he/she is has a stethoscope and a thermometer) on the board. Ask the students *Who is this?* Elicit *Doctor*. Now, stick a picture of a doctor's medical bag. Tell the students that this is the doctor's bag. Ask them what he puts inside the bag. Encourage them to point to the stethoscope and thermometer. Now repeat these steps with *builder*, i.e. put up pictures of builders or repairmen (make sure they are using hammers or saws) on the board, and so on. Now stick flashcards for a stethoscope, thermometer, hammer and saw on the board. Ask a student to come to the board and instruct them to put the doctor's instruments in his bag. Encourage the class to help the student.

★ **During the Activity**

Monitor the students and help with mistakes where necessary. Make sure they are applying the stickers *on* each bag and not next to or above each bag.

Page 50 Activity 4: WHAT DO THEY LOOK LIKE?

★ **Task:**

Draw a line to connect the pictures to the correct words.

★ **Objectives:**

- To teach students to describe a person's height

★ **Language structure:**

- "Who is tall?"

- “Who is short?”
- “He [she] is...”
- Target vocabulary: tall, short, singer, teacher, chef, doctor

★ Warm-up

Elicit/teach the target vocabulary, using pictures on the board. Point to the picture of a doctor and say the word. Write it under the picture and drill chorally. Repeat these steps for the chef, teacher and singer. Monitor pronunciation. Play “Memory” (see Activities Appendix). Now, divide the board into two columns. Write the word *TALL* in one column, and *SHORT* in the other column on the board. Draw a man in the *TALL* column. Point to the man and tell the students *He is tall*. Chorus the phrase three times. Now, draw a man in the *SHORT* column. Say *He is short*. Chorus the phrase three times. Now, have a student stand next to you. Ask the class *Who is tall?* Instruct them to point to you. Next, ask *Who is short?* Instruct them to point to the student next to you. Now draw two giraffes on the board, one tall and one short. Write *TALL* under the two giraffes. Ask the students which giraffe is tall. Have a student come to the board and draw a line from *TALL* to the tall giraffe.

★ During the Activity

Have the students check their answers with their peers. Make sure to point out that there are two *separate* pictures in the activity. Have them place a book or sheet of paper on one picture to hide it while they look at the other picture. Monitor and help with mistakes where necessary.

★ Extension

Play “Word Basketball” (see Activities Appendix); use the target vocabulary from U3.3A7, U3.4A1 and U3.4A3.

Page 50 Activity 5: WHAT IS THEIR JOB?

★ Task:

Stick letters into the correct boxes to reveal their profession.

★ Objectives:

- To help students learn and review vocabulary for different professions

★ Language structure:

- “Who is it?”
- “He [she] is a...”
- Target vocabulary: singer, pilot

★ Warm-up

Review the warm-up section from U3.3A7 to teach/ elicit *singer* and *pilot*. Bring two bags of scrabble tiles. Divide the students into two teams. Give each team a scrabble tile bag. Now, say *Singer*. Write it on the board. Have the teams use the scrabble tiles to spell the word. The first team to spell the word correctly, gets a point. Next, say *Pilot* and write it on the board. Instruct the students to spell the word using the tiles.

★ **During the Activity**

Monitor the students and help with mistakes. Once they've completed the activity, have them say each word out loud.

★ **Extension**

Play "Hangman" (Activities Appendix).

Page 51 Activity 6: DICE GAME

★ **Task:**

Help the firefighter to put out the fire. Play with one or more classmates. This game is played in turns. Roll the dice and move your counter. The winner is the first to reach the top.

★ **Objectives:**

- To help students review numbers
- Target vocabulary: firefighter, fire, window, house

★ **Warm-up**

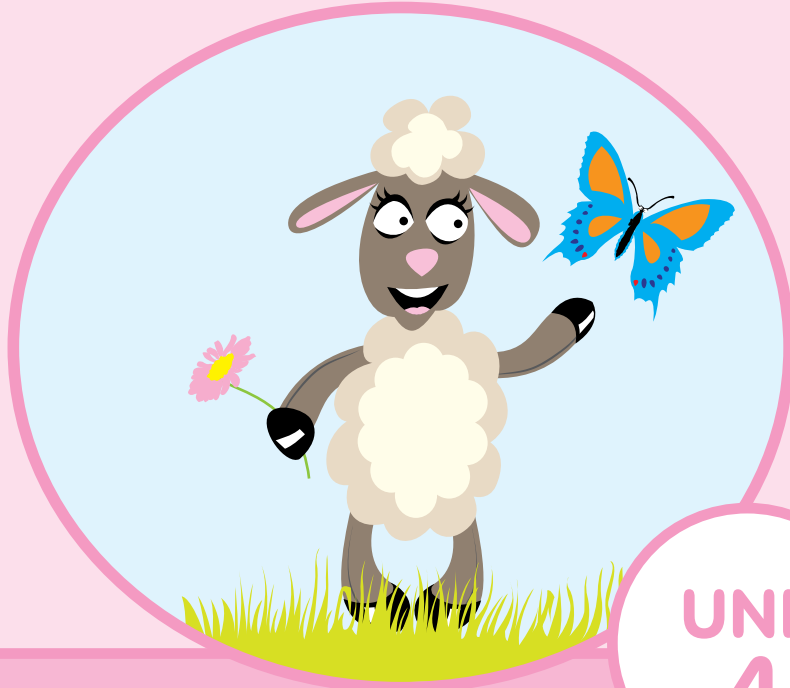
Teach/ elicit the target vocabulary, using picture flashcards. Hold up a flashcard and say the corresponding word. Write it on the board and chorus it three times. Repeat these steps for all four words. Now, play "Roll and Colour" (see Activities Appendix).

★ **During the Activity**

Monitor the students and make sure they are counting their moves correctly.

★ **Extension**

Divide the students into teams. Now, lay a set of picture flashcards like a racetrack on the floor (use all the target vocabulary from U3). Use a blank piece of paper for the starting and finishing lines. Give each team a counter (e.g. a toy car) and a die. Have them place the counter on the starting line. Each team nominates a student to roll the die. According to the number rolled, the team then moves their counter along the race track, e.g. if the team rolls a three, they move their counter to the third flashcard along the racetrack. The team must then say the flashcard out loud. If they guess incorrectly, their counter goes back to the start. Have the teams take turns rolling their dice. The first team to make it to the finishing line wins.



UNIT 4

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UNIT 4.1: IN THE COUNTRYSIDE

Page 54 Activity 1: WHAT IS IT?

★ **Task:**

Copy the words into the boxes below

★ **Objectives:**

- To help students identify common locations in the countryside

★ **Language structure:**

- "What place is this?"
- "It's a..."
- Target vocabulary: forest, farm, field

★ **Warm-up**

Teach/elicit the target vocabulary, using pictures. Point to the picture of a farm on the board and say *Farm*. Write it on the board and chorus it three times. Repeat these steps with the other two words. Now, have a student come to the board and write *FARM* (or use another word) under where you wrote it.

★ **During the Activity**

Make sure that the students are using proper strokes to write each letter. Once they've complete the activity, chorus each word three times.

★ **Extension**

Prepare some craft supplies, including cardboard, origami paper, glue, oil paint, construction paper and crayons. Have the class build a large cardboard diorama (60 cm X 60 cm) of the picture from the activity. Use the cardboard for the base. Cut a square piece of cardboard 60 cm x 60 cm in size. Use cotton wool and tissue paper for the grass. Use construction paper and cardboard to cut out the different sections of the farmhouse. Use tape and a stapler to put the sections together. Make sure to paint the farm. Use wooden ice cream sticks, glue and green cone-shaped origami cutouts to make the trees for the forest. Glue or staple the trunks of the trees to a piece of string. Fold the trees into a bundle and place them on the cardboard to form a dense forest. Finally, have them use sticky notes to label the farm, forest and field.

