



100+

Ideas for Children

Topic-based activities

Jackie Holderness
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MACMILLAN
HEINEMANN
English Language Teaching

PHOTOCOPIABLE



100+ Ideas for Children

A practical, dip-in resource book that provides over one hundred topic-based activities for children, with emphasis on things to make and do.

Topics - A wide selection of topics that are particularly relevant to children.

Photocopiable - Each topic has four photocopiable activity sheets covering all four skills. Each sheet is graded at three levels ranging from easy to more difficult.

Flexible use - Clear indexes mean that teachers can access the topics via topic, language and functions.

Clear guidance - There are detailed teaching notes for each activity.

Cassette - The accompanying cassette contains a lively variety of songs, rhymes, chants and listening texts.

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A Teacher's Resource Book of topic-based
activities for children

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Topics and Lexical sets

TOPICS AND LEXICAL SETS	ACTIVITY	TOPICS AND LEXICAL SETS	ACTIVITY
Alphabet	Animals 4C; Our World 1A-C; Christmas 2C; Holidays 3A-C; Travelling 1C	Days of the week	Holidays 1A-C
Animals	Animals 1A-C, 2A-C, 3A-C, 4A-C; How Things Work 2A	Directions	Animals 1B-C; Holidays 3A-C
Body	Animals 2A-C; Our World 1B-C; Health and Fitness 2A-C, 3A-C, 4A-B	Faces	People 1A-C, 2A-B; Stories 2B-C
Cars	How Things Work 1A-C	Families	Families 1A-C, 2A-C, 3A-C, 4A-C; Holidays 2B-C, 4A-B; Stories 1B-C
Chants	Families 4A; Animals 1B; Christmas 4A-B	Food	Health and Fitness 1A-C, 4C; People 2C
Christmas	Christmas 1A-C, 2A-C, 3A-C, 4A-C	Games	Families 3A-C; Christmas 3A-C; How Things Work 3C; Health and Fitness 3A-C
Circus	Holidays 3A-C	Geography	Travelling 1A-C
Clothes	Christmas 1C; Holidays 2A-C; Stories 2A, 2C	Ghosts	People 4A-B
Colours	Animals 2A-C; Our World 1A-C; Christmas 1A, 3A; Holidays 1A, 2B-C; How Things Work 3A-B; People 1A-C, 2A-B, 3A-B	Hobbies	Holidays 1A-C
Countries	Our World 2A-C, 3A-C; Travelling 2A-C	Holidays	Holidays 1A-C, 2A-C, 4A-C

Topics and Lexical sets

TOPICS AND LEXICAL SETS	ACTIVITY	TOPICS AND LEXICAL SETS	ACTIVITY
Houses	Travelling 3A-C	Songs	Families 4B, 4C; Animals 4A-B; Our World 4A-B; How Things Work 4A-B; Health and Fitness 4A-B; Stories 4A-B
Jobs	People 3A-C	Space	Our World 1A-C
Letters	Christmas 4C	Sport	Holidays 1C; Health and Fitness 2C, 4C
Likes/Dislikes	Health and Fitness 1A-C; People 2C, 4C	Stories	Stories 1A-C, 3A-C, 4A-C
Monsters	Our World 1A-C	Time	Holidays 4B
Months	Travelling 2B	Toys	Christmas 2A-C
Nature	Animals 1A-C, 4A-B; Our World 4B; Holidays 1A-C; Travelling 1A-C, 3A-C	Transport	Our World 2C, 3B-C; How Things Work 1A-C, 3A-C, 4A-B; Travelling 4A-C
Numbers	Animals 1A, 3A-C, 4A-B; Our World 1A-C, 3A-C; Christmas 3A; Holidays 3A-C; How Things Work 1A-C; People 1B, 3C; Travelling 1C	Travel	Our World 2A-C, 3A-C; Travelling 4C
Puppets	Health and Fitness 2A-C; Stories 2A-C	Zoo	Holidays 3A-C
Seasons	Holidays 4C; Travelling 2B		

Language Focus

LANGUAGE FOCUS	ACTIVITY	LANGUAGE FOCUS	ACTIVITY
A/An	Animals 2A; Health and Fitness 2A	I'd like ...	Christmas 2B, 4C; Holidays 1C
Adjectives	Animals 4B; Christmas 1B-C, 4B; People 1A-C; Travelling 4A-B	Imperative	Our World 1B; Christmas 3A; Holidays 3A-B; How Things Work 1A-C, 2C, 3A-C, 4C; Health and Fitness 2B; People 2A; Travelling 3A
Can	Animals 1C; Holidays 1C, 3C; How Things Work 1C, 3C	Let's	Holidays 1B
Comparative	How Things Work 3C; People 1C, 3C	Looks like	Animals 2C
Countable/Uncountable nouns	Health and Fitness 1A-C	Lot of	Health and Fitness 1A-C
Definite/Indefinite articles	Our World 4C; People 4A	My name is...	Families 1A-B
Greetings	Our World 1A; Christmas 4A-B	Past continuous was walking	Stories 1A
Have got	Families 2C, 3C; Animals 2A-C, 3C, 4C; Our World 1B-C, 3A-C, 4A-B; Stories 2B; People 1A-C, 2A-B	Past simple	Our World 1C; Christmas 1C, 3C; How Things Work 3C; Stories 1A-C, 3A-C, 4B-C
How many ...?	Families 2C	Personal pronouns	Families 1B-C, 2A-C; Our World 4A; Stories 1B-C, 4C
How old ...?	Families 2C; People 3C	Plural nouns	Animals 2B; Our World 1B-C, 4B
I come from ...	Our World 1A	Possessive adjectives	Families 1A-C, 2A-C; Our World 4A; Holidays 2A, 2C; People 2B; Travelling 3 B-C; Stories 1B-C
I like ...	Health and Fitness 1B-C	Possessive s (genitive)	Families 1C; Animals 2B-C; Holidays 2B-C; People 1C, 2A-C

Language Focus

LANGUAGE FOCUS	ACTIVITY	LANGUAGE FOCUS	ACTIVITY
Prepositions	Families 1A-C; Animals 1A-C; Our World 4C; How Things Work 1B-C; People 3A; Travelling 1A, 3A-C	To be	Families 2C; Our World 1B, 2A-B; Holidays 2C; People 1C; Travelling 1A-C, 3C
Present continuous I'm eating	Families 1B-C; Our World 2C, 3A-C; Christmas 1B-C; Holidays 1B, 2A-B, 4A-C; Stories 2A	What's this?	Christmas 2A-B; How Things Work 1A, 1C; Health and Fitness 1A-C, 4A-B; People 4A
Present perfect Have you travelled ...?	Travelling 4C	What is it?	Health and Fitness 3A-C, 4A-B; Travelling 1A
Present simple	Families 4B-C; Animals 1A-C, 3B-C, 4A, 4C; Our World 1A; Christmas 1A-B, 3B-C; Holidays 1A, 3A, 4A-B; How Things Work 2B, 4A-B; Health and Fitness 1A-C, 3C, 4C; People 2C, 3B, 4C; Travelling 4A-B	Where?	Families 1A; Animals 1C; Our World 2A-C, 3B; Travelling 1A-C, 2A-C, 3A-C
		Where, how, what?	Our World 3C
Some	Health and Fitness 1B-C	Which?	Animals 3C, 4C
Sometimes, never, always	Health and Fitness 4C	Who?	Families 1A-C, 2A-B; Animals 1C; Holidays 2A-B, 4C
That/Those	Holidays 2A	Whose?	Holidays 2C; How Things Work 3C
There are	Families 4A	Would you like ...?	Christmas 2B-C, 4C; Holidays 4C; How Things Work 2C
There is	Our World 4C		
This is	Families 1A-C, 2A-B		
This/These	Holidays 2C; How Things Work 1B-C		

Families

★ ACTIVITY 1A: MY FAMILY ☐

AIMS: To practise listening to descriptions of the family • To introduce new language for members of the family

LANGUAGE: *Mother, father, sister, brother, grandfather, grandmother, family, aunt, uncle, cousin, baby* • *Next to* • *Where is ...?*

TIMING: 15-30 mins

GROUP SIZE: Ind/Class

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.90). A picture of a small nuclear family and an extended family.

WHAT TO DO:

1 Show the class the picture of the nuclear family and teach *mother, father, sister* and *brother*. Write these on the board.

2 Show the picture of the extended family. Point to a woman and introduce *aunt*. Ask the class to repeat. Do the same with *uncle, cousin, grandmother, grandfather* and *baby*. Write these on the board.

3 Ask three children to come to the front and stand in a line and say *Juan is next to Maria*, etc. Point out what you mean by *next to*. Get three different children and ask *Where is ...?* Repeat as necessary.

4 Give each child photocopy 1. Point to Susan and say *This is Susan*. Explain that they will hear Susan talking about her family. As they listen they must write the names below

the right person. They can use the names on the board. Tell them that you are going to play the cassette at least three times.

5 Play the cassette stopping at each pause (/ /) while the children write down the name. After *sister* ask the class to tell you who it was and to point to the person in the picture to check understanding.

6 Hold up the photocopy and point to each person asking *Who is it?* They should tell you *mother, aunt* etc. The correct order from left to right is: *cousin, uncle, father, cousin, grandmother, grandfather, mother, aunt* and *baby, brother, Susan, sister*.

FOLLOW-UP ACTIVITY:

Children draw a picture of their family and label it.

★★ ACTIVITY 1B: THE PHOTOGRAPH ☐

AIMS: To practise listening for names of members of the extended family • To practise listening to descriptions of photographs • To practise answering questions • To practise labelling

LANGUAGE: As Activity 1A plus • *twins* • *table* • *behind, in between* • *sitting, standing, holding, playing* • *Who is it? Who's this?*

TIMING: 20-30 mins

GROUP SIZE: Ind/Class

WHAT YOU NEED:

As Activity 1A plus realia/pictures for *chair, table, sitting, standing, baby, next to, behind, between, in front of*. A photograph of your family.

WHAT TO DO:

See Activity 1A steps 1-2.

3 Elicit or introduce *table, next to, between, behind, sitting, holding, standing* by using realia, pictures or placing pupils *behind, in front of, next to, in between* each other and describe this e.g. *Maria is behind Jose* etc.

4 Show the class your photograph and describe the members of your family, using similar language to that used on the cassette, e.g. *Standing in between ..., sitting behind ..., next to my ..., is my ...* etc.

5 Hold up photocopy 1 and point to Susan saying *This is Susan*. Explain that Susan is going to describe her family to you on the cassette. The class have to write down the name of the member of the

family as Susan describes him or her. Tell them that you will play the cassette at least three times.

6 Play the cassette stopping at each pause (/ /). Wait until the children have had time to write the name down before you continue the cassette.

7 Hold up the photocopy and point to each person asking *Who is it?* The class should tell you *mother, aunt*, etc. The correct order from left to right is: *cousin, uncle, father, cousin, grandmother, grandfather, mother, aunt* and *baby, brother, Susan, sister*.

FOLLOW-UP ACTIVITY:

Susan's cousin, Jane, is in the picture next to Susan's uncle. Describe the family from Jane's point of view i.e. *father, cousins*, etc.

★★★ ACTIVITY 1C: WHO ARE THEY? ☐

AIMS: To practise listening for names of extended family • To practise writing English names • To practise listening to prepositions • To practise listening for information • To practise labelling

LANGUAGE: As Activity 1B plus • *each side of* • *sitting down, going to*

TIMING: 20-30 mins

GROUP SIZE: Ind/Class

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.90). Pens. Pencils. Colours. Pictures of nuclear and extended families. A photograph of your extended family.

WHAT TO DO:

See Activity 1A steps 1-2.

3 Teach *next to, behind, each side of, holding, standing* and *sitting down* by asking three children to come to the front. Stand them in a line and describe them, e.g. *Juan is next to Annie*, etc.

4 Show the class your family photograph and describe it like this: *Here is my mother. Her name is ... Next to my mother is my uncle. His name is ...* etc.

5 Give each child photocopy 1 and teach *twins, baby cousin* etc.

6 Introduce *Susan, Tom, Mary, Anne, Sandra, Alex, John, Sam, Robert, Jane, Nicholas* and *Nancy* and write them on the board.

7 Hold up photocopy 1 and point to Susan. Explain that they are going to hear Susan describing her family.

8 Play the cassette three times, stopping at each pause (/ /). The children write down the names under each picture. After *grandfather* ask them what they wrote and check understanding.

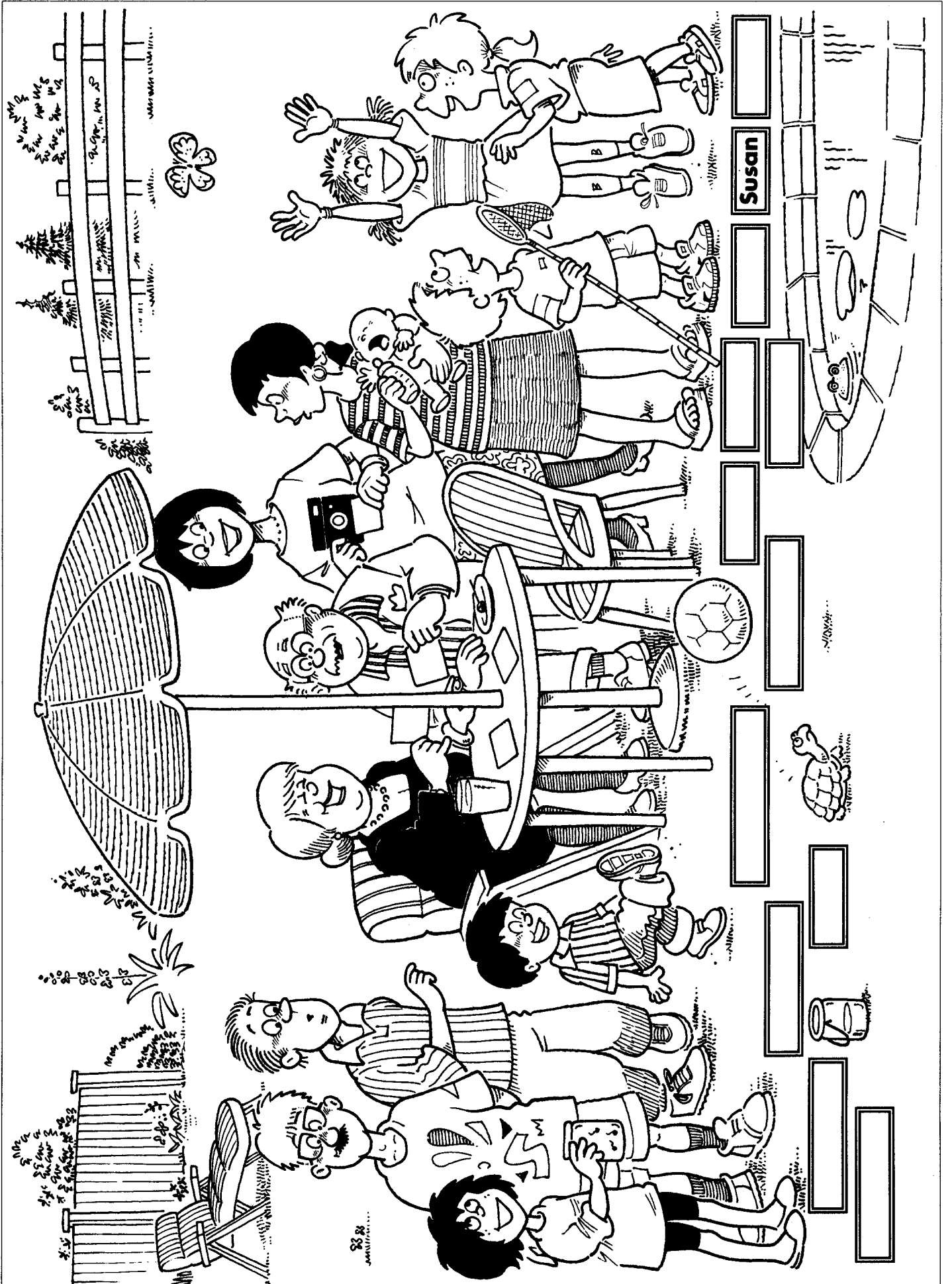
9 Point to each person on the photocopy and ask *Who is it?* The class should give you the names of Susan's family in the correct order: *Jane, Robert, John, Sam, Mary, Tom, Anne, Sandra, Alex, Nicholas, Susan, Nancy*.

FOLLOW-UP ACTIVITY:

Children describe their own family pictures.

Families

1



Families

★ ACTIVITY 2A: MY FAMILY CHAIN

AIMS: To understand instructions in English • To use family names

LANGUAGE: *Mother, father, sister, brother, family* • *Cut, put, colour, write* • *This is my ...* (Some children may need specific language for their family members e.g. *step-mother, step-brother* etc. Introduce *step-* to the whole class.)

TIMING: 20-30 mins

GROUP SIZE: Ind

WHAT YOU NEED:

Photocopy 2 per child. Scissors. Large sheets of paper. Pictures/photographs of families. Pens/pencils. A family chain you have made and one ready to make.

WHAT TO DO:

1 Show the children the pictures of the families and say *mother, father, sister* and *brother*.

2 Show the class how to make the chain by folding the paper to the width of the model, drawing around the template and cutting out carefully to avoid breaking the chain. See photocopy 2.

3 As children make their chains, go round the class and ask *Who's this?* for each person on the chain. Elicit *mother, father, sister* and *brother*.

4 When they have finished, ask individuals to hold up their chains and tell the class who everyone is, e.g. *This is my mother, father* etc.

FOLLOW-UP ACTIVITY:

Children may like to make a family mobile by hanging little cut-outs of people to string and attaching them to a piece of cane to hang up.

★★ ACTIVITY 2B: MY WHOLE FAMILY!

AIMS: To understand instructions in English • To create an extended family chain • To practise using names of an extended family

LANGUAGE: As Activity 2A plus • *aunt, uncle, grandfather, grandmother, cousin*

TIMING: 20-30 mins

GROUP SIZE: Ind

WHAT YOU NEED:

Photocopy 2 per child. Scissors. Large sheets of paper. Pens/pencils. An extended family chain you have already made and one ready to make. A picture of an extended family.

WHAT TO DO:

1 Show the picture of the extended family. Point to a woman and elicit *mother*. Do the same for *father, sister, brother, cousin, grandfather, grandmother, aunt* and *uncle*.

2 Show the class how to make the chain by folding the paper to the width of the model, drawing around the template and cutting out carefully to avoid breaking the chain. See photocopy 2.

3 As children make their chains, go round the class and ask *Who's this?* for each person on the chain. Elicit *My mother, father, sister* etc.

4 When they have finished, children hold up their chains and tell the class who everyone is, e.g. *This is my mother, father ...* etc.

FOLLOW-UP ACTIVITY:

Make a class chart to show how many uncles/aunts/cousins each child has.

★★★ ACTIVITY 2C: CLASS FAMILY CHAIN

AIMS: To understand instructions in English • To practise using names of an extended family

• To practise describing ages
LANGUAGE: *Brother, sister, uncle, aunt, cousin* • *How many brothers/aunts/uncles/sisters/cousins have you got? What are their names? How old are they?*

TIMING: 30-40 mins

GROUP SIZE: Ind/Group/Class

WHAT YOU NEED:

Photocopy 2 per child. Scissors. Large sheets of paper. Pens/pencils. A 'cousins' chain (with your cousins' names and ages written on each 'body') and one ready to make. Notepaper for each child. Some pictures of families.

WHAT TO DO:

1 Show the class the pictures of families and elicit or introduce the names for members of the family.

2 Show the class the cousins 'chain' you have made. Tell the class that they are going to make chains for all the cousins/brothers/aunts/uncles/sisters that the class have. Show them how to make the chain. (See Activity 2A, Step 2.)

3 Split the class into five groups and give each group a label: *cousins, brothers, sisters, aunts* and *uncles*. Explain that the 'cousins' group must find out how many cousins each child in the class has, how old they are and their names. The 'brothers' group must find out how many brothers each child has, etc.

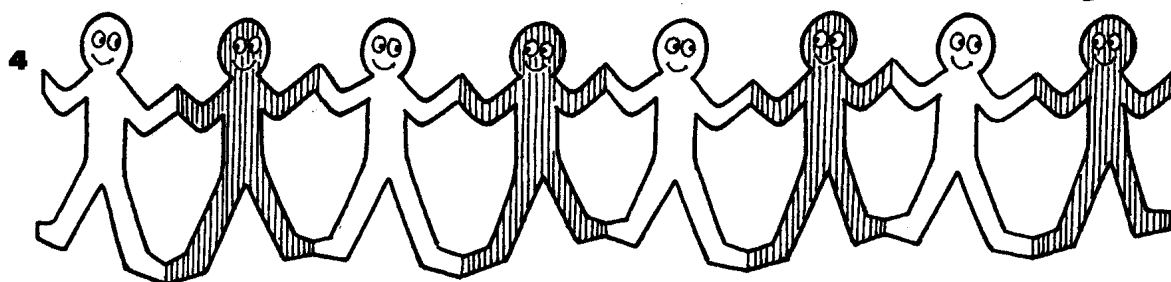
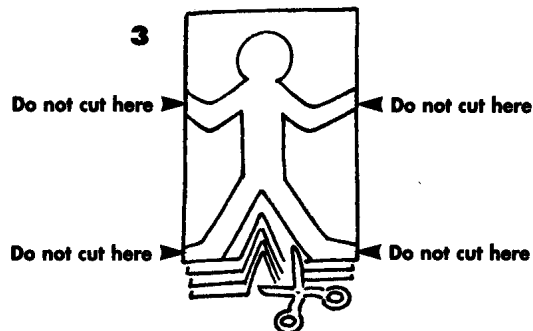
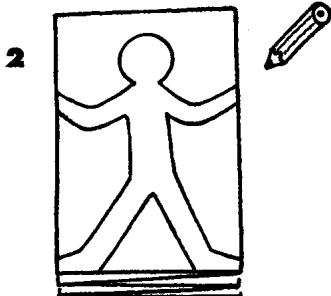
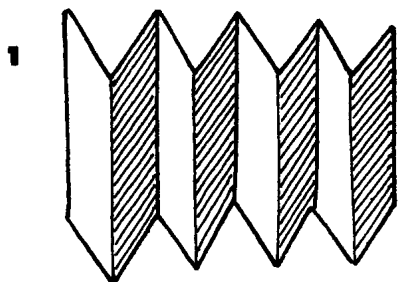
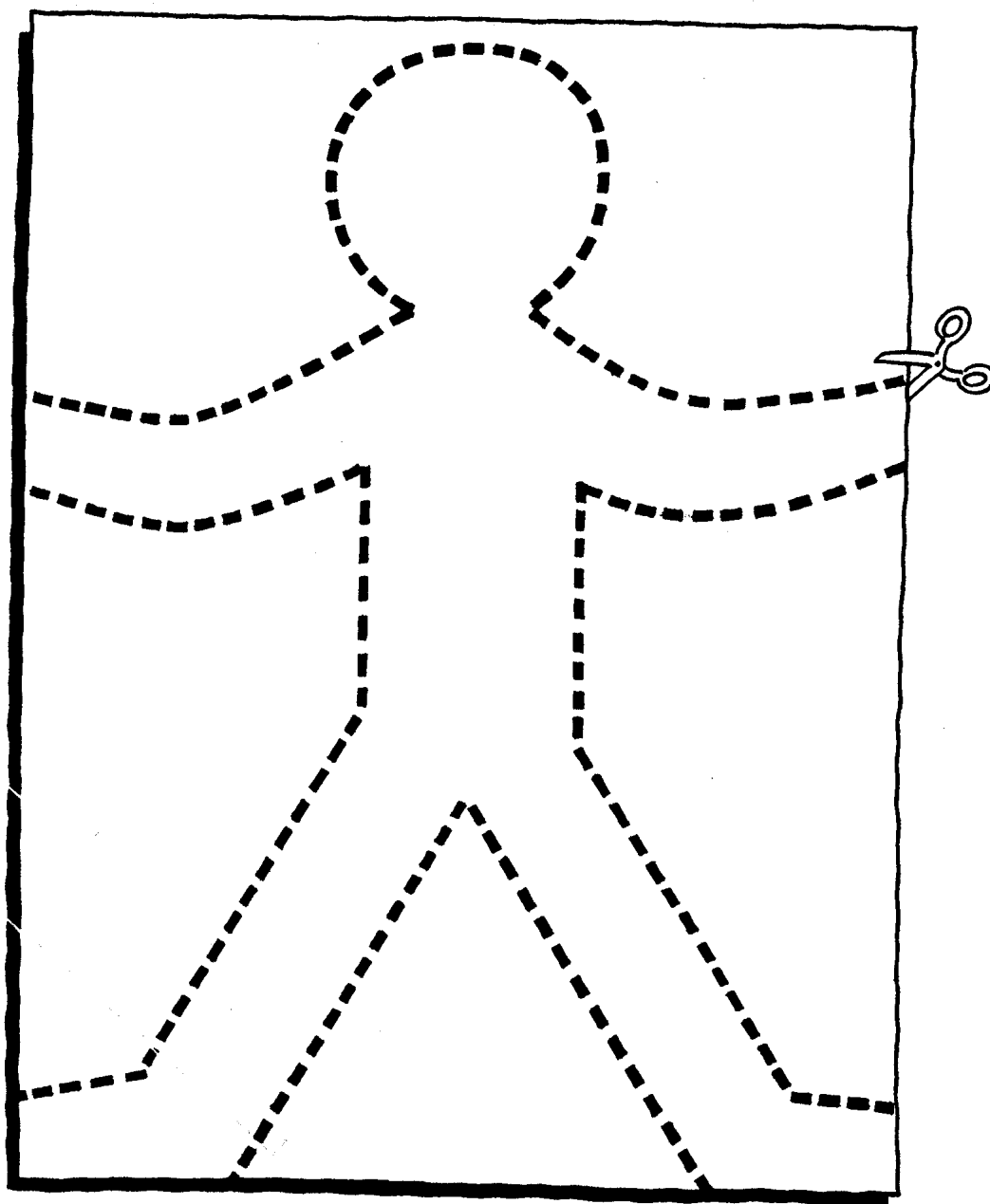
4 When each group has got this information they have to make a chain as long as

the number of cousins, brothers etc and then write each one's name and age on the chain.

5 When each group has finished, they should stick the chain up in the class for everyone to look at so that each child can 'find' their relatives.

FOLLOW-UP ACTIVITY:

Create a class graph to show how many aunts/uncles/cousins/brothers/sisters the whole class has.



Families

★ ACTIVITY 3A: FAMILY SNAP

AIMS: To practise using names for members of the family • To practise reading/saying names

• To play a game with names

LANGUAGE: *Mother, father, sister, brother, grandmother, daughter, son* • *I've won! Snap!*

TIMING: 20-30 mins

GROUP SIZE: Class/Group

WHAT YOU NEED:

Photocopy 3 per child. Scissors.

Envelope for each child to keep their packs of cards in for future use. A ready cut-out pack of cards to show the class.

WHAT TO DO:

1 Show the children the pack of cards and tell them they are going to play a game about families. Show them there are five different 'families' in the pack of cards, and each family has five family members: *grandmother, mother, father, brother and sister*. The children cut out the cards.

2 Read out the names on the cards and hold them up as you do so. The children repeat the names and hold up their matching cards.

3 Show the class how to play the game by demonstrating with three children:

a) Deal one set of cards to the players.

b) Players must keep their cards face down in their hands and not look at them.

c) Moving clockwise each player turns over one of their cards onto the middle of the table saying the name of the person on the card e.g. *Tom Brown*.

d) If the next player puts the same card down then the first person to shout *Snap!*

Tom Brown wins all the cards on the table.

e) The winner is the one who has all the cards. They should say *I've won!*

FOLLOW-UP ACTIVITY:

Make a photo album using photos from home.

★★ ACTIVITY 3B: FAMILY COLLECTION GAME

AIMS: To practise reading names in English • To practise playing a card game in English • To use the language of games

LANGUAGE: *I've won, shuffle, mix up, cards* • *daughter, son* • *John, Mary, Sue, Tom, Daisy*

TIMING: 20-30 mins

GROUP SIZE: Group

WHAT YOU NEED:

Photocopy 3 per child. Scissors.

Envelope for each child to keep their cards in. A set of cut-out cards.

WHAT TO DO:

1 Teach *mother, father, sister, brother, daughter, son* and *grandmother* by drawing a stick figure on the board and eliciting the vocabulary.

2 Teach *I've won, cards, mix up the cards* and *shuffle* using the pack of cards.

3 Give each child photocopy 3 and let them cut out the cards.

4 Show the class how to play the *Family Collection Game* by demonstrating with 3 or 4 children. The aim of the game is to get three characters e.g. three mothers, sons, or three members of the same family.

a) Shuffle a pack of cards.

b) Give each player three cards face down. The rest of the cards are put face down in the middle of the table (pile 1).

c) The first player starts by deciding which card to throw away, remembering that they

are trying to collect three the same. They put it face-up on the table (pile 2) and pick up a card from pile 1. This is the end of their turn.

d) Each player in turn then picks up a card from pile 1 or 2 and decides if they want to keep it. If so, they throw away one of their cards. If not, they throw this one back (onto pile 2).

e) The first player to get three the same shouts *Family!* They then show their cards to the rest of the group and describe the cards e.g. *three sons*, or *Tom Brown, Sue Brown and Daisy Brown*.

5 In groups of 4 or 5 let the class play the *Family Collection Game*.

FOLLOW-UP ACTIVITY:

Play the game with five cards each. The first player to get five cards the same wins.

★★★ ACTIVITY 3C: FAMILY QUESTIONS

AIMS: To use questions to win a game • To practise using family vocabulary • To collect a whole family of cards • To practise answering questions

LANGUAGE: *Have you got ... ? Yes/No* • *John, Mary, Sue, Tom, Daisy, Brown, Jones, Smith, Taylor, Baker* • *Shuffle, deal, right, left*

TIMING: 20-30 mins

GROUP SIZE: Class/Group

WHAT YOU NEED:

Photocopy 3 per child. Scissors.

Envelope for each child to keep their cards in. A set of cut-out cards.

WHAT TO DO:

1 Teach *Have you got ... ?* by holding up a pencil and asking *Have you got a pencil?* Repeat with *book* and *bag*. Children ask each other and answer.

2 Show the ready cut-out cards you have and say the surnames and christian names of each family, e.g. *Tom Brown, Daisy Smith* etc. Children repeat these names after you.

3 Give each child photocopy 3 and let them cut out the cards.

4 Introduce *shuffle* and *deal, right and left* with your cards.

5 Show the children how to play the game by demonstrating with 3/4 children:

a) Shuffle a pack of cards and deal each player five cards.

b) The aim is to collect one family, so they

must decide who they are going to collect.

c) One player asks the player on their right *Have you got Tom Brown?* If that player has the card they must say *Yes* and give this card to the first player. The first player gives them one of their cards that they do not want. That is the end of their turn. If the player says *No* that is the end of their turn. The next player turns to the right and asks a question and so the game is played.

d) The first player to collect all five of one family shouts *I've won!* and puts all their cards on the table for the others to check.

6 In groups of 3/4 the class play the game.

FOLLOW-UP ACTIVITY:

Play the game again but this time collect all the *Daisies* or all the *Toms*, etc.



John Jones



Mary Jones



Sue Jones



Tom Jones



Daisy Jones



John Smith



Mary Smith



Sue Smith



Tom Smith



Daisy Smith



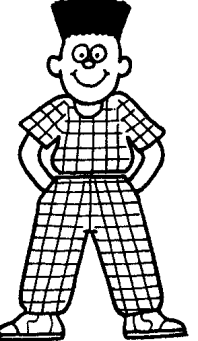
John Brown



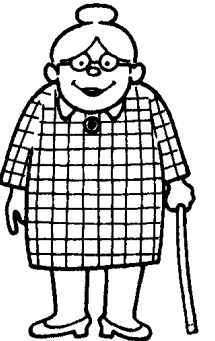
Mary Brown



Sue Brown



Tom Brown



Daisy Brown



John Taylor



Mary Taylor



Sue Taylor



Tom Taylor



Daisy Taylor



John Flower



Mary Flower



Sue Flower



Tom Flower



Daisy Flower

Families

★ ACTIVITY 4A: MY FAMILY CHANT ☐

AIMS: To read and recite chants about families • To write a chant about their family • To draw a picture to accompany the chant

LANGUAGE: *There are ... in my family • What about you?*

• *Mother, father, brother, sister, grandmother, grandfather etc*

TIMING: 20 mins

GROUP SIZE: Ind

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.90). A sheet of A4 paper per child.

WHAT TO DO:

1 Using photocopy 4 (top) elicit or introduce the language of families including *father, mother, sister, brother, grandmother and grandfather*. Point to yourself and say *There are three in my family. My mother, my sister and me. What about you Juan/Mercedes?* Practise *There are ... in my family. What about you?* Write this on the board.

2 Give each child photocopy 4 (top) and ask them to read the chants about families.

3 Play the cassette.

4 Ask the children to write their own family chant on a separate piece of paper. When they have finished they can draw a small picture of their family.

5 Now let the children say their family chants as a chain around the class. It might help to sit or stand in a circle. As they say *What about you?* they look at the next person in the circle.

FOLLOW-UP ACTIVITY:

Create a chant poster for the wall and stick copies of some of the children's chants onto this.

★★ ACTIVITY 4B: SONG: THE FARMER WANTS A WIFE ☐

AIMS: To sing a song in English

• To follow activities for a song

LANGUAGE: *Farmer, wife, child, dog • wants a ..., We all stroke the dog*

TIMING: 15 mins

GROUP SIZE: Class

WHAT YOU NEED:

Photocopy 4 (bottom) per child. Cassette (tapescript p.90). Pictures to illustrate *farmer, wife, dog, child, wants a ...* (e.g. a thirsty person, child looking in a shop window at cakes/sweets etc). Large space to move in. (Make sure you are familiar with the song before starting the activity.)

WHAT TO DO:

1 Elicit or introduce *farmer, wife, child, dog, wants a ...* with the pictures. Show the picture of the dog and mime *stroke*.

2 Explain that you are going to sing a song and that the chorus is *Ee-ay-adio* which doesn't mean anything.

3 Play the first verse of the song. Then repeat this verse and encourage the children to sing.

4 Play the rest of the song. Children listen and sing. Play three times.

5 Now get the children into a big circle holding hands. Put one child in the middle and say *The farmer* as you do so. Sing the first verse again, join the circle and walk around the farmer in a clockwise direction. At the end of the verse the 'farmer' has to

choose a 'wife' to go into the middle with him/her. Now play the second verse and walk around both of them. At the end of the verse the wife has to choose a 'child' to go into the middle. Repeat this with verse three until there are four people in the middle. After the third verse sing the fourth verse but this time the whole class has to gently stroke the child that was chosen as the dog.

FOLLOW-UP ACTIVITY:

Let the children choose other characters to sing the song about with different actions.

★★★ ACTIVITY 4C: SONG: THE FARMER WANTS A WIFE ☐

AIMS: To listen for particular information • To write a song in English • To remember family names

LANGUAGE: *Father, mother, sister, brother, grandmother, grandfather, farmer, wife, child • dog • The ... wants a ... • Ee-ay-adio*

TIMING: 20 mins

GROUP SIZE: Group

WHAT YOU NEED:

Photocopy 4 (bottom) per child (after you have blocked out some of the text). Cassette (tapescript p.90). Some whitener to block out the print (e.g. Tippex).

WHAT TO DO:

1 With one photocopy 4 (bottom) block out some of the text. You could block out *wants a* or *farmer, wife, child* and *dog*. You can choose. You may want to block out every third or fourth word.

2 Give each child a photocopy with the words you have blocked out. Tell them they are going to sing a song but they have to fill in the missing words.

3 Get the class into four groups. Each group has to find the words for one verse e.g. group 1 will do verse one, etc. Play the cassette three times (Activity 4B tapescript). The children listen to the cassette and fill in the gaps.

4 After this ask each group to read out the words to their verse so that the other

children can write these words out on their song sheet. The group must speak slowly and carefully for this activity.

5 When all the words have been written on the sheet play the song again and sing it as a whole class. This time when you sing verse 4 all the children can 'stroke' an imaginary pet dog!

FOLLOW-UP ACTIVITY:

1 Create another cloze song for the children to complete.

2 Block out some words on a copy of their favourite song and see if they can fill in the gaps without hearing the song.

Animals

★ ACTIVITY 1A: WHICH WAY DOES SAMMY SNAIL GO? □

AIMS: To introduce animals and natural features • To practise listening to a sequence of actions • To practise introductions and prepositions

LANGUAGE: *Frog, snail, spider, rabbit, bee, worm • Tree, river, log, rocks, track, house, bridge • Hello, Hi, come with me • Up, down, over, under, along • Numbers 1-8*

TIMING: 30 mins

GROUP SIZE: Ind/Class

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.90). Colours. Pictures of animals: *frog, snail, spider, rabbit, bee, worm*. A paper snail for you and small pieces of paper per child.