Page 54 Activity 2: THE WOOD HAS EARS, THE FIELD HAS EYES

★ **Task:**

Put the stickers on the correct words.

★ **Objectives:**

- To teach students vocabulary related to the countryside

★ **Language structure:**

- "What is it?"
- "It's a..."

- Target vocabulary: tree, flower, river
- ★ **Warm-up**
Refer to the warm-up section in U4.1A1 to teach/ elicit the target vocabulary (replace *field*, *farm* and *forest* with *tree*, *flower* and *river*). Now, play “Concentration” (see Activities Appendix).
- ★ **During the Activity**
Have them say each word out loud.
- ★ **Extension**
Play “Pictionary” (see Activities Appendix).

Page 55 Activity 3: SPOT THE DIFFERENCE

- ★ **Task:**
Find 5 differences between these two pictures.
- ★ **Objectives:**
 - To help students to compare two images
- ★ **Language structure:**
 - “What do you see [in this picture]?”
 - “I see...”
 - “I don’t see...”
 - Target vocabulary: house, stone, bird, fish, tree, sun, cloud, windmill
- ★ **Warm-up**
Teach/ elicit the target vocabulary, using picture flashcards. Hold up a flashcard and say the corresponding word. Write it on the board and chorus it three times. Next, review the warm-up section from U1.5A3.
- ★ **During the Activity**
Monitor the students and help them with vocabulary where necessary.
- ★ **Extension**
Play “Roll and Colour” (see Activities Appendix).

Page 56 Activity 4: WHO IS IT?

- ★ **Task:**
Circle the people who work on a farm. Join the dots to see the answer.
- ★ **Objectives:**
 - To help students learn vocabulary related to the countryside
- ★ **Language structure:**
 - “Who is it?”
 - “It’s a...”
 - Farm vocabulary: farmer, teacher, firefighter

★ **Warm-up**

Elicit/teach the word *farm*, using picture flashcards. Play “Slow Reveal” (see Activities Appendix). Stick a large picture of a farm on the board. Now, stick a picture of a chef, teacher, doctor and farmer on the *farm* picture (use “Slow Reveal” to review *chef*, *teacher* and *doctor*). Point to the *teacher* picture. Say *Who am I?* Elicit *Teacher*. Ask the student *Do I work on a farm?* Gesture from the *teacher* picture to the *farm* picture. Elicit *No!* Now, point to the doctor. Say *Who am I?* Elicit *Doctor*. Ask the students *Do I work on a farm?* Elicit *No!* Finally, point to the farmer. Say *Who am I?* Elicit *Farmer*. Ask the students *Do I work on a farm?* Elicit *Yes!* Circle the farmer.

★ **During the Activity**

Help the students with mistakes where necessary. Once they’ve finished tracing the word, have them say it out loud.

★ **Extension**

Play “Bingo” (see Activities Appendix). Make sure to include target vocabulary from U3.4A1.

Page 56 Activity 5: WHAT ANIMALS ARE THESE?

★ **Task:**

Shade the box with the correct word.

★ **Objectives:**

- To teach students the names of various farm animals

★ **Language structure:**

- “What is it?”
- “It’s a...”
- Target vocabulary: cow, horse, sheep, pig, dog, duck, goose, bull

★ **Warm-up**

Start by teaching/eliciting the target vocabulary, using picture flashcards. Hold up a flashcard and the say corresponding word. Write it on the board and chorus it three times. Next, play “Three’s Company” (see Activities Appendix). Next, have the students sit in a circle. Give each team a set of animal picture flashcards and word flashcards. Play “Concentration” (see Activities Appendix). Now, stick pictures for each animal on the board. Next to the picture for cow, write *COW* and *DOG*. Ask the class what animal they see in the picture. Elicit *Cow!* Have a student come to the board and circle the word *COW*. Repeat these steps with another picture.

★ **During the Activity**

Stick pictures of each animal on the board and label each picture (use uppercase letters). Draw the students’ attention to the board so that they can see the various animals labelled in capital letters. While doing the activity, instruct the students to say each correct word out loud. Monitor pronunciation.

★ **Extension**

Sing “Old MacDonald”.

Page 57 Activity 6: MATCHING FUN

★ **Task:**

Connect each animal to its silhouette.

★ **Objectives:**

- To review the shapes of farm animals

★ **Language structure:**

- Target vocabulary: goat, sheep, pig, chicken

★ **Warm-up**

Review the warm-up section from U4.1A5. Modify to include the words *goat* and *chicken*. Next, draw a picture of a cat, a dog, a cow, a horse and a rabbit on a piece of cardboard paper. Cut out the shapes. Show the shapes to the students. Elicit *cat*, *rabbit*, *cow*, *horse* and *dog*. Write the words on the board. Give the cutouts to the students and have them trace the cut outs on a piece of construction paper. Have them colour in the tracings. Next, have them to sit in a circle. Place the construction paper with the animal tracings in the center of the circle. Play some music and have them pass the cardboard animal cutouts round the circle. When the music stops, say the name of an animal. The student with the corresponding cardboard cutout has to place the cutout on the corresponding tracing on the paper in the center of the circle. Now, start the music and the game continues until all the cardboard cutouts have been matched to their tracings on the paper in the center of the circle.

★ **During the Activity**

Monitor the students and have them say each word out loud. Monitor pronunciation.

★ **Extension**

Play "Sumo" (see Activities Appendix).

UNIT 4.2: IN THE GREENHOUSE

Page 58 Activity 1: FRUIT OR VEGETABLE?

★ **Task:**

Draw a line to connect the food to the correct category.

★ **Objectives:**

- To help students learn and review food-related vocabulary

★ **Language structure:**

- "What is it?"
- "Is it a fruit [vegetable]?"
- "It's a..."
- Target vocabulary: onion, strawberry, carrot, raspberry

★ **Warm-up**

Bring toy fruits and vegetables to class. Make sure you have the following: *onion, carrot, raspberry, strawberry, apple, orange, potato, pumpkin*. Alternatively, prepare picture flashcards. Bring two baskets (or boxes), too. Label one basket *FRUITS*, using a piece of paper and tape, and the other *VEGETABLES*. Put them on your desk. Before class starts, hide the vegetables and fruits around the classroom. When class starts, write the words *VEGETABLE* and *FRUIT* on the board. Point to each word and chorus it three times. Ask the students if they know what the words mean. Draw an apple on the board under the word *FRUIT*. Elicit the word. Say that the apple is a fruit. Write *APPLE* under its picture. Chorus *It's a fruit!* or *An apple is a fruit* three times. Draw a line between the apple and the word *FRUIT*. Now draw a carrot. Repeat the steps that you used with *apple*. Chorus *It's a vegetable!* or *A carrot is a vegetable*. Have one of the students come to the board and draw a line from the carrot to the word *VEGETABLE*. Now, tell the students that they are going to look for some vegetables and fruits in the classroom. Pretend that you are searching for something. Motion the students to help you look. Find one of the vegetables or fruits and pretend to be very happy. Hold it up and ask the students if they know what it is. Teach/ elicit the word and then play a round of "Pass" (see Activities Appendix) with it. Write the word on the board. Ask them if they think it's a fruit or vegetable, e.g. if it's a strawberry, elicit *Fruit!* from the students. Then, have the students put it in the appropriately marked basket. Now search for the other fruits and vegetables, using the same steps.