WHAT TO DO:

1 Elicit animal vocabulary using toys or mime. Say the animal's name and get the class to make the appropriate noise or action. Give out photocopy 1.

2 Say a number and then an animal. The children listen and number the animals, e.g. *snail = 1, spider = 2, frog = 3, rabbit = 4, bee = 5, worm = 6*. Check answers.

3 Ask children to look at the other things on the photocopy. Teach or revise *tree, bridge, river, rock, log and house*.

4 Make your own simple Sammy Snail. Use this to teach prepositions through mime e.g. *Sammy's going along the table, over my bag, under the chair, up the wall, down the door*. The children can each draw their own snail on a piece of paper or card and

follow your instructions, moving it around the classroom or around the photocopy.

5 Explain you will play the cassette showing Sammy Snail's route back to his house. Explain that Sammy can only go along the trails or tracks. Ask *Which ones does he use?* The children should move their snails as they listen to the cassette.

6 Play the cassette, stopping it at the pause marks (/ /), checking everyone is in the same place on the photocopy.

FOLLOW-UP ACTIVITY:

Choose some children to be the animals on the cassette. Act out Sammy's journey, practising introductions, e.g. *What's your name? It's spider. Hello, Spider! How are you? Fine, thank you.* etc.

★ ★ ACTIVITY 1B: SAMMY SNAIL TURNS LEFT AND RIGHT □

AIMS: To introduce animals and natural features • To learn a chant • To practise listening to a sequence of actions • To practise giving directions

LANGUAGE: *Snail, worm, spider, rabbit, bee • Slimy trail, tree, river, log, rocks, house, bridge • Up, down, between, over, under, along, left/right, past • Stop, big, small*

TIMING: 30 mins

GROUP SIZE: Ind/Class

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.90). A coin per pair of children. Colours. Paper. Blu-tack. Pictures of animals: *frog, snail, spider, rabbit, bee, worm*.

WHAT TO DO:

See Activity 1A Step 1.

2 Give out photocopy 1 and ask children to look at the other things on it. Teach or revise *tree, bridge, river, rock, log and house*.

3 Show the children how to make a paper Sammy Snail from a small piece of paper. Use it to teach prepositions through mime e.g. *Sammy's going along the table, over my bag, under the chair, up the wall, down the door*. The children should each make a paper snail and follow your instructions to move it around the classroom or around the photocopy.

4 Teach or revise *left and right*. Call one child to the front with his snail and direct him around the room, e.g. *Sammy turn left. Stop. Sammy turn right. Stop.*

5 Play the cassette (tapescript 1). Teach the

class the short chant, teaching new words as necessary.

6 Explain the class will now hear about Sammy Snail's route to his house. He gets lost so they have to listen carefully and follow his trail. Tell them you will pause the cassette occasionally to check everyone is still together. Play the cassette (tapescript 2) and check where the children's snails are during the pauses (/ /). The children may want to turn their paper so they face the same way as Sammy on the map.

7 Play the cassette again and let the children colour in Sammy's route.

FOLLOW-UP ACTIVITY:

In pairs, the children can direct each other around the map, e.g. *A. Go straight on. Turn right. Go round the bee ...* etc.

★ ★ ★ ACTIVITY 1C: SAMMY CAN ONLY GO ONE WAY! □

AIMS: To practise using the present simple • To give and follow instructions • To introduce/revise animal vocabulary

LANGUAGE: *Turn left/right, stop, past • Frog, snail, spider, rabbit, bee, worm • Tree, river, log, rocks, bridge, house • Up, down, over, under, along, between • Big, small • Who/What can I see?*

TIMING: 30 mins

GROUP SIZE: Ind/Class/Pairs

WHAT YOU NEED:

Photocopy 1. Cassette (tapescript p.90). Colours. Paper. Pictures of *frog, snail, spider, rabbit, bee, worm*. Blu-tack (Follow-up).

WHAT TO DO:

See Activity 1A Step 1.

2 Give out photocopy 1 and show the children how to make a paper snail from a small piece of paper. Explain that the children will listen and move Sammy along the routes.

3 Play the cassette once so the children can listen and move their snails. Then let the children trace Sammy's route when you play the cassette a second time.

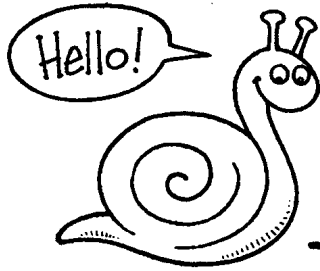
4 Next, with the whole class go through the photocopy and give each junction a number. In pairs, the children check they both have the same.

5 Now describe a route, and the children move their snails around the photocopy.

6 Then tell the children to secretly block all routes except one on the sheet. In pairs, A then has to try and mark B's route on their map by asking questions to which B can only reply *Yes/No*, e.g. *Can Sammy go right at 1, near the frog?* *No. Can Sammy go left at 3?* *Yes.* etc. The children should use a different colour for each route drawn. The children then swap roles. At the end, they compare routes to check themselves.

FOLLOW-UP ACTIVITY:

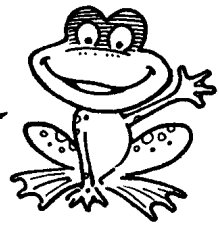
Find out which animals the children like/don't like. Stick pictures of the animals on the board. Ask the children to raise their hands if they like the animal. Which one is the most popular?



Sammy Snail

☐

Sammy Snail's Trail

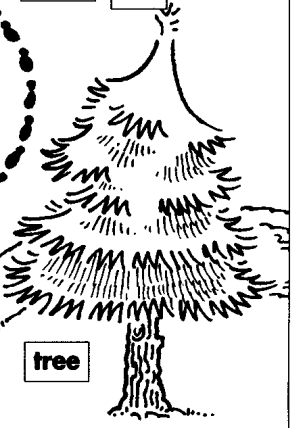


frog

☐

Hi!

spider

☐


tree

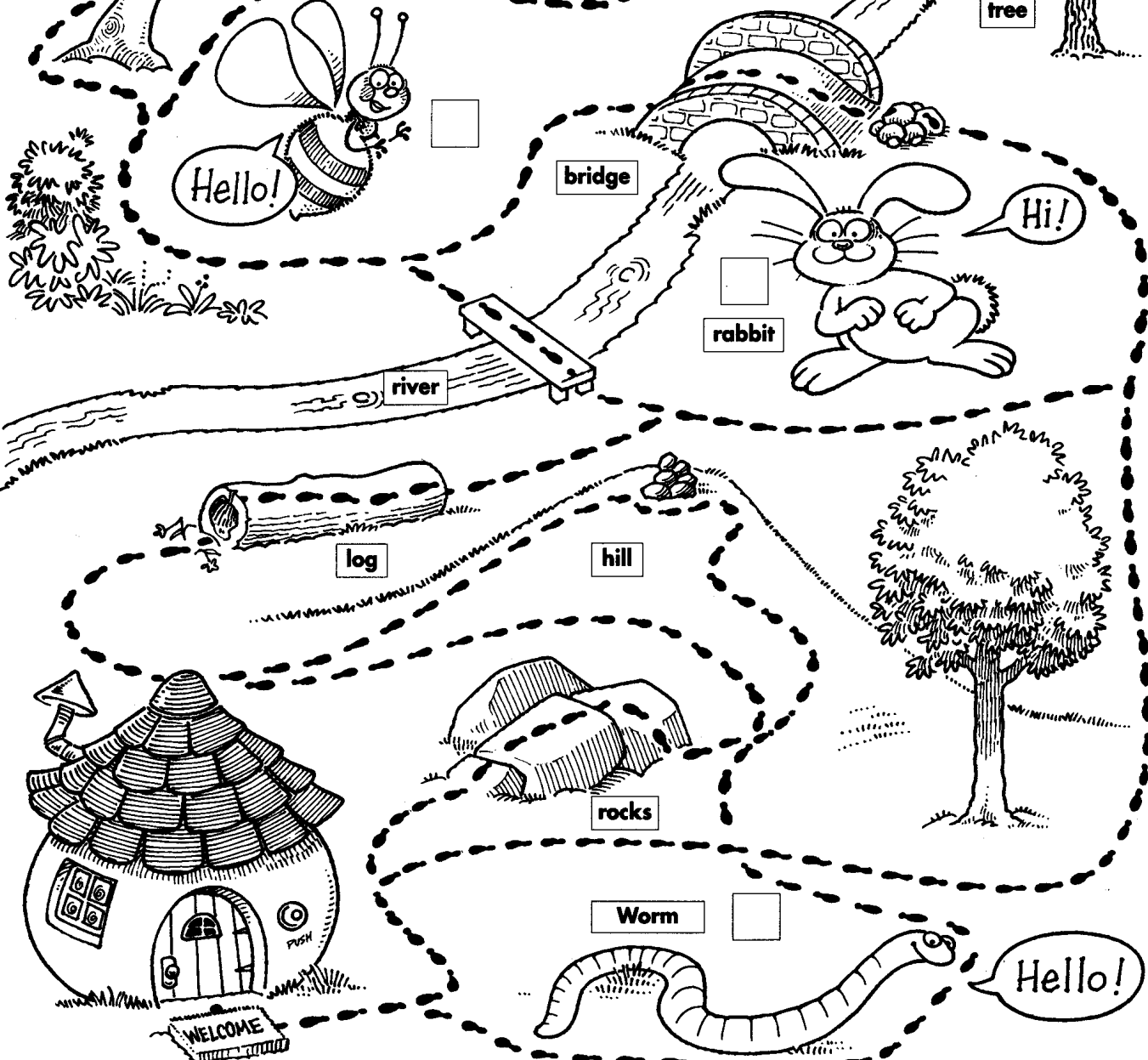

☐

bridge

rabbit

Hi!

river



log

hill

rocks

Worm

☐

Hello!



Animals

★ ACTIVITY 2A: MIX 'N' MATCH BOOK

AIMS: To introduce/revise animals and colours • To practise body parts • To follow instructions

LANGUAGE: Elephant, lion, monkey, bear, tiger, zebra • Cut, fold, staple • Legs, arms, head, feet, tummy, nose, ears, eyes, tail • I've got • Colours

TIMING: 35 mins

GROUP SIZE: Class/Ind/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Scissors.

Stapler. Pictures of new vocabulary.

WHAT TO DO:

1 Explain that the children are going to make a book of funny animals. Preteach the animals involved, using mime, sound effects or pictures. Give out photocopy 2 and revise body parts. Use the children themselves, e.g. *Simon says touch your head, tummy* etc and then the animals, e.g. *Point to the lion's legs, head, feet, tummy.*

2 Practise colours. Ask *What colour's a lion?* etc. The children don't colour in anything yet, but explain that they can soon start to colour their photocopies.

3 Show them how to make their book, by cutting each animal strip lengthways. Next, cut horizontally up to the shaded section on each strip.

4 Half the class should colour the animals. The other half should cut their strips and you go round with the stapler. The shaded sections need to be stapled together. Once

you have stapled a child's book, they can continue to colour the animals.

5 Let the children enjoy their books in pairs, telling each other the names of the animals. Call two children to the front to demonstrate.

6 In pairs, each child makes up a funny animal, without the partner seeing. The pair then share their animals. If a child has flipped over the monkey's head, elephant's middle and lion's bottom he can say *I've got a monkey, an elephant and a lion.*

FOLLOW-UP ACTIVITY:

In pairs, child A closes her eyes while child B flips the pages of his book. Child B then asks (without showing the page) *What's this?* Child A must guess: *It's a tiger, a monkey and an elephant.* One part correct scores 1, two parts 2, and three parts 3. Swap turns. The highest score wins.

★ ★ ACTIVITY 2B: MY ANIMAL'S GOT ...

AIMS: To describe features or attributes of animals • To practise the possessive form • To introduce/revise animals

LANGUAGE: Elephant, lion, monkey, bear, tiger, zebra • Cut, fold, staple • Legs, arms, head, feet, tummy, nose, ears, eyes, tail • *My animal's got a ... 's head, a ... 's body and a ... 's legs* • Colours

TIMING: 40 mins

GROUP SIZE: Ind/Class/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Colours.

Scissors. Stapler. Pictures of animals.

WHAT TO DO:

See Activity 2A Steps 1-4.

5 Revise body parts and introduce or revise the apostrophe 's'. Revise *I've got one head, two ears, two legs, two feet* etc.

6 Explain that you are going to play a class game. You imagine an animal and the children have to try and read your mind and make up the same combination of head, body and leg in their own books. You then describe your imaginary animal: *My animal's got a monkey's head, a lion's body and a tiger's legs.* If a child has the same he must put up his hand and say *My animal's got a monkey's head* etc. Each child with the same animal wins a point.

7 The children now make up their own animal in their books. In pairs, they then show and describe it to their partner.

FOLLOW-UP ACTIVITY:

The children play a game in pairs. They can score a point for every similarity, e.g. same colour, same body part.

B: (chooses combination) *OK, I'm ready.*

A: (imagining animal). *My animal's got a monkey's head, a ... 's body and a ... 's legs.* B: *Yes! My animal's got a monkey's head. One point!* Swap turns. The pair with the highest score wins.

★ ★ ★ ACTIVITY 2C: INVENTED ANIMALS

AIMS: To practise the possessive form • To use *looks like* ...

(Follow-up) • To introduce/revise animal names and body parts

LANGUAGE: Elephant, lion, monkey, crocodile, tiger, zebra • Cut, fold, staple • Legs, arms, head, feet, tummy, nose, ears, eyes, tail • *My animal's got a ... 's head, a ... 's body and a ... 's legs. My animal's like a ..., a ... and ...* • *Has it got ...?*

TIMING: 30 mins

GROUP SIZE: Ind/Class/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Colours.

Scissors. Stapler. Pictures of animals.

WHAT TO DO:

See Activity 2A Steps 1-4.

5 With the class write the animal names on the board in syllables, like this: MON-KEY, LI-ON, ELE-PHANT, TIGER, ZEB-RA, CROCO-DILE. Leave these on the board.

6 Now let the children jumble their strips to make funny animals. Hold up one or two and get the class to make a funny name, using the syllables on the board, e.g. LI-GER-PHANT

7 Let the children invent a name for their funny animal, e.g. *a monk-li-phat.* Collect all the funny names on the board.

8 Demonstrate this next stage with two children at the front. One of the children can make up a new animal and say the new name to their partner e.g. *zeb-key-dile.* The partner has to quickly (within one

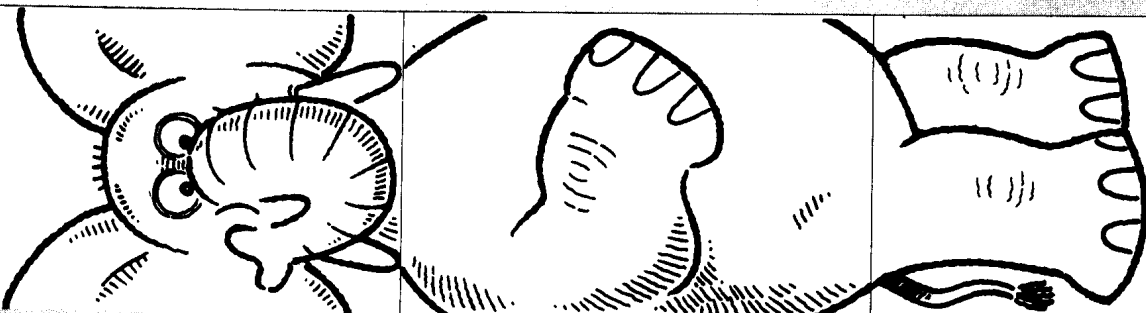
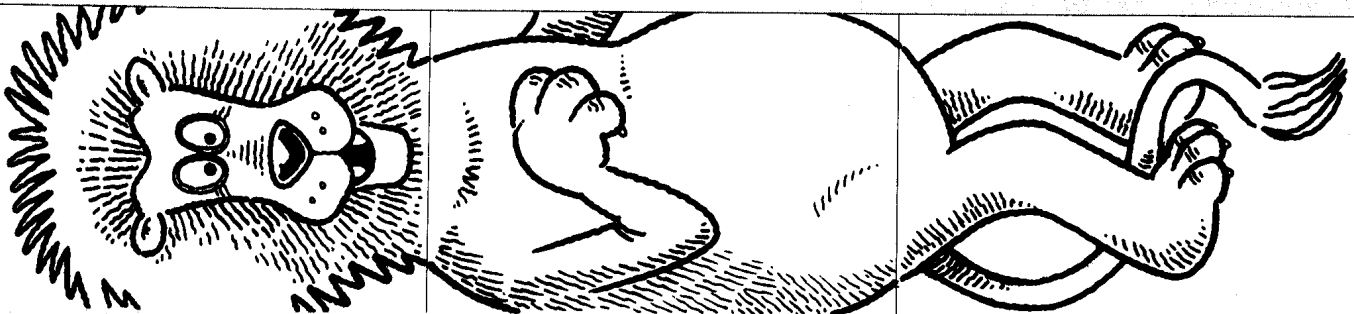
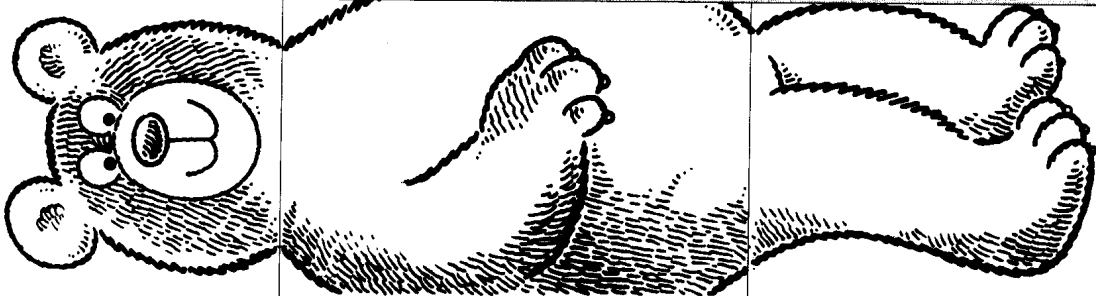
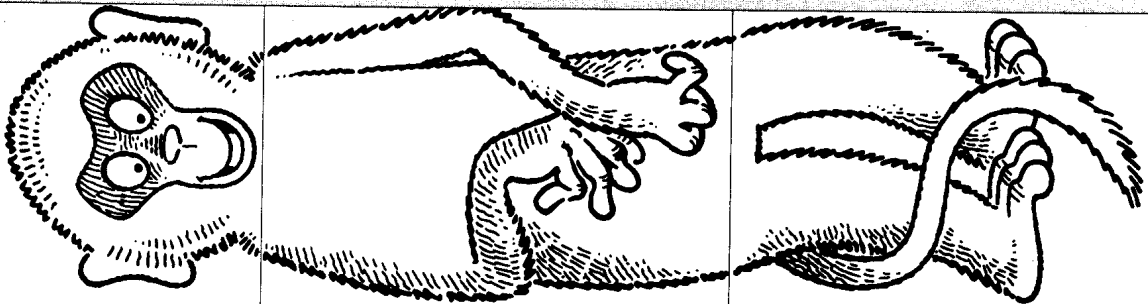
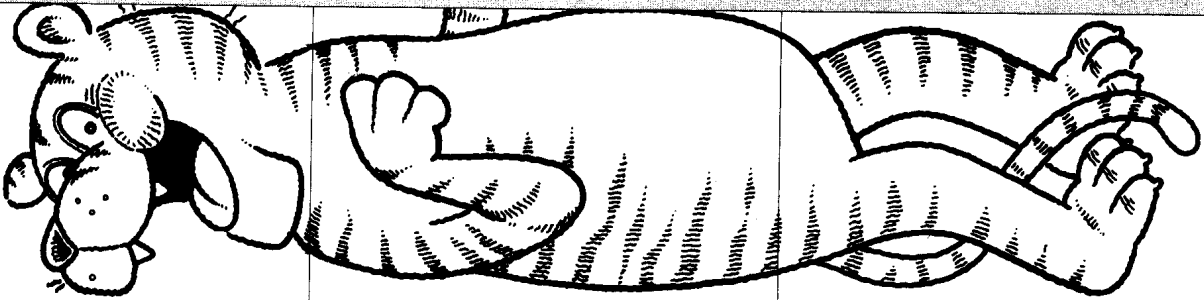
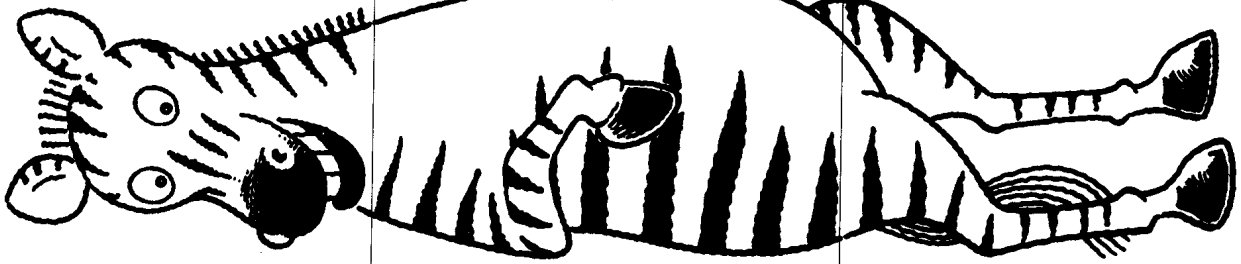
minute) match the new name to pictures in their flip book, e.g. choosing a zebra's head, a monkey's tummy and a crocodile's bottom: A: *Zeb-Key-Dile.* B: (making an animal) *It's got a zebra's head.* A: *Yes.* B: *It's got a monkey's tummy.* A: *Yes.* B: *It's got a crocodile's bottom.* A: *Yes!* Swap turns and let all the pairs play the game.

FOLLOW-UP ACTIVITY:

The children make an animal in their book. They can then describe it to their neighbour, but they must muddle the order, e.g. A: *My animal looks like a monkey, an elephant and a lion.* Child B has to guess which animal has which body part, e.g. B: *Has it got brown ears?* A: *Yes.* B: *It's got a monkey's head* A: *Yes.* *Has it got a grey body?* A: *No.* etc.

Animals

2



Animals

★ ACTIVITY 3A: ANIMAL TRAIL GAME

AIMS: To practise numbers 1-6

• To introduce animal vocabulary

LANGUAGE: Numbers 1-6

• *Throw again, dice* • *Ladybird, shark, monkey, spider, crocodile, zebra, octopus, cat, bird, butterfly, cow, rabbit, mouse, elephant, bee, kangaroo, frog, fish, lion, snake, horse, dog*

TIMING: 20 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 3 per child. A dice per pair. Pictures of any new vocabulary.

WHAT TO DO:

1 Preteach the new animal names using mime or sound effects. Practise them with the whole class using the pictures. (If there are too many items of vocabulary for your class, write out some of the animals and replace them with extra bees.)

2 Give out photocopy 3.

3 Once the animal names are known, the children can play the game in pairs. Each child throws the dice but can only move along a path if the number of the path matches the number on the dice. If it does not, the child is stuck. If they land on a bee, they have an extra throw.

4 The players try to move from the top of the page to the bottom, moving from animal to

animal as the dice numbers allow. They should colour the paths they travel as they go.

5 They can only move if they know the name of the animal they are on. If they don't, they miss a turn. If they do, they throw again. If the second number doesn't match the paths available, they are stuck until their next turn. The first player to the end wins.

6 Ask a few individuals to tell you which animals they landed on by reading aloud their trail from start to finish.

FOLLOW-UP ACTIVITY:

In pairs, the children play a guessing game. Child A starts to draw one of the animals and child B has to guess which one it is. They then swap turns.

★ ★ ACTIVITY 3B: ANIMAL GAME

AIMS: To practise numbers 1-10

• To introduce animal vocabulary

LANGUAGE: As Activity 3A

TIMING: 30 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 3 per child. A dice per pair. Pictures of new animals.

WHAT TO DO:

1 Preteach the new animal names and practise them through whole class games, e.g. by guessing the animal being drawn on the blackboard and through pictures. See Activity 3A Steps 2-6.

7 The children should note down which number they use each turn and add them up as they go along. If you land on a bee it means double the total so far. This is good because the player with the highest total is the winner.

FOLLOW-UP ACTIVITY:

Each child should choose one of the animals and give a short description of it, e.g. *I've got 4 legs, I'm brown, I live in a tree.* They should then say this aloud to the class or a small group so that the others can guess the animal, e.g. *An elephant? No. A monkey? Yes.* etc.

★ ★ ★ ACTIVITY 3C: GAME/CLASS MATRIX

AIMS: To use animal vocabulary

• To classify animals using *which*

LANGUAGE: Numbers

• *Throw again, I'm/You're stuck* • *Ladybird, shark, monkey, spider, crocodile, zebra, octopus, cat, bird, butterfly, cow, rabbit, mouse, elephant, bee, kangaroo, frog, fish, lion, snake, horse, dog*

• *Live, fly* • *In/on, farm, Africa, Australia* • *Legs*

TIMING: 35 mins

GROUP SIZE: Pairs/Class

WHAT YOU NEED:

Photocopy 3 per child. Dice. Colours. Paper. Pictures of animals.

WHAT TO DO:

See Activity 3A Step 1.

2 Give out photocopy 3.

3 Once the animal names are known, the children can play the game in pairs. Each child throws the dice but can only move along a path if the number of the path matches the number on the dice. If it does not, the child is stuck. Teach *You're stuck/I'm stuck.*

See Activity 3A Steps 4-6.

7 Now play the game again, but this time the children should note down which number they use each turn and add them up as they go along. Landing on a bee means double the total so far. The player with the highest total is the winner.

8 Finally draw a class matrix on the board. Write the following categories down the left hand side: *animals which live in water/animals which fly/animals which live in Africa/animals which live on a farm/animals which live in Australia.* Write *0 legs/2 legs/4 legs/6 legs* along the top.

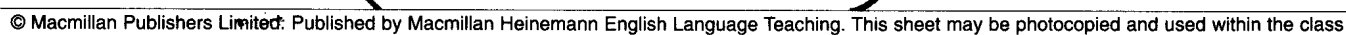
9 The children should help you fill in the matrix (some animals may appear twice) on the board.

10 In pairs, they can then play a guessing game, using the matrix on the board as a prompt, e.g. *A: I live in Africa. I've got no legs. B: You're a snake. A: Yes.*

FOLLOW-UP ACTIVITY:

Let the children work out which route to the bottom would carry the most points!

A simple line drawing of a bird in flight, facing left. The bird has a large, round head with a small beak and wide, staring eyes. A question mark is positioned above its head, indicating confusion. Its wings are spread wide, and a small, stylized cloud or puff of air is visible behind its back. The drawing is minimalist, using only black outlines on a white background.



Animals

★ ACTIVITY 4A: FIVE LITTLE SPECKLED FROGS SONG

AIMS: To read and sing a counting song • To practise numbers 1-5

LANGUAGE: Numbers 1-5

• *Frog, log, cool, pool, speckled*
• *Eat, sit, jump* • *Delicious, bug, munch, lunch* • *nice, little, most*

TIMING: 30 mins

GROUP SIZE: Class

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.90). Colours. Five paper frogs and five paper bugs (beetles). Blu-tack.

WHAT TO DO:

1 Draw a log on the board. Stick a paper frog on it. Teach *log* and *frog*. Use a coloured chalk to make speckles on the frog and the log. Teach *speckled*. Teach *on, sit, eat* and *bug*. Use a blue chalk to draw a pool. Draw a sun and suggest *it's hot on the log, but cool in the pool*. Teach *munch* and *jump* using mime.

2 Explain you will teach the children a song about five frogs (attach them one by one and let the class count them, forwards and backwards) who like to eat bugs. Use your paper bugs.

3 Play the cassette once and then teach the song line by line.

4 Let the children sing the song several times.

FOLLOW-UP ACTIVITY:

Five of the children can act out the song, sitting on a 'log' made of coats or jumpers, while the rest of the class sings the song.

★★ ACTIVITY 4B: THE HAPPY FROG SONG

AIMS: To read and sing a counting song • To practise numbers 1-5 • To introduce adjectives which describe feelings

LANGUAGE: Numbers 1-5

• *Frog, log, cool, pool, speckled*
• *Sit, jump, eat* • *Delicious, bug, munch, lunch* • *Happy, sad, sleepy, angry, frightened* • *Tree, rock, hole, leaf, flower*

TIMING: 30 mins

GROUP SIZE: Class

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.90). Colours. Five paper frogs and five paper bugs (beetles). Blu-tack. Visuals of *happy, sad, sleepy, angry, frightened* and *frog, log, pool, big, tree, rock, hole, leaf, flower*. An envelope (Follow-up).

WHAT TO DO:

See Activity 4A Step 1.

2 Use the photocopy and visuals to teach the adjectives *happy, sad, sleepy, angry* and *frightened*. Tell the children to number the frogs so that 1 = *the sad frog*, 2 = *angry frog*, 3 = *sleepy frog*, 4 = *frightened frog*, 5 = *happy frog*. Use the numbers to check understanding. Say *Happy Frog* etc. The class should say 1 etc. Then say the number and the class identifies the frog.

3 Explain you will teach the children a song about five frogs. Attach the paper frogs on the board and let the class count them, forwards and backwards.

4 Play the cassette (tapescript 4A) once and then teach the song line by line.

5 After the children have sung the song a few times, choose five children to come

and act out each of the frogs, as the rest of the class sing.

FOLLOW-UP ACTIVITY:

Team game *Where's the frog?*

1 Teach *tree, rock, hole, leaf* and *flower*. Show the children how each feature can be drawn very simply and quickly.

2 Split the class into two teams. Tell them you are going to "hide" a frog next to a tree, rock, hole, leaf or flower. The children draw one of the places on a piece of paper. They have one minute.

3 You draw the place you have chosen at the same time and put it in an envelope. Stop the class, open your envelope and see how many children from each team have drawn the same place as you. The team with the most children who have read your mind correctly wins a point. Repeat.

★★★ ACTIVITY 4C: WHICH ANIMAL?

AIMS: To practise the alphabet • To develop reading skills • To consolidate animal vocabulary

LANGUAGE: *Duck, giraffe, snake, monkey, parrot, elephant, rabbit, bug, kangaroo, zebra*

• *Which?* • *Jump, swim, fly, have, say, like* • *Ears, neck, legs*

• *Stripes, big, long, bananas*

TIMING: 20 mins

GROUP SIZE: Class/Ind

WHAT YOU NEED:

Photocopy 4 (bottom) per child. Pencils. Visuals of *duck, giraffe, snake, monkey, parrot, elephant, rabbit, bug, kangaroo, zebra*.

WHAT TO DO:

1 Use visuals or mime to introduce animal vocabulary. Check the alphabet.

2 Introduce *Which?* Then explain you will choose a letter which is the first letter of the first name of somebody in the class, e.g. *Which M sits next to Jo?* Answer = Mario.

3 Before showing the children the photocopy, practise body parts and teach any new words. Ask *Which D swims?* (question 2) and ask all the other questions orally as well.

4 Give out the photocopy and read it through. The children can then circle the correct answers, working individually.

5 Check answers as a class.

6 In pairs children ask each other the questions and give the answers.

ANSWERS:

Which B has six legs? (bug)

Which D swims? (duck)

Which E has big ears? (elephant)

Which G has a long neck? (giraffe)

Which K jumps around? (kangaroo)

Which M likes bananas? (monkey)

Which P flies? (parrot)

Which R has got long ears? (rabbit)

Which S doesn't have legs? (snake)

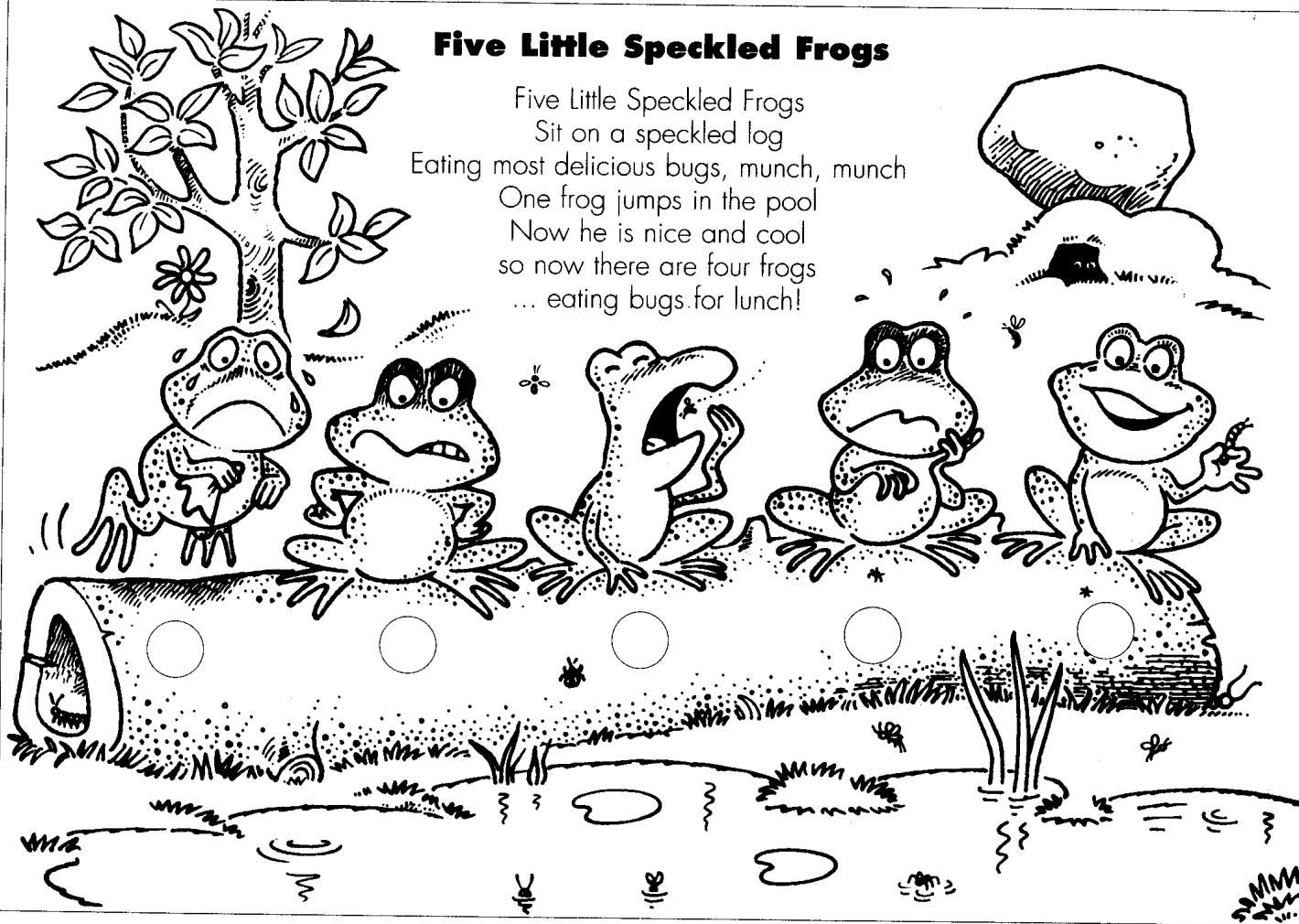
Which Z has got stripes? (zebra)

FOLLOW-UP ACTIVITY:

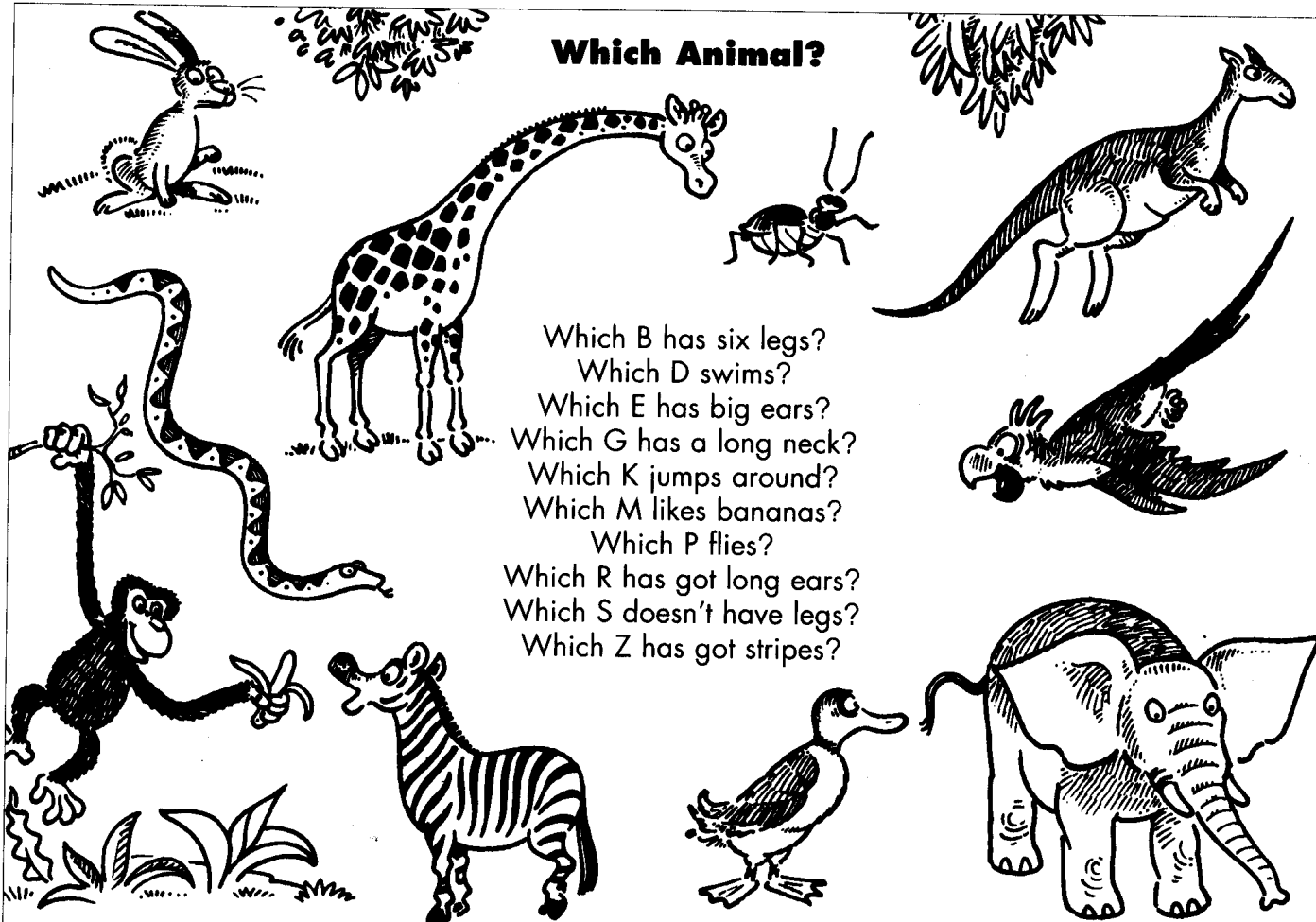
The children make up five puzzle questions about animals or other objects, and then ask a partner.