★ During the Activity

Have them practice saying whole sentences, using the target vocabulary, while completing the activity, e.g. *A strawberry is a fruit* or *An onion is a vegetable*.

★ Extension

Help the students make their very own shoebox garden plot. Cover shoeboxes with green construction paper (or paint them green). Cut five small holes in each shoebox lid. The holes need to be big enough to accommodate a craft stick. Now, have the students draw and label pictures of fruits and vegetables on pieces of paper (have them make enough vegetable and fruit pictures so that there are five pictures per student). Have them cut out the fruits and vegetables (with the labels). Glue the labelled cutouts to craft or ice cream sticks. Place the fruit and vegetable cutouts in a pile on the ground. Have the students sit in a circle around it. Now, ask them to choose any five pictures for their shoebox garden plot. Show the students how to push the craft sticks into the holes in their shoeboxes.

Page 58 Activity 2: A OR O?

★ Task:

Complete the words using the correct vowels (A or O).

★ Objectives:

- To help students practice spelling the names of fruits and vegetables

★ Language structure:

- "What is it?"
- "It's a..."
- Target vocabulary: carrot, tomato, potato

★ Warm-up

Refer to the warm-up section from U2.4A5 to review vowels A and O. Use picture flashcards to teach/ elicit the target vocabulary. Make sure to write the names of the vegetables on the board, and to draw their pictures, as well. Chorus each word three times. Now, play "Slow Reveal" (see Activities Appendix). Next, play "Hangman" (see Activities Appendix): use the word

BANANA.

★ **During the Activity**

Direct the students to say each word out loud, stressing each syllable in the letter, i.e. *to-ma-to*. Help them with mistakes where necessary.

★ **Extension**

Play "Word Chain" (see Activities Appendix).

Page 59 Activity 3: MATCHING FUN

★ **Task:**

Draw a line to connect the silhouettes to the words.

★ **Objectives:**

- To help students review vocabulary for fruits and vegetables

★ **Language structure:**

- Target vocabulary: potato, onion, strawberry, carrot

★ **Warm-up**

Use picture flashcards to teach/ elicit the target vocabulary. Play "Slow Reveal" (see Activities Appendix). Write the target vocabulary on the board and chorus each word three times. Next, play "Pictionary" (see Activities Appendix): draw only the silhouettes of fruit, e.g. an apple or banana. Now, play "Concentration" (see Activities Appendix).

★ **During the Activity**

Monitor the students and have them say each word out loud. Put up pictures of the target vocabulary on the board and label them. Instruct the students to look at the pictures for reference.

★ **Extension**

Play "River Crossing" (see Activities Appendix).

Page 60 Activity 4: WHAT SHAPE IS IT?

★ **Task:**

Put the stickers in the correct column.

★ **Objectives:**

- To help students identify shapes

★ **Language structure:**

- "What shape is it?"
- "Is it round?"
- "Is it long?"
- "It's..."
- Target vocabulary: round, long

★ Warm-up

Bring an apple, tomato, cucumber and banana to class. Tell the students to sit in a circle with you. Give the students the banana and have them pass it around while saying the word. Now give them the apple and have them pass it round the circle. Let them pass the two fruits around for two or three rounds. Then, take the two fruits and hold up the apple. Ask the students *What shape is it?* Elicit/teach *round*. Draw a circle in the air with your finger. Chorus *round* three times and direct the students to draw a circle in the air with their fingers. Now say *The apple is round*. Chorus it three times. Write *ROUND* on the board. Now repeat these steps with the banana. Elicit/teach *long*, miming length by spreading your hands wide. Write *LONG* on the board. Next, show them the tomato. Ask them *What shape is it?* Elicit *round*. Now, show them the cucumber. Elicit *long*. Now give each student some blu-tack and a picture flashcard with either a round or long vegetable or fruit. Ask them to paste these under either the word *round* or the word *long* on the board. Help them with mistakes where necessary.

★ During the Activity

Use your index finger to draw or circle or line in the air. Have the students repeat the action. Have them describe the shape of the objects, using full phrases, e.g. *...is round* and *...is long*.

★ Extension

Direct the students to use clay/plasticine to make models of fruits and vegetable. Ask the students questions about their model fruits and vegetables, e.g. *What is it? What shape is it?* Prepare vegetable and fruit baskets, using twine and cardboard paper. Have the students place their fruits and vegetables in the appropriate basket.

Page 60 Activity 5: WHAT COLOUR ARE THEY?

★ Task:

Put the stickers in the correct place.

★ Objectives:

- To help students describe the colours of fruits and vegetables

★ Language structure:

- "What colour are they?"
- "They're..."
- Target vocabulary: yellow, green

★ Warm-up

Use origami paper to teach/ elicit the target vocabulary. Prepare a set of red, blue, green and yellow origami sheets per student. Give each student a set. Make sure you have a set for yourself. Now, hold up a blue sheet of origami paper. Ask the students *What colour is it?* Teach/ elicit *Blue*. Chorus it three times. Write the word on the board. Repeat these steps for the other colours. Next, play "I Spy" (see Activities Appendix). Use colours for the activity, e.g. say *I spy with my little eye something that is GREEN!* Next, prepare two sets of flashcards, one with fruit (red and yellow in colour, e.g. apple, lemon, etc.) and the other with the names of colours. Stick the fruit flashcards on the board, using blu-tack. Give the flashcards with the names of the different colours to the students (one flashcard per student). Now, have the students come to the board, one by one, and stick their flashcards on the corresponding fruit flashcards on the board.

★ **During the Activity**

Monitor the students and help where necessary. Have them say the names of the colours out loud.

★ **Extension**

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

Page 61 Activity 6: SYMMETRY

★ **Task:**

Trace the sentence then draw the other half of the fruit or vegetable.

★ **Objectives:**

- To help students review shapes

★ **Language structure:**

- “What shape is the apple?”
- “What shape is the carrot?”
- “It’s...”
- Target vocabulary: round, long, apple, carrot

★ **Warm-up**

Review the warm-up from U4.2A4. Start by drawing a tomato on the board. Halfway though, stop drawing and ask the students *What shape is it?* Elicit *Round!* Have one of the students come to the board and finish drawing the tomato. Next, draw a banana. Repeat the steps you used with *tomato*.

★ **During the Activity**

Have the students trace the outline of the fruits, using their fingers while saying *Round* or *Long*.

★ **Extension**

Play “Bingo” (see Activities Appendix). Use all the fruit and vegetable vocabulary covered in U4 until now.

UNIT 4.3: PETS AND WILD ANIMALS

Page 62 Activity 1: WHAT ANIMAL IS IT?

★ **Task:**

Copy the words into the spaces below.

★ **Objectives:**

- To teach students to identify animals in English

★ **Language structure:**

- "What is it?"
- "It's a..."
- Target vocabulary: cat, dog, fish, bird, sheep

★ **Warm-up**

Prepare picture flashcards to teach/ elicit the target vocabulary. Hold up a flashcard and elicit the corresponding word. Write the word on the board. Chorus it three times. Now, play "Memory" (see Activities Appendix). Next, play "Hangman" (see Activities Appendix). Modify the activity to include a picture of the target word.

★ **During the Activity**

Have the students check the word list to make sure they are spelling correctly.

★ **Extension**

Bring some Play-Doh to class and have the students make simple animal models. Once they've finished making their models, play "Pass" (see Activities Appendix).

Page 62 Activity 2: HOW MANY FISH ARE THERE?

★ **Task:**

Count how many fish are in the aquarium and write the correct number in the box.

★ **Objectives:**

- To help students talk about how much of something there is
- To review numbers 1-10

★ **Language structure:**

- "How many fish are there?"
- "There are..."
- Target vocabulary: fish

★ **Warm-up**

Review numbers 1-10. Count together with the students, using your fingers. Next, show the students three fingers and have them call out the number. Write it on the board. Now, have a student come to the front and show a certain number of fingers. Instruct the class to call out the number, and have a student write the number on the board. Next, have the students do the activity in pairs.

★ **During the Activity**

Have the students first count the number of fish on their fingers and then write the number in the space provided.

★ **Extension**

Sing "1, 2, 3, 4, 5, Once I Caught a Fish Alive" with the students.

Page 63 Activity 3: WORD MIX

★ **Task:**

Can you find the 4 words hidden in the pictures?

★ **Objectives:**

- To help students review animal names

★ **Language structure:**

- Target vocabulary: cat, dog, fish, bird

★ **Warm-up**

Use flashcards to teach/review the target vocabulary. Make sure to write the words from the target vocabulary on the board. Play "Slow Reveal" (see Activities Appendix). Now, adapt and use the word search activity from the warm-up section in U1.2A3 (use uppercase letters). Fuse two words together, e.g. *BOYMAN*, and write one of the words separately to the right of the fused word.

BOYMAN BOY

Now, have one of the students come to the board and circle *BOY* in the word puzzle on the left. Repeat the activity with a few different word combinations.

★ **During the Activity**

If the students are having difficulty finding the words, have them find the first letter of each word, e.g. if they are looking for *DOG*, have them first find *D*.

★ **Extension**

Play "Word Jumble" (see Activities Appendix).

Page 64 Activity 4: BIG OR SMALL?

★ **Task:**

Are these animals big or small? Shade the box with correct word.

★ **Objectives:**

- To review vocabulary related to size

★ **Language structure:**

- "Is it big?"
- "Is it small?"
- "It's..."
- Target vocabulary: whale, spider, lizard, elephant, big, small

★ **Warm-up**

Teach/ elicit the target vocabulary, using picture flashcards. Hold up a flashcard and say the corresponding word. Write it on the board and chorus it three times. Repeat these steps for all four words. Next, review the warm-up section from U3.3A5 (instead of *car* and *ball*, use

elephant and *cat*). Make sure to gesture with your hands, when drilling *big* (hold hands wide apart) and *small* (hold hands close together). Now draw a whale on the board and ask the students if it's big or small. Elicit *It's big!* Have a student come to the board and write *BIG* under the whale. Now, draw a picture of a spider and repeat the steps you used for whale. Encourage the students to mime the size, using their hands, when answering with *It's big!* or *It's small!* Next, play "Concentration" (see Activities Appendix).

★ **During the Activity**

Have the students construct full sentences, using the target vocabulary, e.g. *It's big!* or *The whale is big!* (depending on the level).

★ **Extension**

Play "River Crossing" (see Activities Appendix). Use phrases instead of words, e.g. *The lizard is small.*

Page 64 Activity 5: WHAT COLOUR IS IT?

★ **Task:**

Draw a line to connect the picture to the correct colours.

★ **Objectives:**

- To help students describe an animal's colour

★ **Language structure:**

- "What colour is it?"
- "It's..."
- Target vocabulary: red, yellow, green, blue, black, white, orange, brown, giraffe

★ **Warm-up**

Teach/elicit *giraffe*, using picture flashcards. Play "Slow Reveal" (see Activities Appendix). Review colours using the warm-up section from U3.3A4 (make sure to include green, blue, black, white and orange). Write the names of the colours on the board when drilling each word. Next, distribute colour flashcards among the students. Put up a picture of a tiger. Point to different parts of its fur and elicit the appropriate colour. Say *It's black and orange*. Chorus it three times. Draw a line from the words *black* and *orange* to the tiger. Now put up a picture of a zebra. Point to it and ask the students if it's blue. Elicit *No! It's black and white!* from the students. Have a student come to the board and connect the words *black* and *white* to the zebra.

★ **During the Activity**

Monitor the students and make sure that they are connecting the colours *yellow* and *brown* to not only the giraffe but also the sun, tree branches and the ground.

★ **Extension**

Play "I Spy" (see Activities Appendix).

Page 65 Activity 6: WHOSE EARS?

★ Task:

Join the dots to reveal the owners of these ears. Then, complete the pictures.

★ Objectives:

- To help students identify animal features

★ Language structure:

- “What’s missing?”
- Target vocabulary: ears, elephant, dog, cat

★ Warm-up

Review parts of the face, using the warm-up from U1.3A1. Next, draw an elephant on the board without a nose. Write *ELEPHANT* above the image. Chorus *elephant* three times. Tell the students that the elephant is very unhappy without his nose. Mime being sad. Ask the students if they would like to help the elephant. Elicit *Yes!* Have one of the students come up to the board and draw the elephant’s trunk. Get the other students to help with suggestions. If the student is having difficulty drawing the trunk, ask other students to come to the board and help. Once they’ve completed the trunk, tell the students that they’ve done a good job and that the elephant is now happy. Alternatively, make an elephant nose cutout and ask them to stick the cutout on the elephant, using blu-tack.

★ During the Activity

Make sure that the students are tracing the letters accurately. Point to the animals in the activity and ask the students what’s missing. Elicit *Ears!* Use your hands to mimic ears. Have them say the name of each animal out loud.

★ Extension

Have the students make animal masks. Give them each a piece of construction paper. Have them draw a circle on the piece of paper. The larger it is the better. Next, cut out the circle shape. Now, draw and cut out the eye, mouth and nose holes (nose holes are optional). Have the students make ear cutouts too. Staple these (ear cutouts) to the sides of the mask. Have the students decorate the mask, using crayons or paint. Use cord or string to tie the mask around the head. Either make two holes where the ears are and then thread and tie a piece of string between the two, or use a stapler to fasten the string to the mask.

UNIT 4.4: SPRING

Page 66 Activity 1: WHAT SEASON IS IT?

★ Task:

Choose the correct season and label it “spring”.

★ Objectives:

- To help students identify spring

Write the question on the board. Elicit *t-shirt*, *sweatshirt* or *trousers*. Now ask a student *What do you wear in spring?* Elicit *I wear a t-shirt* or *I wear trousers*, etc. Write the phrases on the board. Do a chain drill. Now, play "Concentration" (see Activities Appendix). Modify the activity so that you stick pictures of the target vocabulary on one side of the board and the corresponding words on the other side (in random order). Now, have students come to the board, one at a time, and instruct them to draw a line to match the pictures with the corresponding words.

★ **During the activity**

Make sure they circle both items. Have them say the name of each item of clothing out loud.

★ **Extension**

Play "River Crossing" (see Activities Appendix). Use phrases instead of words, e.g. *I wear trousers*.

Page 67 Activity 3: COLOUR CODE

★ **Task:**

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

★ **Objectives:**

- To review colours

★ **Language structure:**

- "What colour is this?"
- "It's..."
- Target vocabulary: blue, pink, red

★ **Warm-up**

Review the warm-up section from U3.3A4. Before class, prepare five large sheets of construction paper with one circle per sheet. Write the word *GREEN* in one circle, *RED* in another, *YELLOW*, *BLUE* and *ORANGE* in the other three. Put the sheets on the floor and have the students sit in a circle around them. Give them some coloured pencils or crayons and have them colour in the circles. Demo the activity by taking a red crayon and colouring in a small part of the circle with *RED* written in it.