Five Little Speckled Frogs

Five Little Speckled Frogs
Sit on a speckled log
Eating most delicious bugs, munch, munch
One frog jumps in the pool
Now he is nice and cool
so now there are four frogs
... eating bugs for lunch!



Which Animal?



Which B has six legs?
Which D swims?
Which E has big ears?
Which G has a long neck?
Which K jumps around?
Which M likes bananas?
Which P flies?
Which R has got long ears?
Which S doesn't have legs?
Which Z has got stripes?

Our World

★ ACTIVITY 1A: WHICH WAY TO EARTH? □

AIMS: To introduce space vocabulary • To practise colours, numbers 1-10 and the alphabet • To follow a sequence e.g. a journey

LANGUAGE: *I come from ..., my name's ..., it's nice to meet you, Hello, how do you do?* • Numbers 1-10 • *Journey, stars, spaceship, monsters, planet, star, space, Earth* • *Green, yellow, red, purple, black, brown, white, orange, blue, pink* • *Letters A, B, C, D, X, Y, Z*

TIMING: 35 mins

GROUP SIZE: Ind/Class/Pairs

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.90). Colours. Pictures of *spaceship, monster, stars, planet.*

WHAT TO DO:

1 Show the class a picture of the earth or globe. Find out, in L1, which children have already travelled around the world. Ask *Where would you most like to go? What about other planets? Who would like to travel in space?*

2 Give out photocopy 1. Explain that some aliens are visiting our planet. Four strange spaceships are in the sky and three space monsters have already landed. Teach *spaceship, planet, star* and *monster*.

3 Tell the children they will hear descriptions of each planet. Play tapescript 1. The children make a small mark of colour on each planet as they listen. They can finish colouring the planets later. The children hold up their photocopies for you to check.

4 Explain that the class will now hear the monsters describe their various journeys from their spaceships to Our World. Play tapescript 2. The children listen and trace the routes, using a different colour for each monster.

5 Play tapescript 2 several times until the children have completed the journey.

FOLLOW-UP ACTIVITY:

The children draw the monster from spaceship D, decide its route, and draw in a fourth route. They should not show anyone else the route. Split the class into pairs. They then ask each other about the routes.

★★ ACTIVITY 1B: WELCOME TO OUR WORLD! □

AIMS: To practise colours and numbers to 10 • To introduce space vocabulary • To practise introductions • To understand descriptions of people

LANGUAGE: Colours

• Numbers 1-10 • *Spaceship, monster, planet, space, stars*

• *Head, legs, arms, feet*

• Alphabet • *Touch your ..., He/She has got ...*

TIMING: 40 mins

GROUP SIZE: Class/Ind/Pairs

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.91). Colours. Pictures of *spaceship, monster, planet, space.*

WHAT TO DO:

See Activity 1A Steps 1-3.

4 Teach the body parts needed for the activity. Use *Touch your ...* and point to your own head, legs, arms and feet. Get the children to point to each part in turn as you say it.

5 Put children into pairs. Explain you will say *A-feet B-head*. A must then touch B's feet and B must touch A's head. Stress safety and gentleness here. The children will have fun making body sculptures.

6 Explain that the children will hear a voice describe the monsters. Play the cassette, pausing where shown (/ /). The children should listen and colour the monsters' body parts.

7 Play the cassette a second and third time without pauses so the children can check themselves. Finally, working in pairs, they can describe one of the monsters e.g. *A: I've got ... a red head etc. B: You're X. A: Yes!*

FOLLOW-UP ACTIVITY:

Explain there is a missing monster which comes from spaceship D. The children can draw the monster and decide which route it took. Ask individuals to tell you the planets it visited. In pairs, children can describe their monsters to each other. Finally, let the children display their monsters so the rest of the class can see them all.

★★★ ACTIVITY 1C: MY SPACE MONSTER □

AIMS: To practise body vocabulary • To practise giving instructions • To understand the past tense • To revise colours

LANGUAGE: *Eyes, ears, hands, legs, arms, feet, face* • *He's got yellow eyes, green hands, blue feet and black ears* • *Very ... beautiful* • *I came/flew/visited/went/travelled*

TIMING: 30 mins

GROUP SIZE: Ind/Pairs

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.91). Colours. Pictures of *globe, eyes, ears, hands, legs, arms, feet, face.*

WHAT TO DO:

See Activity 1A Steps 1-2.

3 Explain you will play the cassette which will describe in the past tense the route each monster has taken to reach Earth. Check children understand *I came/I flew/I visited/I travelled ...* The children should listen and trace the route.

4 Play the cassette (tapescript 1).

5 Explain that next they will hear what one of the monsters (Z) looks like (tapescript 2). The children should listen once, then listen again and colour Z.

6 Practise body parts using pictures and the children themselves. Say *Show me your hands ... Touch your feet ... etc.*

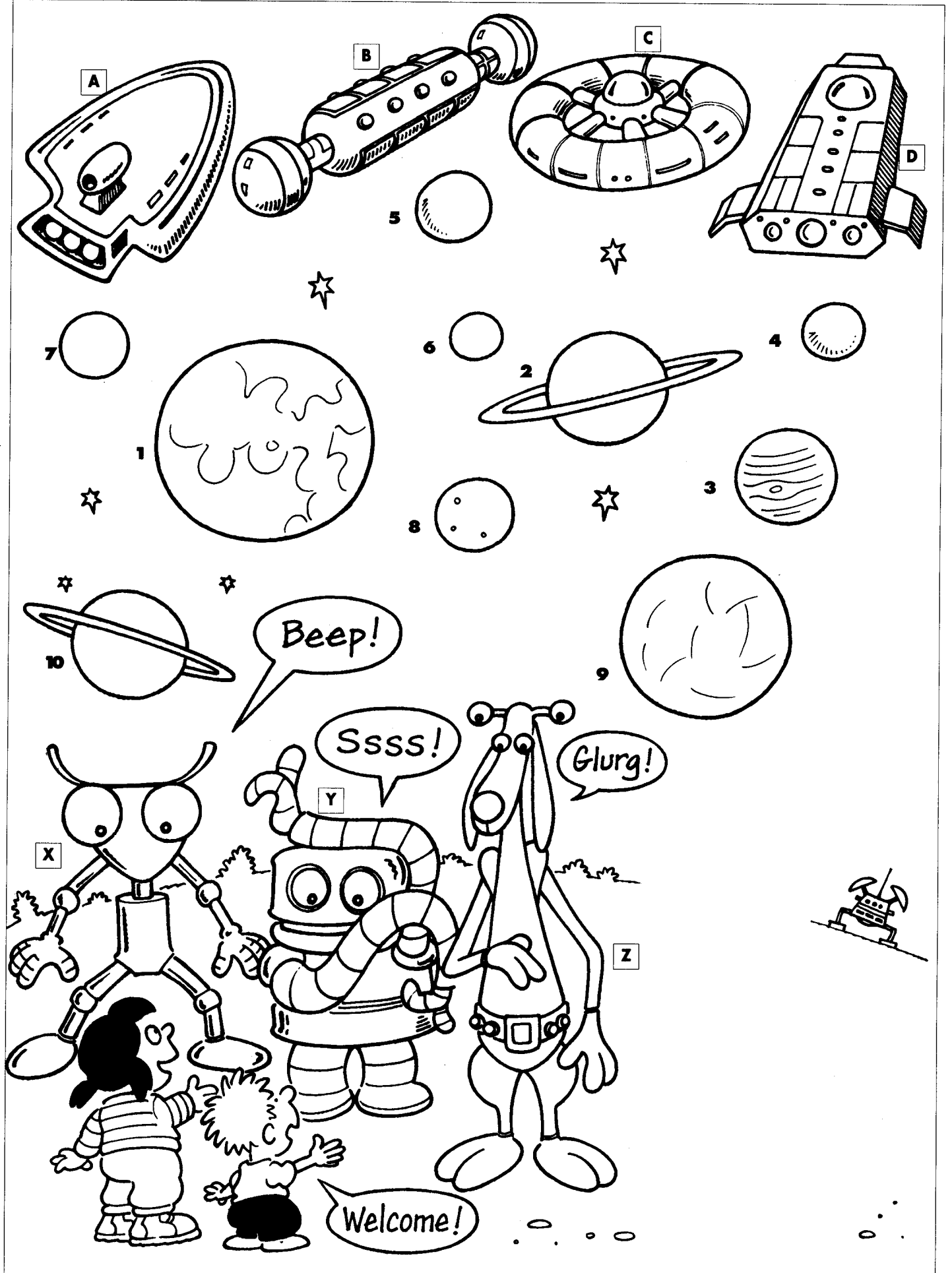
7 Put children into pairs and tell them to colour one monster each. A should colour monster X and B should colour Y.

8 Now, back-to-back they describe their monsters to each other (in the 3rd person) and colour what they hear, e.g. *My monster's got a green head and red eyes.*

9 Finally, the children can invent the monster which travelled in Spaceship 4, decide its route to Earth and share this with their partners, describing their monster and its route.

FOLLOW-UP ACTIVITY:

Each child could make a 10 item English dictionary of things found in our world in which the aliens might be interested. They should write their definitions in English and present the page of definitions in the same format as a dictionary.



Our World

★ ACTIVITY 2A: ROUND THE WORLD IN ONE LESSON!

AIMS: To develop listening skills

- To practise asking *where?* questions
- To introduce English names for countries

LANGUAGE: *Where am I? (you're) in ... Where are you?*

- *Great Britain (the UK), Mexico, France, Italy, Egypt, Greece, Russia, USA, Australia, Japan, India, Spain*
- *Cut, scissors, circle, round, push, pin, turn*

TIMING: 40 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Scissors. Split pins. A completed word wheel.

Colours. Cards with a country name on each card. Atlas (Follow-up).

WHAT TO DO:

1 Show the children how to make their wheels. Include *cut, scissors, circle, round, push, pin* and *turn* in the description. They should cut out the largest and smallest circles and join them together with a split pin so the wheels turn. Now tell them to colour one segment of the small wheel and write their name under that face. The rest of the faces are left blank.

2 Teach which country is which and how to say the English names.

3 Give out the cards to individuals and tell them how to say the country. The children say their country aloud and pass the card on to another child. Repeat in a chain.

4 Divide the class into pairs and explain they will play a *Round the World* game.

Call two children to the front to demonstrate.

5 The children should close their eyes and turn the small wheel. When they open their eyes, the small wheels will show which country each child is in. Each child should say *A: Where are you? I'm in ... B: I'm in ...*

6 Both children should tick the country on their wheel which they have visited and have another go. The first child to visit all countries is the winner.

FOLLOW-UP ACTIVITY:

Let the children find the countries in their atlases.

★★ ACTIVITY 2B: WHERE ARE YOU?

AIMS: To practise using English names for countries

- To practise asking about location
- To practise 3rd person simple

LANGUAGE: *Where are you? (I'm) in ... Where am I? You're in ...*

Where's ...? (He/She's) in ...

- *Great Britain (the UK), Mexico, France, Italy, Egypt, Greece, Russia, USA, Australia, Japan, India, Spain*

TIMING: 40 mins

GROUP SIZE: Class/Group

WHAT YOU NEED:

Photocopy 2 per child. Split pins.

Scissors. Colours. Cards with one country name on each card. Travel brochures (Follow-up).

WHAT TO DO:

1 Show children how to make their wheels by cutting out the largest and smallest circles and joining them together with a split pin so they can turn. Now tell them to write six sets of initials under the faces on the small wheel (themselves plus five friends, making a group of six).

See Activity 2A Steps 2-3.

4 Children close their eyes and turn the inner wheel. When they open their eyes, the inner wheel will show the country each of the children has visited.

5 The children can now work in groups of six. Each child should hold their wheel securely in their hand. They can ask each other questions within the group, e.g. *A: Where am I? B: You're in ... A: Where*

are you? B: I'm in ... A: Where's Mario/Maria? B: He's/She's in ...

6 The children repeat this process working their way round the other children and keeping the wheels still.

FOLLOW-UP ACTIVITY:

The children, in pairs, could design some travel posters (using old travel brochures if possible) and identify three good things about the country they have chosen e.g. *It's hot. The sea is blue. The food is good.* They could prepare a short publicity presentation to give to the rest of the class, still working in pairs.

★★★ ACTIVITY 2C: WHERE ARE YOU GOING?

AIMS: To practise using the English names of countries

- To practise using forms of transport
- To practise asking *where?/how?* questions

LANGUAGE: *Where are you going? • Helicopter, train, plane, car, bus, boat • How are you going to travel? By ... • Great Britain (the UK), Mexico, France, Italy, Egypt, Greece, Russia, USA, Australia, Japan, India, Spain*

How are you going to travel? By ... • Great Britain (the UK), Mexico, France, Italy, Egypt, Greece, Russia, USA, Australia, Japan, India, Spain

How are you going to travel? By ... • Great Britain (the UK), Mexico, France, Italy, Egypt, Greece, Russia, USA, Australia, Japan, India, Spain

TIMING: 40 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Split pins.

Scissors. Pictures of helicopter, train, plane, car, bus, boat.

WHAT TO DO:

1 Show children how to make their wheels. They should cut out all three circles and join them together with a split pin so they can turn. The smallest should be in the centre and the largest on the outside.

2 Now tell them to write their name and five other children's names under the faces on the smallest wheel. Teach the country names.

See Activity 2A Step 3.