★ **During the Activity**

Monitor the students and ask them the names of the colours while they are colouring in the picture.

★ **Extension**

Bring some zip lock bags, whipped cream and red, blue and yellow tempera paint to class. Show the students the zip lock bags and paint. Elicit *red*, *blue* and *yellow* from the students when you show them the tempera paint. Next, have the students gather around your desk. Put the zip lock bags on the desk and put in a dollop of whipped cream. Elicit *white*. Now add two tablespoons, one each of blue and yellow tempera paint to each side of the whipped cream so that the colours remain separated in the zip lock bag, i.e. at different ends of the bag. Lock the bag. Use different colour combinations for each bag. Elicit the names of the colours while adding them to each zip lock bag. Make sure all the bags are securely sealed. Then, give them to the students and have them squish the bags to combine the two colors. Ask them the names of the new colours being created in the bag. Help with vocabulary where necessary.

★ **Language structure:**

- "What season is it?"
- "It's..."
- Target vocabulary: spring, summer, autumn, winter

★ **Warm-up**

Revise the four seasons, using pictures and flashcards. Bring a few pictures showing scenery and people in spring (make sure they contain lots of greenery and flowers in bloom). Put these up on the board. Pretend the weather is warm and pleasant. Point to the pictures and ask the students *What season is it?* Write the question on the board. Teach/ elicit *It's spring*. Write *SPRING* on the board. Say *Spring*, pointing to the word on the board and the pictures. Drill chorally. Remove the pictures from the board. Now put up a picture of a winter scene (with snow) on the board. Point to the picture and ask *Is this spring?* Elicit *No!* Now, elicit *It's winter!* Next, put up a picture with a spring scene. Ask *Is this spring?* Elicit *Yes!* Write *spring* under the picture. Now, put up a picture each of spring, winter and autumn on the board. Write *SPRING* on the board. Have a student come to the board and draw a line between the word *SPRING* and the corresponding picture.

★ **During the Activity**

Monitor the students to make sure that they write the word *SPRING* under the correct picture. They should not connect the caption at the top to one of the pictures.

★ **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, cut out the hand tracings for the students. Instruct them to glue or staple the hand tracing cutouts (fingers are the flower's petals and 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 66 Activity 2: WHAT DO YOU WEAR IN SPRING?

★ **Task:**

Connect the words to the correct pictures.

★ **Objectives:**

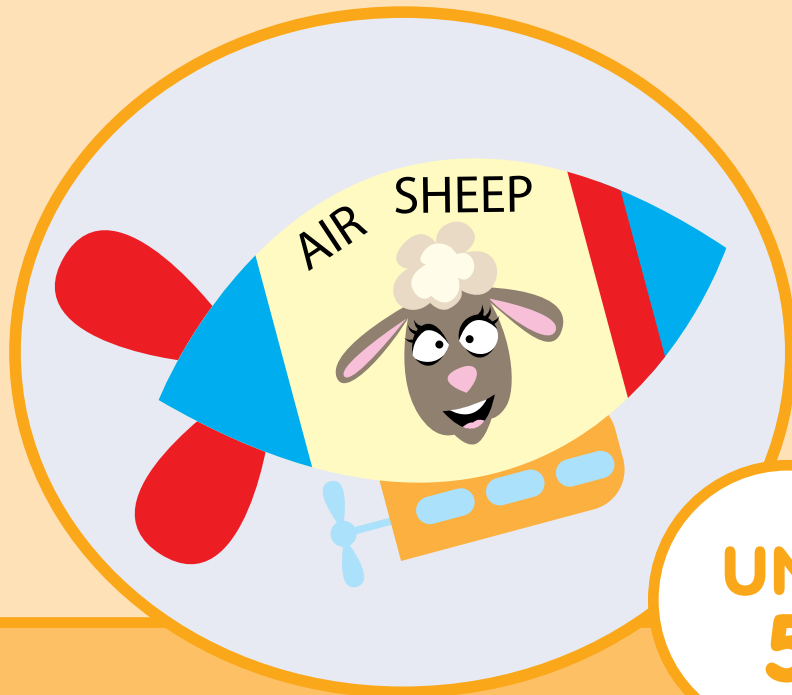
- To teach students to match types of clothes with seasonal weather

★ **Language structure:**

- "What do you wear in spring?"
- "I wear..."
- Target vocabulary: sweatshirt, trousers, t-shirt

★ **Warm-up**

Review clothing using pictures/flashcards. Repeat the warm-up section from U4.4A1. Elicit/ teach the target vocabulary, using flashcards. Write the words on the board. Drill chorally. Put up the pictures of spring from U4.4A1 on the board. Point to the people in the pictures (make



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UNIT 5.1: OUR PLANET

Page 70 Activity 1: WHICH CONTINENT IS IT?

★ Task:

Shade the box with the correct word. Cross out the incorrect box.

★ Objectives:

- To help students identify Europe

★ Language structure:

- Target vocabulary: Africa, Europe

★ Warm-up

Write *EUROPE* and *AFRICA* on the board. Chorus each word three times. Next, stick a simple world map on the board. Ask the students *Where is Europe?* Have them point out where they think Europe is. Circle Europe on the map. Say *This is Europe*. Repeat these steps with *Africa*. Now, prepare paper strips with *AFRICA* and *EUROPE* written on them. Give each student a world map printout. Make sure the continents are labelled. Have them paste the *Africa* and *Europe* stripes on the appropriately labelled continents on the world map. Help them where necessary. Demo the activity on the board. Take a paper strip with *Africa* and pretend to stick it on the continent of Europe. Ask students *Is this Africa?* Elicit *No!* Hand the strip to a student and have them paste it on the corresponding area of the world map.

★ 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 and plastic molds of each continent. Have the students trace out the continents on the construction paper. Next have them to write the name of each continent on the world map, using magic marker. Teach/elicit the names of the other continents, i.e. Australia, Asia, etc., by pointing to different region on the world map and saying the corresponding name. Chorus each name three times. Now, have them colour in each continent, using a different colour.

Page 70 Activity 2: WHERE DO THEY COME FROM?

★ Task:

Put the letters in the correct box to answer the question.

★ Objectives:

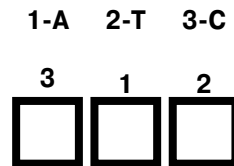
- To help students identify animals with continents

★ Language structure:

- "Where is it from?"
- "It's from..."
- Target vocabulary: rhinoceros (rhino), monkey, lion, giraffe, zebra, elephant, Africa

★ Warm-up

Teach/elicit the target vocabulary, using pictures on the board or picture flashcards. Hold up a flashcard and elicit the corresponding word. Chorus it three times. Use a simpler version of the main activity. Have the students solve a similar code for the words *CAT* and *DUCK*. Alternatively, use numbers instead of animals as code for each letter, e.g. 1 – A, 2 – E, etc.



★ During the Activity

Monitor the students and help them with mistakes. Instruct them to say the word out loud, once they've completed the activity.

★ Extension

Use the animals as code to guess the names of other continents, e.g. Europe, Asia, etc.

Page 71 Activity 3: SEVEN CONTINENTS

★ Task:

Use the code to colour the seven continents.

★ 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

★ Warm-up

Teach/elicit the target vocabulary by reviewing the warm-up section in U5.1A1. Review numbers 1-7 using a pair of dice (only use two dice for the number 7). Play "Colour and Roll" (see Activities Appendix). Use only *Europe* and *Africa* for the activity. Divide both *Europe* and *Africa* into ten quadrants each. During the activity, tell the students to colour all quadrants in *Africa*, using light green crayons, and in *Europe*, using purple crayons.

★ During the Activity

Monitor the students and help them where necessary. Show them a die and elicit the number on each side. Ask them *What colour is 2?* Elicit *Red!*

Page 72 Activity 4: WHAT COUNTRY IS IT?

★ **Task:**

Join the dots to find the name of this country. Complete the flag using the key at the top of the exercise.

★ **Objectives:**

- To teach students to identify countries and their flags

★ **Language structure:**

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

★ **Warm-up**

Review the warm-up section from U3.3A4 to review the colours.

★ **During the Activity**

Once the students have finished, ask them the name of the country, whose flag they've just finished colouring. Make sure they've traced the word *ENGLAND* in the activity. Say *England* and chorus it three times. Use a world map to help them locate England.

★ **Extension**

Have the students colour in their own country's flag. Ask them to name the colours used in the flag.

Page 72 Activity 5: WHAT CITY IS IT?

★ **Task:**

Put the letters into the correct boxes by matching the colours.

★ **Objectives:**

- To practice spelling by following a code.

★ **Language structure:**

- "What city is it?"
- "It's..."
- Target vocabulary: London

★ **Warm-up**

Play "Concentration" (see Activities Appendix). Use colour flashcards and matching picture flashcards for the activity, e.g. a flashcard for yellow and a *banana* picture flashcard, etc. Next, make letter cutouts from origami paper for the word *MOSCOW* (use the colour red for the letter *M*, blue for *O*, etc. Make sure to use a different colour for each letter). Alternatively, choose a city that you like for the activity. Take another set of origami paper and cut out square frames (make sure the colours are identical to the ones used to make the letters). Distribute the letter cutouts among the students. Stick the square frames on the board so that they spell *MOSCOW*, based on the corresponding letter of the same colour, e.g. if you used red origami paper for the

letter *M* cutout, put the red origami frame first, etc. Now ask the students to come to the board and match the colour of the letter in their hands to the colour frames on the board. Have them stick the letters inside the frames, using blu-tack. Next, have them to spell out the word, i.e. *M-O-S-C-O-W*. Elicit *Moscow*. Chorus the word three times.

★ **During the Activity**

Once, they've finished the activity, have them spell out the word. Elicit *London*. Chorus it three times. Show them where London is on a world map.

★ **Extension**

Play "Hangman" (see Activities Appendix).

Page 73 Activity 6: WE SPEAK ENGLISH!

★ **Task:**

Complete the pictures using the correct colours.

★ **Objectives:**

- To identify the flags of Canada and Australia

★ **Language structure:**

- "What country is it?"
- "It's..."
- Target vocabulary: Canada, Australia

★ **Warm-up**

Review the extension section from U5.1A4. Play "Slam" (see Activities Appendix). Put the pictures of the Canadian and Australian flags on the board. Point to the Canadian flag and ask the students *What country is it?* Elicit *Canada*. Write it above the Canadian flag. Now repeat these steps with the Australian flag.

★ **During the Activity**

If the students have difficulty remembering the colours, ask them to look at the Canadian and Australian flags on the board. Once the students have finished, ask them to say the name of both countries out loud. Show them where both countries are on a world map.

★ **Extension**

Play "Pictionary" (see Activities Appendix). Have the students guess the names of countries by drawing their flags.

UNIT 5.2: LANDSCAPES

Page 74 Activity 1: WHAT IS IT?

★ Task:

Match the uppercase words with the correct lowercase words.

★ Objectives:

- To help students identify different geological features

★ Language structure:

- “What is this place?”
- “It’s...”
- Target vocabulary: desert, forest, mountains, sea

★ Warm-up

Before class, prepare pictures of the target vocabulary. Stick the pictures on the board. Point to each picture and elicit the corresponding word. Chorus it three times. Write *desert*, *forest*, *mountains* and *sea* under the corresponding pictures. Next, 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 *Desert!* Encourage the students to run to the appropriate flashcard and touch it. The student who touches it first gets a point. Next, say *Sea!* Have them to run to the flashcard for *sea*. 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. Next, refer to the warm-up section from U3.1A2 to review uppercase and lowercase letters. Now, play a modified version of “Concentration” (see Activities Appendix) on the board (refer to U4.4A2). Adapt to include the uppercase and lowercase versions of words from the target vocabulary.

★ During the Activity

Monitor the students and help with mistakes where necessary.

★ Extension

Build a nature diorama as a class project. Start with laying down a sheet of wax paper on a flat surface. Place an empty can at the center. Use clay to mold a mountain around the container. Make sure to mold the clay from the base to the top of the can. Use ice cream sticks or craft sticks, glue and green cone-shaped origami paper cutouts to make trees for the forest. Use sand or brown sugar for the desert. Use blue oil paint and white tissue paper (foam) for the sea.

Page 74 Activity 2: WHERE DO THEY LIVE?

★ Task:

Draw a line to connect each animal to its habitat.

★ Objectives:

- To help students identify animal habitats
- To recognize words in lowercase

★ **Language structure:**

- “Where do they live?”
- “They live in the...”
- Target vocabulary: sea, forest, desert, dolphin, camel, bear

★ **Warm-up**

Review the warm-up section from U5.2A1 to review the animal habitats. Teach/ elicit *dolphin*, *camel* and *bear*, using picture flashcards. Play “Slow Reveal” (see Activities Appendix). Next, use the nature diorama from U5.A1 (or build one). Alternatively, stick pictures of the sea, a forest and a desert on the board. Hold up the picture flashcard for *dolphin*. Ask the students *Where do they live?* Gesture to the pictures on the board (or the diorama). Elicit *Sea*. Stick the *dolphin* flashcard on the corresponding picture. Repeat these steps for the other two animals.

★ **During the Activity**

Point to the background in each picture if the students are having difficulty guessing the answer. Elicit *sea*, *forest* or *desert* accordingly. Encourage students to refer to Activity 1 - or the board – if they are struggling.

★ **Extension**

Have the students play with clay to make model dolphins, bears and camels. Choose a few of the models and place them in your nature diorama from U5.2A1.

Page 75 Activity 3: DOT-TO-DOT

★ **Task:**

Join the dots to reveal the landscape. Then, colour the picture.

★ **Objectives:**

- To review vocabulary related to landscapes
- To review numbers 1-15

★ **Language structure:**

- Target vocabulary: mountains, canoe

★ **Warm-up**

See the warm-up section from U2.4A6. Instead of a tennis racket for the dot-to-dot handout, use a camel. Once they’ve completed the activity, ask the students what they’ve drawn. Elicit *Camel!*

★ **During the Activity**

Monitor the students. Ask them what they see in the picture. Elicit *mountains* and *sun*. Teach/ elicit *river* and *canoe* by pointing to the images in the picture and chorsing them.

Page 76 Activity 4: WHAT'S IN THE DESERT?

★ **Task:**

Put the stickers in the correct place to label what you can find in the desert.