4 Teach the forms of transport and teach *How are you going? By ...* Model the dialogue with a child at the front of the class. Call out two other children and let them demonstrate the exchange. *A: How are you going to travel? B: (closes eyes, turns wheels and looks to see which form of transport matches his own name) By ...*

5 The innermost wheel shows the name of the child. The middle wheel shows the form

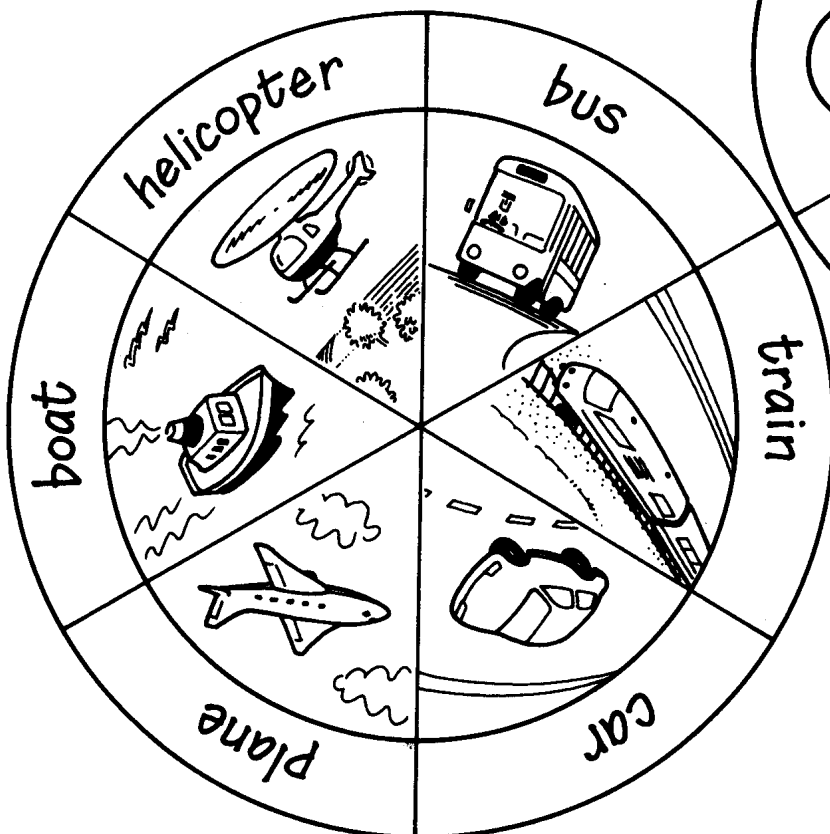
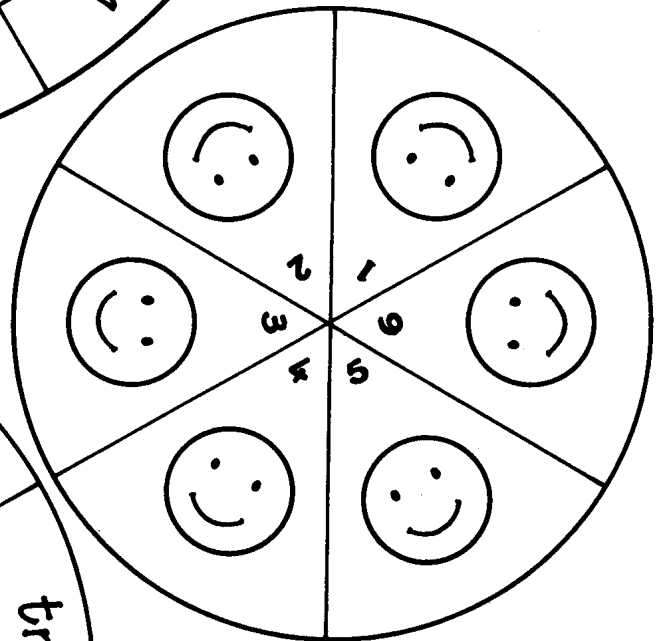
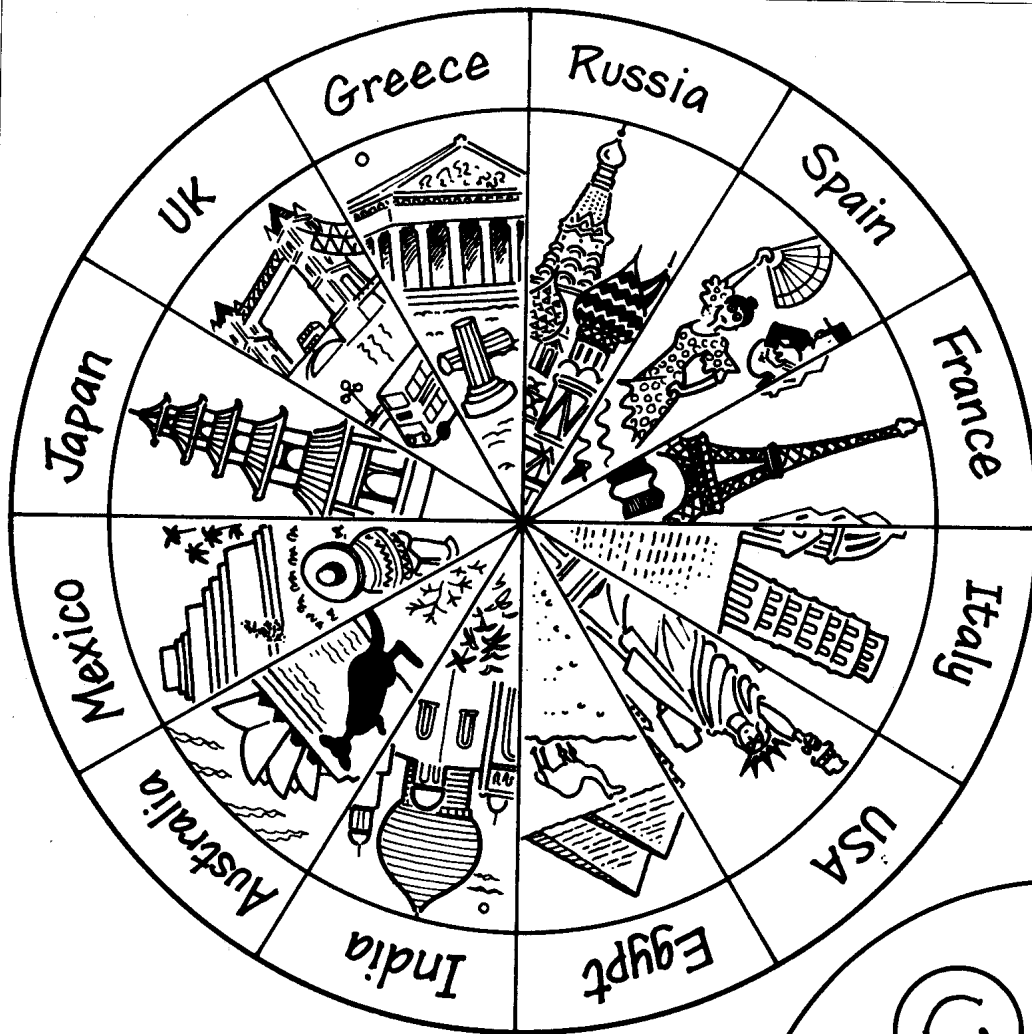
of transport each child will use to travel to a country. The countries are shown on the largest wheel.

6 The children can now work in pairs. They swap roles and keep going until they have visited six of the countries on the wheel. The first child to visit six different countries wins.

8 Extend to talking about other children on the wheel, e.g. *A: Where is ... going? B: He's going to ... A: How (is he going to travel)? B: By ...*

FOLLOW-UP ACTIVITY:

Let the children set up a roleplay in a travel agency and ask for tickets to different destinations e.g. *A: London, UK please. B: Here you are. A: How much is it, please? B: ... (local currency).*



Our World

★ ACTIVITY 3A: THE ENGLISH SPEAKING WORLD GAME □

AIMS: To read a world map in English • To practise numbers 1-6

• To talk about destinations

LANGUAGE: Numbers 1-6

• *Map, world • Great Britain (the UK), Ireland, Canada, USA, Australia, South Africa • I'm going to ..., I've got a ... • Circles*

• *Where are you going?*

TIMING 30 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 3 per child. Cassette (tapescript p.91). Colours. Scissors.

One dice per pair of children.

A world map or globe. Travel brochures (Follow-up).

WHAT TO DO:

1 Teach the English names shown on the map. Practise saying the names aloud as a class and chanting them. Play the cassette.

2 Give out photocopy 3. Tell the children to cut off the strips around the map. At this level, they only need the strip with the squares. Each child colours his/her numbered squares with his/her own colour.

3 Play the game in pairs, using dice. The children have to throw a 1 to start. When they throw a 1, they put the square labelled 1 on the UK on the map. They then have to throw a 2 to get to America.

4 Model the exchange at the front of the class with one of the children: *I've got a 1! I'm going to the UK. I've got a 2! I'm going to the USA. I've got a 3! I'm going to Canada.*

5 Explain that if a child doesn't throw the number they need, they are stuck until their next turn. The children take turns.

6 The first child to reach Australia and return to the UK (another 1) wins.

7 Play the game again with the whole class. Copy the photocopy onto the board and ask individuals to throw the dice for you. *Ah! We've got a 4 ... Where are you going? We're going to Ireland.*

FOLLOW-UP ACTIVITY:

Collect some travel brochures and let the children cut out pictures of a destination. They can then ask ten other children e.g. *A: Where are you going (on holiday)? B: (I'm going to) Spain. etc.*

★★ ACTIVITY 3B: WHERE ARE YOU GOING? □

AIMS: To practise asking questions • To read a world map in English • To practise numbers 1-12 • To describe forms of transport

LANGUAGE: Numbers 1-12

• *Map, world • Great Britain (the UK), Ireland, Canada, USA, Australia, Japan, South Africa, India, Spain, Argentina, New Zealand, Sweden • Plane, boat, train, bus, helicopter, balloon • I've got ...*

TIMING 30 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 3 per child. Cassette (tapescript p.91). Scissors. One dice per pair of children. Pictures of *plane, boat, train, bus, helicopter, balloon*. A globe.

WHAT TO DO:

See Activity 3A Steps 1-2. (The children will need all the numbers and pictures, except for the objects strip.)

3 Teach the other countries: *Japan, India, Spain, New Zealand, Argentina and Sweden*. The children label these in English (next to the triangles) on the maps. Number the map triangles from 7-12, in any order.

4 Hold up the pictures one by one and elicit from the class the appropriate form of transport, e.g. *I'm going by ...*

5 The children now play a game in pairs, using their dice. They should spread their squares and triangles face up but the transport squares should be face down.

6 They have to throw a 1 to start. When they throw a 1, they put the square labelled 1 on the UK on the map. They then have to throw the numbers up to 6, visiting the countries one by one.

7 Model the exchange at the front of the class with one of the children: *A (throws dice): I've got a 1! B: Where are you going? A: I'm going to the UK. (turn over a transport square = bus). B: How (are you going)? A: I'm going by ... bus.*

8 As the children move around, they place the cut out squares on the map.

9 Next the children start on the triangles. The dice is thrown twice, and the numbers are added up to make a total for each turn. If the total thrown is for a place already visited, the child is stuck until their next turn.

10 The first child to visit all the countries wins.

FOLLOW-UP ACTIVITY:

The children act out a short travel agency role play, e.g. *A: A ticket to New Zealand, please. B: How are you going? A: I'm going by plane. B: Here you are sir/madam. A: Thank you.*

★★★ ACTIVITY 3C: GOING ROUND THE WORLD GAME □

AIMS: To practise asking *where, how, what* questions • To describe forms of transport • To widen travel vocabulary

LANGUAGE: As Activity 3B

plus • *Teddy bear, camera, hat, passport, sunglasses, suitcase*

• *Where are you going? How are you going? What are you taking? I'm going to/I'm going by ... I'm taking my ...*

TIMING: 40 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

As Activity 3B plus pictures or realia of *teddy bear, camera, hat, passport, sunglasses, suitcase*.

WHAT TO DO:

See Activity 3A Steps 1-4.

5 Teach the objects shown along the bottom strip, using pictures or realia. Ideally, take in a suitcase and pretend to pack it, e.g. *T: What am I taking? I'm taking my passport ... etc.* Get a child to come and pack the suitcase. *T: What are you taking? A: I'm taking my ...*

6 Explain that the children are going to play a game in pairs, using their dice. They should spread their squares and triangles face up but the transport and the object pictures should be face down in two piles.

7 They have to throw a 1 to start. When they throw the 1, they can put the square labelled 1 on the UK. They then have to

throw any number up to six, and visit the countries one by one in any order. Each time a child goes to a new country, they should conduct this exchange: *A: Where are you going? B: (throws dice) I've got a three. I'm going to Canada. A: How are you going? B: (turns up transport square) I'm going by balloon. A: What are you taking? B: (turns up object square) I'm taking a/my passport.*

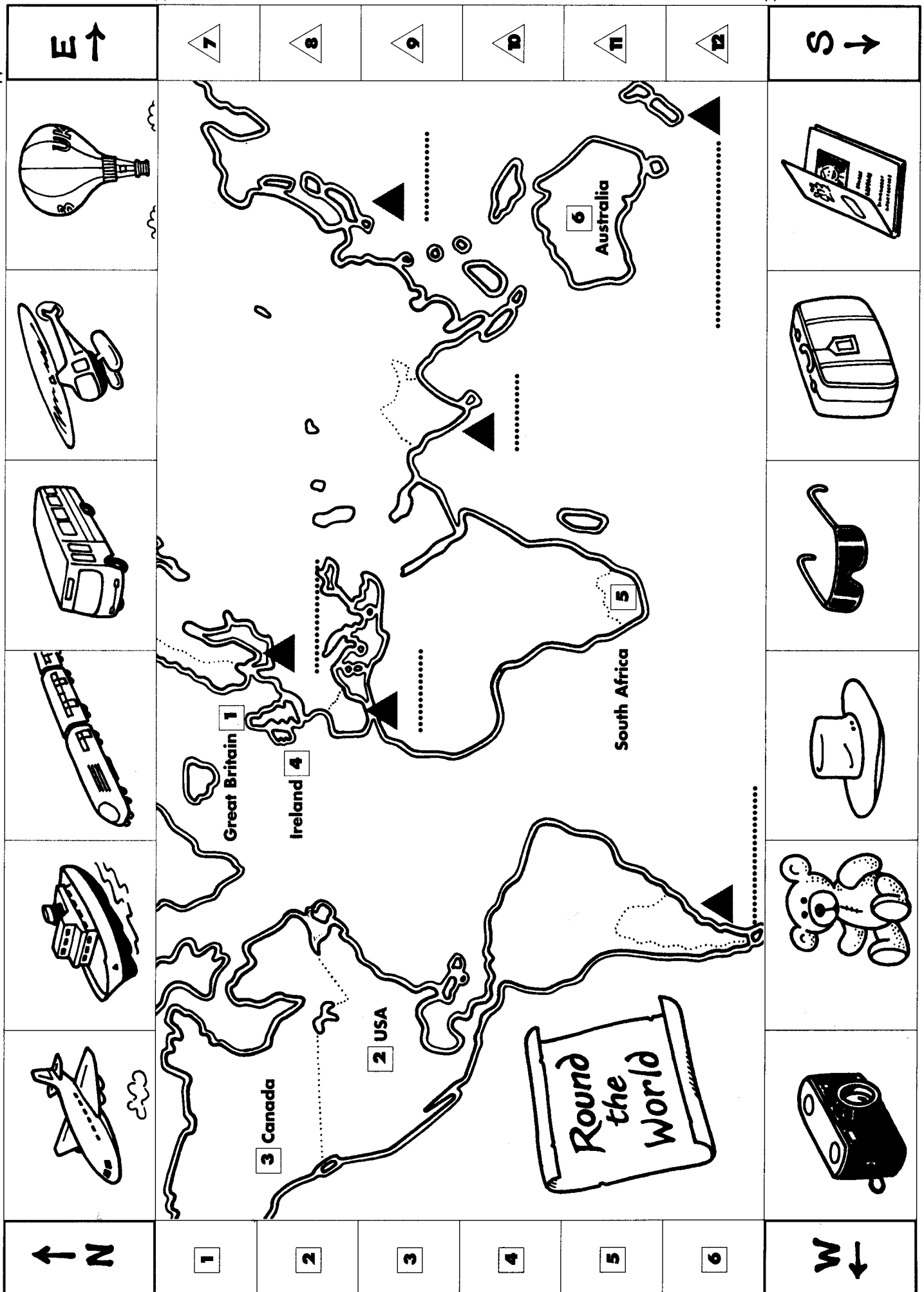
8 The first child to visit all the countries wins.

FOLLOW-UP ACTIVITY:

The children draw something from each country, labelling it with an adjective of nationality e.g. *a Canadian stamp, a South African flower*, etc. They could make an international class display from each place.

Our World

3



Our World

★ ACTIVITY 4A: SONG: I'VE GOT THE WHOLE WORLD IN MY HANDS □

AIMS: To practise describing possessions • To practise using *I've got ...* • To use pronouns *he, she, it*
LANGUAGE: *Hands, in, my, his, her, your, our, their, whole world • I, you, he, she, we, they ... • I've got ...*

TIMING: 30 mins

GROUP SIZE: Class

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.91). Blu-tack. Pronouns - *I, you, he, she, we, they* on pieces of paper. Possessives - *my, your, his, her, our, your, their* on different pieces of paper.

WHAT TO DO:

1 Teach children the pronouns and their possessives *his, her, my, your, their, our*. Ask pairs or individuals to make up a short sentence with one of the possessives in it, e.g. *I like your shoes.*

2 Use personal possessions in the classroom to demonstrate which possessive should be used. All children hold up something which belongs to them, e.g. *She's got a red pen. Is it my pen? Is it his pen? Your pen? No, it's her pen.* etc.

3 Attach the pronouns to the board and give the possessives to individuals. They should try and match the possessive to the pronoun, e.g. *he/his, she/her, I/my, you/your, they/their, we/our.*

4 Explain that the children are going to learn an action song about the world. Teach the following actions. For *I*, the children should point to themselves. For

you, they point to each other. For *he/she*, they point to someone of the appropriate gender. For *we*, they link arms with their neighbours. For *they*, they point to another pair. They should also include these actions: For *Whole world*, they can make a big circle above their heads. For *In my/your/our hands*, they should bring their hands down to cup them.

5 Play the cassette. Let the children follow the song, just doing the actions at least twice before they learn the words.

FOLLOW-UP ACTIVITY:

The children change the words using: *We've got ... (your country's name) in our hands; We've got ... (the town of ...) in our hands...; We've got ... (street for school) street in our hands; We've got ... (name of school) school in our hands* etc

★★ ACTIVITY 4B: SONG - WIDER VOCABULARY □

AIMS: To practise vocabulary of natural features • To enable pupils to add lyrics of their own

LANGUAGE: *Rivers, mountains, birds, animals, flowers, trees*

• *Hands, in, my, his, her, your, our, their, whole world • I, you, he, she, we, they ..., I've got ...*

TIMING: 35 mins

GROUP SIZE: Class/Group

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.91). Colours. Blu-tack. Cards. Pictures of *rivers, mountains, birds, animals, flowers, trees*. Paper.

WHAT TO DO:

1 Use the pictures to teach *mountains, rivers, houses, families, birds, animals, flowers and trees*. Write the words on pieces of paper and attach them to the blackboard, next to each visual.

2 Agree an action for each word with the class e.g. for *river*, you could use one hand moving up and down like waves to represent water. For *bird*, you could use two hands to represent wings etc.

3 Explain that the children are going to learn a song about the world.

4 Play the cassette through, then play it verse by verse, teaching the words.

5 Split the class into groups and give each group one verse. Use the word cards as prompts, indicating one group of children at a time to sing a specific verse.

6 Ask the class to suggest other words which could make new verses for the song and sing them altogether, e.g. *girls, boys, and babies, lots of people, hills and valleys, sun, moon and stars* etc.

FOLLOW-UP ACTIVITY:

Let each of the children make a small book showing all the features, e.g. *rivers, mountains, birds and animals, flowers and trees*. They can give it the title *My World*.

★★★ ACTIVITY 4C: THE KEY OF THE KINGDOM □

AIMS: To introduce location vocabulary • To practise definite/indefinite articles • To learn a traditional British rhyme/riddle

LANGUAGE: *Town, city, house, key, kingdom, flowers, basket, bed, room, street • This ..., there is ..., there are ... • Whose ...?*

TIMING: 20 mins

GROUP SIZE: Ind

WHAT YOU NEED:

Photocopy 4 (bottom) per child. Cassette (tapescript p.91). A key, preferably large and old. A basket. A few fresh flowers. Pictures of *bed, room, house, street, king*.

WHAT TO DO:

1 Show the class the key. Ask them for words which rhyme with *key* e.g. *knee, tea, sea, we, he, she*. Discuss in L1 how some poems and songs rhyme while others do not.

2 Explain you are going to show them an old English riddle. Explain *riddles* in L1. A riddle is a poem which requires the reader or listener to guess the subject of the riddle.

3 Establish whether the place the children live is a village, town or city. Is the school in a big street or a small street?

4 Show a picture of a king. Explain a country with a king can be called a kingdom. Tell the class the key belongs to the king. *Whose key is this? It's the king's.*

5 Read the poem to the class. Then ask them what they think the writer was trying to do (go from large to small).

6 Read the first verse again and ask the class to read it aloud as well.

7 Explain you are going to play the cassette so the children can hear the reverse (from small to large). They have to listen and then write in the missing words in the second verse. Point out that the tapescript doesn't tell us what is in the basket.

8 The children have to decide what they want in their basket. They should draw their object in the empty box. Explain you have chosen flowers to go into the basket. Show fresh flowers and your basket.

FOLLOW-UP ACTIVITY:

The children can illustrate and label the riddle, drawing and labelling each of the items. Each child chooses something original for the object in the basket.

I've got the whole world in my hands

I've got the whole world in my hands
I've got the whole world in my hands
I've got the whole world in my hands
The whole world in my hands

You've got the whole world in your hands
You've got the whole world in your hands
You've got the whole world in your hands
The whole world in your hands.

She's got the whole world in her hands
She's got the whole world in her hands
She's got the whole world in her hands
The whole world in her hands.

He's got the whole world in his hands
He's got the whole world in his hands
He's got the whole world in his hands
The whole world in his hands.

They've got the whole world in their hands
They've got the whole world in their hands
They've got the whole world in their hands
The whole world in their hands

We've got the whole world in our hands
We've got the whole world in our hands
We've got the whole world in our hands
The whole world in our hands.



This is the key of the kingdom

This is the key of the kingdom:
In the kingdom there's a city,
In the city there's a town,
In the town there's a street,
In the street there's a house,
In the house there's a room,
In the room there's a bed,
On the bed there's a basket,
In the basket there's a ...

There's a in the basket,
There's a basket on the bed,
There's a bed in the
There's a room in the
There's a house in the
There's a street in the
There's a town in the
There's a city in the kingdom:
This is the key of the kingdom!



Christmas

★ ACTIVITY 1A: FATHER CHRISTMAS GETS STUCK! □

AIMS: To introduce Christmas vocabulary • To understand the present simple • To introduce actions: *give, climb, stop, pack, fly, wave*
LANGUAGE: *Down, present, twelve, Father Christmas/Santa Claus, 24th, baby, girl, boy, boots, door, chimney* • *Give, climb, stop, pack, fly, wave, wake up, pull, open* • Colours • *Colour the ...*
TIMING: 45 mins
GROUP SIZE: Class/Ind
WHAT YOU NEED: Photocopy 1 per child. Colours. Cassette (tapescript p.91). Blu-tack. Pictures of above vocabulary.

WHAT TO DO:

- 1 Stick a picture of Father Christmas on the board. Explain he can be called *Father Christmas* or *Santa Claus*.
- 2 Give each child photocopy 1. Let them study the pictures and discuss the story in L1.
- 3 Teach vocabulary that children can colour in e.g. *present, door, boots*. Explain that the children will hear the cassette telling them which picture to look at and what to colour. Play the cassette (tapescript 1).
- 4 When everyone has coloured the items, go around the class and check.
- 5 Teach the verbs *pack, fly, stop, climb, wake up, pull, give, open* and *wave*. Mime *packing*. Ask in L1 *What am I doing?* Elicit

response in L1. Say in English *What am I doing? I'm packing. Packing.* Get the children to repeat the *ing* form *Packing*.

6 Next give the children a word and an instruction e.g. *Giving. Giving a present* which they can all mime. Mime the action yourself.

7 Play the cassette (tapescript 2). The children listen to the story and follow the pictures.

8 Discuss the story. What happened to Father Christmas? Play the cassette again.

FOLLOW-UP ACTIVITY:

The children can mime the story as they listen to the story again.

★★ ACTIVITY 1B: FATHER CHRISTMAS STORY SORT OUT □

AIMS: To introduce Christmas vocabulary • To introduce actions: *give, climb, put, stop, find, eat, pack, put, fly, wave* • Present simple and continuous
LANGUAGE: As Activity 1A (except for Colours) plus • *find, eat, put* • *Happy, fat, big*
TIMING: 45 mins
GROUP SIZE: Class/Ind
WHAT YOU NEED: Photocopy 1 per child (first delete picture numbers). Cassette (tapescript p.91). Blu-tack. Glue. Blank paper per pair. Pictures of *Father Christmas, Christmas present, chimney*. One envelope per pair containing the photocopy cut up into pictures.

WHAT TO DO:

- 1 Stick a picture of Father Christmas on the board. Ask the children to think of as many words as possible to describe him, e.g. *happy, fat, red, old, funny, heavy*.
- 2 Mime *pack, presents, fly, stop, climb, wake up, pull, give, open* and *wave*. Ask in L1 *What am I doing?* Mime *packing*. Elicit response in L1. Say in English *What am I doing? I'm packing. Packing.* Get the children to repeat the *ing* form *Packing*.
- 3 Give the children a word and an instruction e.g. *Giving. Giving a present* which they can all mime. Mime the action yourself.
- 4 Give out the envelopes, blu-tack, glue and paper. Explain that the story is about Father Christmas but it is all jumbled up.

5 Play the cassette (Activity 1A tapescript 2). The children must listen carefully to the cassette and number the pictures. Then check the correct numbers.

6 The children should listen to the story at least twice and put the pictures in the correct sequence. Check each child's sequence before they stick down the story pictures onto their blank piece of paper.

7 Play the cassette again and pause after each frame so the children can repeat the narrative.

FOLLOW-UP ACTIVITY:

Play *Simon says* to review the new action words along with others the children already know.

★★★ ACTIVITY 1C: FATHER CHRISTMAS GOT STUCK! □

AIMS: To introduce Christmas vocabulary • To understand the simple past • To sequence a story
LANGUAGE: Actions: *packed, went, flew, stopped, climbed, woke up, pulled, gave, opened, waved, laughed* • *Down, present, Father Christmas, boy, baby, boots, door, chimney, sky* • *old, happy, fat, red, funny, heavy* • *Coat, boots, hat, buttons* • *What's he wearing?* • *Ready, steady, go* • *Was ...*
TIMING: 45 mins
GROUP SIZE: Class/Pairs
WHAT YOU NEED: Photocopy 1 per child. Cassette (tapescript p.91). Scissors. Glue. A piece of A4 paper per child. Pictures of *Father Christmas, boots, present, door, sky, chimney*.

WHAT TO DO:

- 1 Give each child a copy of photocopy 1. Let them study the pictures and discuss the story.
- 2 Introduce items of new vocabulary using realia or visuals of *boots, present, chimney, door* and *sky*. Teach action vocabulary items through mime: *pack presents, fly, stop, climb, wake up, pull, give, open* and *wave*. Teach the simple past form of each verb.
- 3 Play the cassette. The children listen to the story and follow the pictures.
- 4 The children cut up the pictures. Start to tell the story, reading the tapescript but omitting the picture numbers, e.g. *(Picture 1) It was December 24th. It was Christmas Eve. Father Christmas packed his Christmas presents. (Picture 2) He flew very fast through the sky.* As you tell the story, the children should hold up the correct picture for each sentence.

5 Get the class to retell the story in pairs, still using the past tense.

6 Each pair shuffles the pictures. You say *Ready, steady, go*. The pairs have to race each other to see who can be first to put the pictures in the correct order. Play the cassette again so they can check the order themselves.

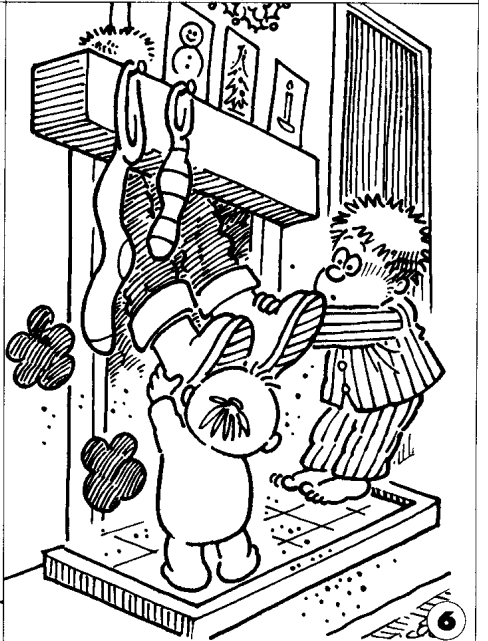
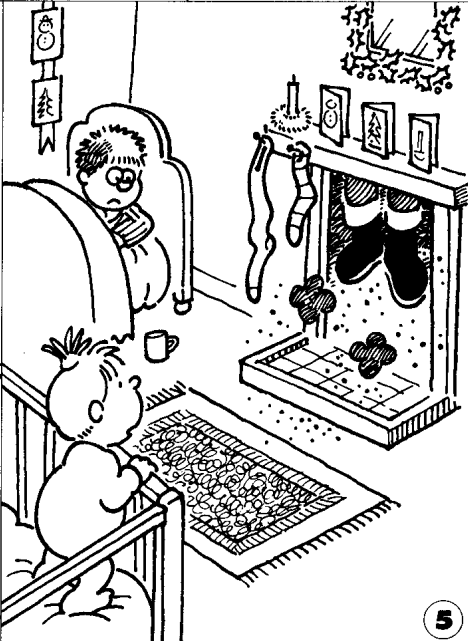
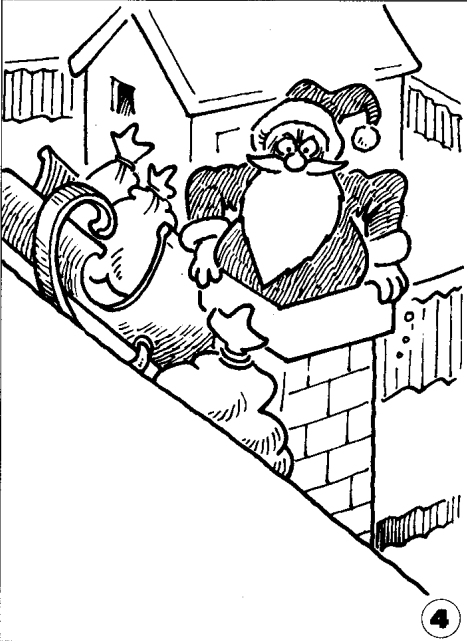
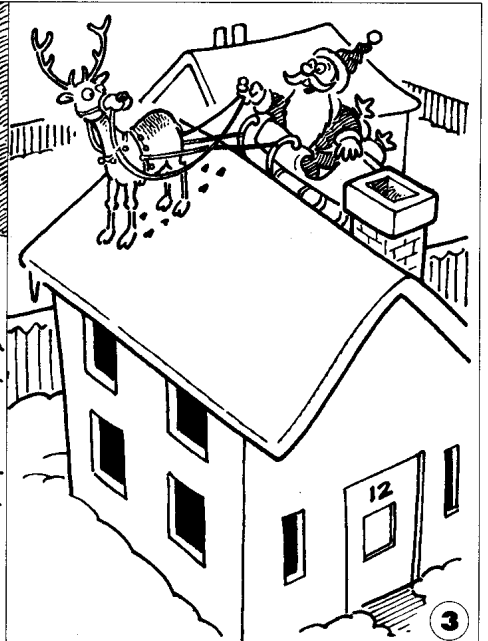
7 The children make zigzag books by folding their A4 piece of paper in half length ways. They then stick the pictures in the correct sequence. Write the captions on the board in the wrong order. The class then copy the sentences under the correct pictures.

FOLLOW-UP ACTIVITY:

Make a Christmas display with Father Christmas stuck in the chimney. Use this to illustrate items of Christmas vocabulary.

Christmas

1



Christmas

★ ACTIVITY 2A: CHRISTMAS FORTUNE TOY

AIMS: To ask and answer questions with Christmas vocabulary

• To encourage children to use Christmas greetings • To increase awareness of syllables • To practise using toys vocabulary

LANGUAGE: *What's this? It's a ...* • *Fold, cut, colour, pull out a present ...* • **Toys:** horse, ball, bike, skateboard, radio, cat, computer, roller skates • *Cracker, star, present, tree, pudding, Father Christmas, angel, card, decorations, snowman, stocking, cake, reindeer*

TIMING: 40 mins

GROUP SIZE: Ind/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Colours. Scissors. Pictures of vocabulary on photocopy 2.

WHAT TO DO:

1 Teach the vocabulary items on the photocopy using visuals.

2 Make a Feelie bag (Father Christmas's sack) and put the vocabulary cards inside. Call a child (Father Christmas) to the front. Say *Please pull out a present, Father Christmas*. The child puts in their hand and pulls out a card so that the class can't see the picture. Then ask *What's this?* and individuals guess. The first to guess correctly keeps the present and becomes the next Father Christmas.

3 Mime the items, asking *What's this ...?* before you mime each one. Let children clap the rhythm of each item so they understand how words are divided into syllables.

4 Give out photocopy 2. Explain that there are 20 Christmas presents hidden around the edge and a fortune toy in the centre.

5 Show the children how to cut out the central square, leaving the border almost intact, following the lines.

6 Demonstrate how to make the fortune toy using *fold*. Fold each corner underneath into the middle, creating a smaller square. Then fold the new corners over the top, so they join in the middle.

7 Call one child to the front to be your partner. Demonstrate how to use the toy, e.g. A: *What's this?* B: *Father Christmas*. A: *(moves the toy 4 times)*. *What's this?* B: *Cracker*. A: *(moves the toy 2 times)*. *Here's your present. It's a ... (ball)*. *Happy Christmas!* B: *Thank you!*

8 Split the class into pairs and let them use their fortune toys.

FOLLOW-UP ACTIVITY:

Play the feelie bag game again.

★★ ACTIVITY 2B: WHAT WOULD YOU LIKE?

AIMS: To use Christmas and toys vocabulary • To use syllables and stress patterns • To express wishes

LANGUAGE: *I'd like ... What's this? It's a ...* • *Cracker, star, tree, present, pudding, Father Christmas, angel, card, decorations, snowman, stocking, cake, reindeer, roller skate* **Toys:** horse, ball, bike, skateboard, radio, cat, computer, roller skates

TIMING: 45 mins

GROUP SIZE: Ind/Pairs

WHAT YOU NEED:

Photocopy 2 per child. An A4 piece of paper per child. Glue. Colours. Pictures of vocabulary on photocopy 2.

WHAT TO DO:

See Activity 2A Steps 1-4.

5 Show the children how to cut out the central square while leaving the border, following the scissors. Go through the vocabulary on the border again. There are twenty hidden things for the children to find and circle (or colour). Once they have finished, ask them to put the borders safely on one side for the Follow-up.

See Activity 2A Step 6.

7 Call one child to the front to be your partner. Demonstrate how to use the toy, explaining that players don't always get what they ask for! A: *What would you like?* B: *Cracker*. A: *Crack-er*. Now what

would you like? B: *Father Christmas*. A: *Fath-er Christ-mas*. *Here's your present - it's a horse!* B: *Thank you!*

8 Split the class into pairs and let them use their fortune toys.

FOLLOW-UP ACTIVITY:

Let the children colour the border and stick it onto a plain sheet of paper. Inside the border the children can draw a stocking shape and inside the stocking they can then draw what they would like for Christmas. Model the exchange and let children work in pairs, going around the class, e.g. A: *What would you like?* B: *I'd like a ...* What would you like? A: *I'd like a ...* etc.

★★★ ACTIVITY 2C: LET'S SPELL FATHER CHRISTMAS!

AIMS: To introduce Christmas vocabulary (*I Spy*) • To practise reading and spelling in English

• To express desire • To use the language of exchanging presents

LANGUAGE: Alphabet • *What would you like? Here's your present. It's a ...* • *Happy Christmas! Thank you!* • *Cracker, star, present, tree, pudding, Father Christmas, angel, card, decorations, snowman, stocking, cake, reindeer, roller skate* **Toys:** horse, ball, bike, skateboard, radio, cat, computer, roller skates

TIMING: 45 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Scissors. Glue. Pictures of vocabulary on photocopy 2. Wrapping paper (Follow-up).

WHAT TO DO:

1 Teach the items of vocabulary which appear on the toy. Use visuals, attaching them to the board. Play *I Spy*. Say *I spy something red/something beginning with C* etc. The children guess the item you are describing, e.g. *a cracker*.

2 Write the names of each vocabulary item on the board. The children should spell the words aloud as a class. C-R-A-C-K-E-R.

3 Show the children how to fold and make the toy (see Activity 1 Step 6 for instructions). They can then play with it.

4 In pairs, the children can spell the chosen word aloud as they move the toy on each letter, e.g. child A chooses *cracker*, so child B spells C-R-A-C-K-E-R. On each letter, he should move his fingers inside the toy. When the last letter is said aloud, the fortune toy should stay open at that point.

Child A can then choose another image.

5 Demonstrate how to use the toy at the front of the class, with one child as your partner. A: *What would you like?* B: *Father Christmas*. A: *F-A-T-H-E-R C-H-R-I-S-T-M-A-S*. A: *Now what would you like?* B: *Cake*. A: *C-A-K-E*. B: *Ok, here's your present. It's a bike!* *Happy Christmas!*

6 The children play with their toys in pairs.

FOLLOW-UP ACTIVITY:

Each child draws a toy on a piece of paper. They then "wrap up" the picture in a piece of wrapping paper. As a class, make a label for each child, e.g. *To... Love Father Christmas XXX*. Attach the labels to the "wrapped" presents and have a present opening ceremony, e.g. A: *What have you got, Maria?* Maria: *I've got a ... Thank you, Father Christmas!*

Christmas

2



Christmas

★ ACTIVITY 3A: FATHER CHRISTMAS'S JOURNEY

AIMS: To use the language of board games • To understand present simple • To practise numbers 1-25

LANGUAGE: *Go forwards ..., backwards ..., miss a turn, throw the dice, It's my turn* • Present simple tense • Numbers 1-25 • Colours • *Reindeer, chimney, map, sleigh, asleep*

TIMING: 45 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 3 per child. Coloured

pencils. Dice per pair of children.

Pictures of *reindeer, chimney, map, sleigh, asleep*.