★ **Objectives:**

- To review vocabulary related to the desert

★ **Language structure:**

- "What's in the desert?"
- "There is..."
- Target vocabulary: camel, sun, palm tree, dune

★ **Warm-up**

Stick a picture of a desert landscape on the board (make sure it includes the target vocabulary). Point to a palm tree in the picture and ask the students *What's in the desert?* Teach/ elicit *palm tree*. Write the word on the board. Chorus it three times. Repeat these steps for *sun*, *camel* and *dune*. Next, have the students sit in a circle with you. Place a picture of a desert landscape (make sure it contains all the target vocabulary and that all the objects and features are labelled) in the center of the circle. Distribute some blu-tack and word flashcards for the target vocabulary among the students (one flashcard per student). Now, have them stick their word flashcards on the matching object or feature in the picture. Elicit the words on the flashcards as the students stick them on the corresponding picture.

★ **During the Activity**

Monitor the students and help them where necessary. Have them to say each word out loud. Monitor pronunciation.

★ **Extension**

Have the students make a poster of a desert landscape, using origami paper and glue (include camel cutouts, etc.).

Page 76 Activity 5: WHO LIVES IN THE DESERT?

★ **Task:**

Connect each uppercase word to the matching lowercase word.

★ **Objectives:**

- To teach students to identify animals that live in the desert
- To review words written using uppercase and lowercase letters

★ **Language structure:**

- "Who lives in the desert?"
- "... live[s] in the desert"
- Target vocabulary: scorpion, snake, lizard, caracal, camel, leopard

★ **Warm-up**

Prepare picture flashcards to teach the target vocabulary. Hold up a flashcard and say the corresponding word. Write it on the board and chorus it three times. Next, review uppercase

and lowercase letters by using the warm-up section from U3.1A2. Use the modified version of “Concentration” (see Activities Appendix) from U4.4A2 to practice matching lowercase and uppercase versions of *cat*, *dog* and *tiger*.

★ **During the Activity**

Monitor the students. Instruct them to check the answers with each other. Encourage the students to look at the example to help them if they are struggling.

★ **Extension**

Play “Three’s Company” (see Activities Appendix).

Page 77 Activity 6: DESERT ISLAND

★ **Task:**

Complete the picture with the correct number of objects.

★ **Objectives:**

- To help students review vocabulary related to landscapes

★ **Language structure:**

- Target vocabulary: island, fish, palm tree, sun

★ **Warm-up**

Prepare picture flashcards to teach the target vocabulary. Hold up a flashcard and say the corresponding word. Write it on the board and chorus it three times. Play “Quick Draw” (see Activities Appendix). Now, give each student a mini-whiteboard. Have them sit down in a circle with you. Tell the students that the class is going to draw some mountains. Draw a mountain and write the number 3 next to it on your mini-whiteboard. Show the class your mini-whiteboard and tell them to draw three mountains. When they’ve finished drawing the three mountains, ask them to show you their drawings and comment on them, e.g. *That’s great!* Now, have them draw two trees, using the same steps (followed by four bears and one sun). Make sure that they do not erase anything when you suggest new objects to add to their drawings. At the end of the activity, have the students choose which student’s drawing they like best.

★ **During the Activity**

Make sure they are drawing the trees *on* the island and the fish *in* the sea. Put up a picture of a desert island on the board for reference. Help them with mistakes where necessary.

★ **Extension**

Play “Word Chain” (see Activities Appendix). Use all the vocabulary covered in U5 until now.

UNIT 5.3: SUMMER HOLIDAYS

Page 78 Activity 1: WHERE DO THEY GO ON HOLIDAY?

★ **Task:**

Connect each picture to the correct word.

★ **Objectives:**

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

★ **Language structure:**

- “Where does he go on holiday?”
- “He goes to...”
- Target vocabulary: Africa, mountains, England

★ **Warm-up**

Prepare pictures to teach/ elicit the target vocabulary. Put up a picture of the English flag. Point to it and ask the students *What country is it?* Teach/ elicit *England*. Write the word on the board and chorus it three times. Next, put up pictures of a monkey, lion and hippo. Teach/ elicit their names. Ask the students *Where are they from?* Teach/ elicit *Africa*. Write *Africa* on the board and chorus three times. Repeat these steps to teach/ elicit *mountains*. Now, put up a picture of the Canadian flag. Teach/ elicit *Canada* (or put up a picture of the Australian flag). Say *I go to Canada*. Mime flying away in a plane. Write the phrase on the board and chorus it three times. Now distribute picture flashcards (with the target vocabulary) among the students. Write **I GO TO THE MOUNTAINS** on the board. Ask the students who has the flashcard with a picture of mountains. Have them come to the board and stick the flashcard next to the phrase you wrote. Draw a line between the two. Point to the phrase on the board and the students *Where do you go on holiday?* Elicit *I go to the mountains*. Finally, play “River Crossing” (see Activities Appendix). Have the students use phrases, i.e. *I go to...*, instead of words for the ‘stepping stones’.

★ **During the Activity**

Have the students say each sentence out loud, e.g. *I go to England on holiday*, while they are doing the activity. Monitor pronunciation.

★ **Extension**

Encourage the students to stand up and say where they go on holiday. Help with vocabulary and mistakes. Alternatively, instruct them to draw and colour in their favorite summer holiday destination.

Page 78 Activity 2: WHAT’S ON THE BEACH?

★ **Task:**

Trace the words below.

★ **Objectives:**

- To help students identify items normally found on a beach

★ **Language structure:**

- “What’s on the beach?”
- “There is [a/an]...”
- Target vocabulary: shell, umbrella, crab, spade, sand, sea

★ **Warm-up**

Teach/elicit the target vocabulary, using picture flashcards. Hold up the picture flashcard for *crab*. Say *crab*. Write it on the board. Chorus it three times. Teach/elicit *shell, umbrella, spade, sand* and *sea*, using these steps. Now, play “Pictionary” (see Activities Appendix).

★ **During the Activity**

After the students have traced the words, have them draw a line between the words and the corresponding images in the picture.

★ **Extension**

Play “Word Basketball” (see Activities Appendix).

Page 79 Activity 3: DOT-TO-DOT

★ **Task:**

Join the dots to reveal the picture. Then, colour it in.

★ **Objectives:**

- To help students identify objects normally found on a beach
- To review the alphabet

★ **Language structure:**

- Target vocabulary: umbrella, towel, sand, sea

★ **Warm-up**

Review the alphabet (uppercase). Give each student a letter flashcard. Now, based on the letter flashcards they have, instruct them to line up in alphabetical order. Next, write a few letters on the board in random order. Ask the students to come to the board, one at a time, and draw a line (starting with A), connecting two letters in alphabetical order, i.e. A—B. Have each student connect a pair of letters in this way.

Next, prepare handouts with a dot-to-dot drawing of a spade (use letters instead of numbers for the dots). After the students have completed the dot-to-dot drawing, ask them *What is it?* Elicit *Spade*. Write it on the board and chorus it three times.

★ **During the Activity**

After the students have completed the dot-to-dot drawing, ask them *What is it?* Elicit *umbrella*. Write it on the board and chorus it three times. Teach/elicit *towel* by pointing to the corresponding object in the picture and chusing the word three times.

★ **Extension**

Play “Pictionary” (see Activities Appendix).

Page 80 Activity 4: DO YOU GO BY CAR?

★ **Task:**

For each picture, colour the word that corresponds to the vehicle used.

★ **Objectives:**

- To help students talk about using different modes of transport

★ **Language structure:**

- "Do you go by...?"
- "I go by..."
- Target vocabulary: by boat, by plane, by train

★ **Warm-up**

Bring some toy models of cars, planes and trains to the class. Have the students play with them. Teach/elicit the target vocabulary by playing "Pass" (see Activities Appendix). Next, put up a world map on the board. Ask the students where they would like to go. Encourage them to use the toys to point where on the map they would like to go. Use a model plane to trace a path from America to Africa. Say *I go to Africa by plane*. Chorus the phrase three times. Draw a plane on the board and write *PLANE* above it. Chorus it three times. Now take a toy boat and trace a path from England to France. Say *I go to Europe by boat*. Chorus the phrase three times. Now draw a boat on the board and write *BOAT* above it. Chorus it three times. Repeat these steps for *train*. Now, use the toy models to trace paths across the world map and elicit *by plane*, *by boat* or *by train* from the students, depending on the toy model you are using. Next, draw a plane on the board and write *BOAT* and *PLANE* next to the picture. Point to the picture and then the word *BOAT*. Ask the students *Is this a boat?* Elicit *No!* Now, have one of the students come to the board and circle the word *PLANE*.

★ **During the Activity**

Point to the mode of transport in each picture and elicit the corresponding word.

★ **Extension**

Have the students build trains, boats and planes, using craft supplies. Encourage them to paint their models. Use string to hang their work around the classroom.

Page 80 Activity 5: HAVE A NICE HOLIDAY!

★ **Task:**

Match the lowercase words to the uppercase words.

★ **Objectives:**

- To help students review vocabulary related to holidays
- To review words written using uppercase and lowercase letters

★ **Language structure:**

- Target vocabulary: beach, shell, plane, mountains

★ **Warm-up**

Review uppercase and lowercase letters, using the warm-up section from U3.1A2. Now, review the target vocabulary, using flashcards. Finally, play the modified version of “Concentration” (see Activities Appendix) from U4.4A2. Use words from the target vocabulary, e.g. *PLANE* and *plane*.

★ **During the Activity**

Have the students check their answers with each other.

★ **Extension**

Play “Bingo” (see Activities Appendix). Use words in uppercase and lowercase.

Page 81 Activity 6: POSTCARD

★ **Task:**

Join the dots to complete the postcard. Then, colour it in.

★ **Objectives:**

- To practice vocabulary related to beach holidays

★ **Language structure:**

- “Enjoy your summer!”
- Target vocabulary: sun, sea, sand

★ **Warm-up**

Prepare some simple postcards (make sure they are all identical and include the target vocabulary). Distribute the postcards among the students. Now hold up the postcard and point to the sea in the picture. Ask the students *What is it?* Teach/ elicit *sea*. Repeat these steps for *sun* and *sand*.

★ **During the Activity**

Have them trace the message on the postcard. Instruct them to say the phrase out loud. Monitor pronunciation. Tell them that they have to give the postcard to a student in class. Have them write their name and the name of the student they want to give the card to. Help them with spelling. Make sure that they colour the postcard. Finally, ask the students to exchange their cards and read out their messages to each other. Elicit/teach *Enjoy your summer! From...*

UNIT 5.4: SUMMER

Page 82 Activity 1: WHAT SEASON IS IT?

★ **Task:**

Choose the correct season and label it “summer”.

★ **Objectives:**

- To help students identify summer

★ **Language structure:**

- "What season is it?"
- "It's..."
- Target vocabulary: summer, autumn, winter, spring

★ **Warm-up**

Use the warm-up section from U1.5A1 to review the four seasons. Next, bring a few pictures showing scenery and people in summer (make sure they contain lots of sunny weather and beaches). Put these up on the board. Pretend the weather is hot. Point to the pictures and ask the students *What season is it?* Write the question on the board. Teach/ elicit *It's summer.* Write *SUMMER* on the board. Say *Summer*, pointing to the word on the board and the pictures. Drill chorally. Remove the pictures from the board. Now put up a picture of a winter scene (with snow) on the board. Point to the picture and ask *Is this summer?* Elicit *No! It's winter!* Next, put up a picture with a summer beach scene. Ask *Is this summer?* Elicit *Yes!* Write *SUMMER* under the picture. Now, put up a picture each of summer, winter and autumn on the board. Write *SUMMER* on the board. Have a student come to the board and draw a line between the word *SUMMER* and the corresponding picture.

★ **During the Activity**

Monitor the students to make sure that they write the word *SUMMER* under the correct picture. They should not connect the caption at the top to one of the pictures.

Page 82 Activity 2: WHAT DO THEY WEAR IN SUMMER?

★ **Task:**

Circle the clothes people usually wear in summer.

★ **Objectives:**

- To teach students to match types of clothes with seasonal weather

★ **Language structure:**

- "What do you wear in autumn?"
- "I wear..."
- Target vocabulary: slippers, t-shirt, swimsuit, sunglasses, scarf, gloves

★ **Warm-up**

Review the warm-up section from U5.4A1. Elicit/teach the target vocabulary, using flashcards. Write the words on the board. Drill chorally. Put up the pictures of summer from U5.4A1 on the board. Point to the people in the pictures and ask the students *What do you wear in summer?* Write the question on the board. Elicit *swimsuit*, *sunglasses* and *t-shirt*. Now ask a student *What do you wear in summer?* Elicit *I wear a t-shirt* or *I wear swimsuit*. Write the phrases on the board. Do a chain drill. Next, distribute the flashcards for *slippers*, *t-shirt*, *swimsuit*, *sunglasses*, *scarf* and *gloves* among the students. Stick a picture of a beach scene on the board. Pretend that you are feeling very hot. Motion to the sea in the picture. Tell the students *It's hot.* Motion to them for some beach clothes. Instruct them to give you the flashcards for *slippers*, *t-shirt*, *swimsuit* or *sunglasses*. Pretend to put these on. Tell them *Thank you!*

★ **During the activity**

Make sure that the students are circling no more than four items of clothing. Have them say the names of the objects out loud.

★ **Extension**

Make a bulletin board for summer.

Page 83 Activity 3: SPOT THE DIFFERENCE

★ Task:

Can you find the 5 differences between these two pictures?

★ Objectives:

- To help students to compare two images

★ Language structure:

- “This picture has...”
- “This picture doesn’t have...”
- Target vocabulary: duck, bucket, ice cream, ball, winter, summer, sun

★ Warm-up

Teach/ elicit the target vocabulary, using picture flashcards. Hold up a flashcard and say the corresponding word. Write it on the board and chorus it three times. 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 *This picture has...* and *This picture doesn't have...* by writing them on the board and drilling the expressions while pointing to the two pictures. Circle the extra objects in each picture.

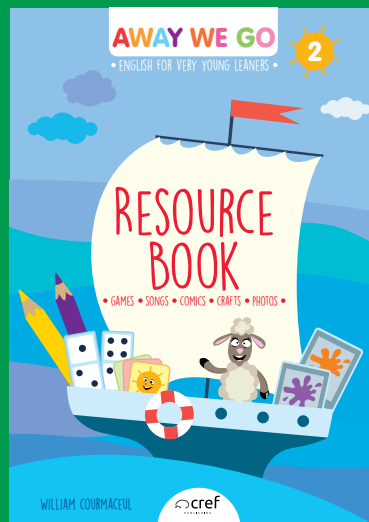
★ During the activity

If possible, divide students into pairs. Help with vocabulary where necessary.

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TEACHER'S GUIDE

Ideally, this Teacher's guide should be used along with the AWAY WE GO level 2 activity book, its related resource book and flashcards (available on www.crefpublishing.com).



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