WHAT TO DO:

1 Write numbers 1-25 on the board. As a class, count forwards and backwards.

2 Give each child photocopy 3 and discuss what happens to Father Christmas. Teach *reindeer, chimney, map, sleigh* and *asleep*, using visuals. Check understanding by describing a square, e.g. *Father Christmas is asleep* and the class say which number it is, e.g. 7, 11 or 19.

3 Tell the children to colour certain squares and parts of pictures with specific colours e.g. *Colour the sleigh green, colour Father Christmas's clothes red, colour square 6 blue* etc.

4 Draw part of a game on the board to check understanding, e.g. squares 1-10, and use it to teach or practise for playing

games: *Go backwards, go forwards, miss a turn, throw the dice, it's my turn* etc. Teach *Miss a turn, back 3, forwards 2* and show the children how these phrases are written.

5 Turn these phrases into a chant. e.g. *Forwards! (Clap). Back! (Clap). Miss a turn. (Clap, clap, clap)* etc.

6 The children play the game in pairs, using the dice. Child A throws the dice and moves the corresponding number of spaces. If he lands on a square with an instruction he must follow it. Child B then has her turn.

FOLLOW-UP ACTIVITY:

The children draw pictures in the bubbles, adding to the game in their own way.

★★ ACTIVITY 3B: FATHER CHRISTMAS'S SURPRISES

AIMS: To add to the board game, using pictures • To retell the story of Father Christmas's adventures, using present simple • To practice playing a game in English

LANGUAGE: *Go forwards ..., backwards ..., miss a turn, throw the dice, It's my turn* • Present simple tense • *Reindeer, chimney, map, lost, sleigh, asleep*

TIMING: 45 - 60 mins

GROUP SIZE: Class/Ind/Pairs

WHAT YOU NEED:

Photocopy 3 per child. Coloured pencils. Dice. Pictures of *reindeer, chimney, map, sleigh, asleep*.

WHAT TO DO:

See Activity 3A Steps 1-2.

3 Explain that some of the things which happen to Father Christmas on Christmas Eve are missing. The children can add three events, drawing pictures in the blank spaces. Examples could include *the reindeer running away, Father Christmas falling out of the sleigh, dropping presents, bumping into a chimney, meeting a snowman, being given a present, getting stuck in a chimney*, etc. If the event is positive, the picture should show Father Christmas smiling. The instruction should be positive too, e.g. *Forward 4*. If negative, Father Christmas should look sad and the instruction negative, e.g. *Back 2*.

4 Children play the game in pairs.

5 Use one child's board game to tell the story of Father Christmas's journey using the

third person. Get the child to repeat the story following your model. Repeat, using a second child's board game.

6 Then ask these two children to model the next step in front of the class, explaining to each other what happened on Father Christmas's journey, e.g. A: *In square 4, Father Christmas meets a snowman. Forward 2*. B: *In square 4, Father Christmas gets a present. Forward 2*.

7 The rest of the class in pairs can then retell their stories to each other, using the present simple tense, e.g. *In square 4 Father Christmas crashes his sleigh ...* etc.

FOLLOW-UP ACTIVITY:

In pairs. Secretly, child A colours the blank odd numbers and B the blank even numbers. They then ask each other, e.g. A: *What colour's number 6?* B: *It's red*. etc.

★★★ ACTIVITY 3C: WHAT HAPPENED TO FATHER CHRISTMAS?

AIMS: To add to the board game, using drawing and writing • To use the simple present or past tenses • To practise playing a game in English

LANGUAGE: *Go forwards ..., backwards ..., miss a turn, throw the dice, It's my turn* • Simple present/past tense • *Reindeer, chimney, map, sleigh, asleep*

TIMING: 45 mins

GROUP SIZE: Ind/Group/Pairs

WHAT YOU NEED:

Photocopy 3 per child. Dice.

WHAT TO DO:

1 Give each child photocopy 3. Explain that some of the things which happen to Father Christmas on Christmas Eve are already shown, but some of his adventures and some of the instructions are missing. The children can add their own events. They can use pictures and/or writing. (Choose the present or past simple, whichever you wish the class to practise.)

2 See Activity 3B Step 3.

3 Once the children have each added two or three events, play their games in pairs.

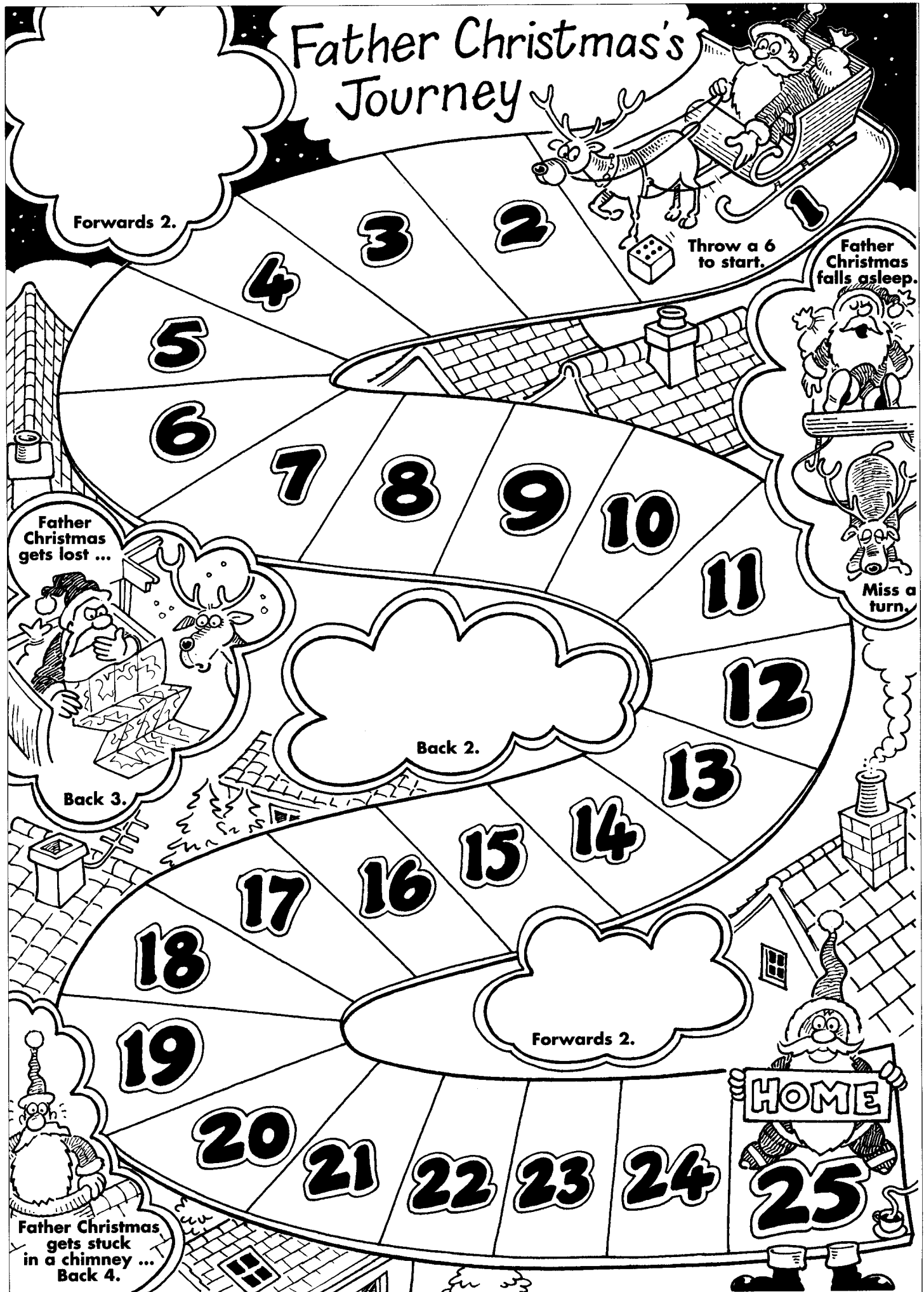
4 Next, children go through the game board square by square and a few children tell the class what they have drawn in the bubbles using the simple present or simple past, e.g. (present simple) *Father Christmas leaves the*

North Pole. He gives some children presents. But ... suddenly, he crashes his sleigh. Next, he gets lost. or (past simple) *Father Christmas flew South from the North Pole. Suddenly his sleigh crashed! Next he got lost.* etc.

5 Finally, as a class, collect ideas from individuals again. As the children give you ideas, summarise them in short sentences on the board to make a class story. The children can then read the story aloud all together. They can copy it into their books later, or they could reproduce it as a class storybook, with different children writing and illustrating different sentences.

FOLLOW-UP ACTIVITY:

The children could act one of their stories, working in groups.



Christmas

★ ACTIVITY 4A: CHANT/SONG: WE WISH YOU ...

AIMS: To practise greetings • To say/chant/sing a song
LANGUAGE: *We wish you ..., happy, merry, new • Christmas, New Year*
TIMING: 20 mins
GROUP SIZE: Class
WHAT YOU NEED:
Photocopy 4 (top) per child or words on board. Cassette (tapescript p.91).

WHAT TO DO:

- 1 Give out photocopy 4 (top) and play the cassette. The children listen.
- 2 Clap the rhythm of the first line of *We wish you ...*, encouraging children to clap with you.
- 3 Practise the phrase *We wish you a merry Christmas* and then chant the whole phrase together.
- 4 Play the cassette again, encouraging the children to join in the song. Let different groups of children accompany the cassette.
- 5 Repeat, varying the groupings (e.g.

Table 1/Group A/Boys/girls/children with black hair) and volume (e.g. *Whisper, shout, louder, softer*) to give variety.
6 Repeat the song again, as a class.

FOLLOW-UP ACTIVITY:

Each child makes one large letter on a rectangle of paper or card. Together the letters should spell *A Merry Christmas and a Happy New Year!* = 31 letters. As the children chant, they hold up their letters and spell the greeting. This could be performed at an English concert for other classes.

★★ ACTIVITY 4B: CHANT: A YUMMY CHRISTMAS

AIMS: To practise greetings
• To practise adjectives *happy, funny, sunny, super, yummy, sleepy*
LANGUAGE: *happy, funny, super, yummy, sleepy*
• *We wish you ... • Christmas, New Year*
TIMING: 40 mins
GROUP SIZE: Class
WHAT YOU NEED:
Photocopy 4 (top) per child or words on board. Cassette (tapescript p.91). Pictures of faces to show *happy, sad, funny, sleepy, fat, thin*.

WHAT TO DO:

- See Activity 4A Steps 1-4.
- 5 Discuss with the class the meanings of *happy* and *merry*. Discuss what kind of word they are (adjectives). See whether the children know any other words which describe e.g. *sad, gloomy/serious* (the opposites) *funny* etc. Use the visuals of faces or mime to make meaning clearer.
 - 6 Play an adjective/noun match game where you say a noun e.g. *car* and the class have to give you a word which could describe it e.g. *fast/new/old; joke - silly/funny/boring; people - beautiful/ugly/hairy/fat/thin/tall/short; biscuit - sweet/delicious/yummy/hard/soft, horrible* etc.
 - 7 Play the cassette (tapescript activity 4A) again. The children can then make up and sing their own verses as a class, e.g. *We*

wish you a fantastic/peaceful/lovely/Christmas.

FOLLOW-UP ACTIVITY:

The children can make a Christmas card with one of the alternative wishes inside and a picture to match on the front, e.g. *I wish you a yummy Christmas and a Happy New Year* (copied from the board). This could be illustrated by Father Christmas eating some British Christmas pudding or a local Christmas speciality.

★★★ ACTIVITY 4C: LETTER TO FATHER CHRISTMAS

AIMS: To make requests using *I'd like ...* • To practice letter-writing in English • To select correct words and insert them so the letter makes sense
LANGUAGE: *I'd like ..., What would you like? • Presents: bicycle, baseball bat, kite, book, rope, letter, envelope, date • North Pole, world, universe, street, December*
TIMING: 35 mins
GROUP SIZE: Class/Pairs
WHAT YOU NEED:
Photocopy 4 (bottom) per child. A dictionary. Pictures of *book, kite, bike, baseball bat, skipping rope, bicycle, doll, game*.

WHAT TO DO:

- 1 Draw a model letter on the board (see below) but with gaps where underlined.

Address of school
Date

Dear Children

Please can I have some good English speakers for Christmas.

I'd like ..., ..., ..., (write all the names of the children in your class)
Thank you!

Love
(your signature)

- 2 Let the class tell you the missing words in your letter. Write them into the spaces.
- 3 Give each child a copy of photocopy 4 (bottom). Show the children the circles with letters in and explain that they represent the pictures in other circles (*kite, bike, etc*).

- 4 Put some simple words on the board as anagrams and see whether the class can work them out, e.g. *lodl - doll, emag - game* etc.

5 In pairs, children now fill in the words in the empty circles using the anagrams in the thought bubbles. Check these as a class.

6 Now, explain the children should decide which presents fit the spaces in the letter to Father Christmas. The children should fill them in and sign the letter with their own name.

7 In the last space and circle, each child can include what they would like Father Christmas to bring, using a word and/or a picture. If you do not know the English word for a particular present, refer to the dictionary.

FOLLOW-UP ACTIVITY:

Split the class into pairs. Child A should ask B: *What would you like (Father Christmas to bring)?* A: *I'd like ...* B: *What would you like?* etc. (You could use *What do you want? I want ...* if you prefer.)



Letter to Father Christmas

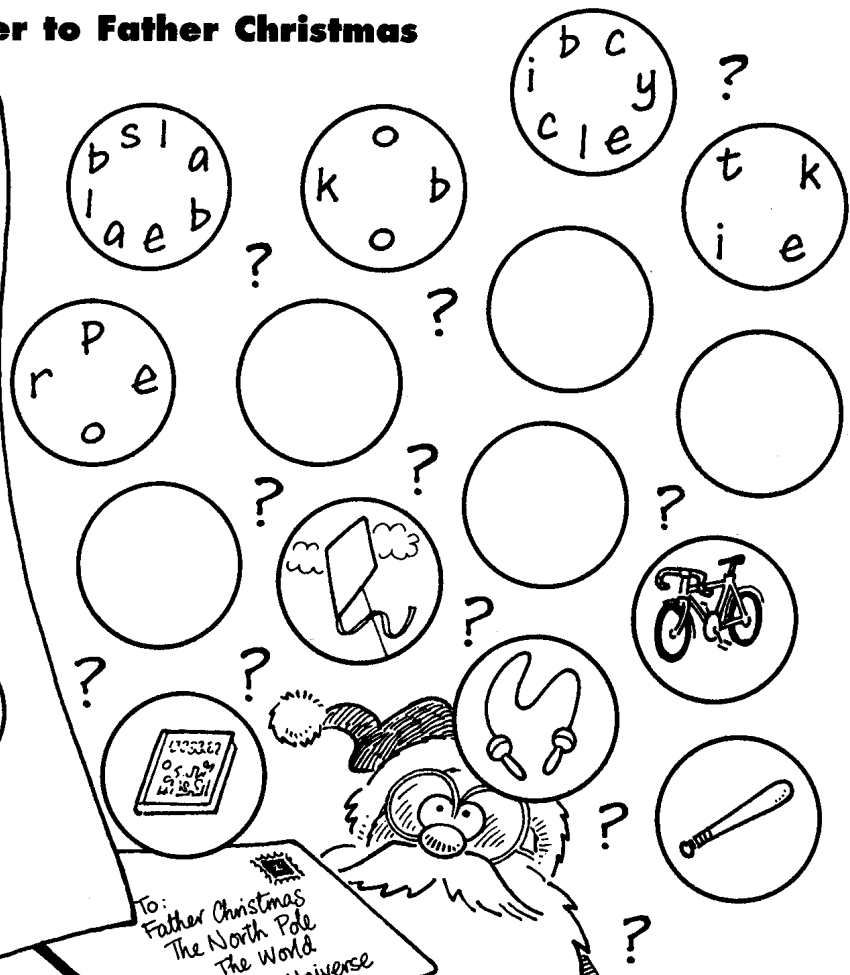
15 Sunny Street
Oxford
England
December 1st

Dear Father Christmas,
Please can I have some
toys for Christmas. I'd like:

a _____
a _____ bat
a _____
a skipping _____
a _____
a _____

Thank you!
Love,

To:
Father Christmas
The North Pole
The World
The Universe



Holidays

★ ACTIVITY 1A: A HOLIDAY WEEK ☐

AIMS: To practise days of the week • To introduce vocabulary of places • To practise using colours

LANGUAGE: Days of the week

• Farm, mountains, lake, island, beach, park, zoo, tennis court, swimming pool • They go to ...

• Blue, black, orange, yellow, brown, green, pink, purple, red

TIMING: 45 mins

GROUP SIZE: Class

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.91). Days of the week written on 7 slips of paper. Scissors. Colours. Pictures of farm, mountains, lake, island, beach, park, zoo, tennis court, swimming pool.

WHAT TO DO:

1 Ask the class about their most recent holiday. Have a general discussion about it in L1, e.g. *How long was the holiday? What did you do?* Make a list of things which the children enjoy doing in their spare time.

2 Teach the days of the week using the seven slips of paper. Ask volunteers to come to the front. They hold up one slip each and put the days in the right order.

3 Give out photocopy 1. Ask the children to cut out the days of the week and hold up each day as you call it out.

4 Teach the new vocabulary using visuals of farm, mountains, lake, island, beach, park, zoo, tennis court and swimming pool.

5 Check understanding by saying a place and getting the children to trace in colour

around its rectangle. Make it clear you don't want the place or rectangle coloured.

6 Explain that the photocopy shows where the Smith family are spending a week's holiday. There are nine places to visit but they only have seven days.

7 Ask the children to put a pencil dot in seven places they would like to visit. Then play the cassette to check whether the Smith's choice was the same.

8 Find out which children had chosen the same places as the Smith family. Which two places did the Smith's not visit? (*Tennis court and island.*)

FOLLOW-UP ACTIVITY:

The children colour in the picture following your instructions, e.g. *Colour the farm red, etc.*

★★ ACTIVITY 1B: LET'S ...! ☐

AIMS: To practise identifying the days of the week • To practise suggestions • To introduce vocabulary of places

LANGUAGE: Days of the week

• Where are we going today?

• Let's ... play, go to ... • Farm, mountains, lake, island, beach, park, zoo, tennis court, swimming pool

• Good idea! Great! Stop it! Hurray! Can you guess?

TIMING: 50 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

As Activity 1A.

WHAT TO DO:

See Activity 1A Steps 1-3.

4 Teach the places using visuals for farm, mountains, lake, island, beach, park, zoo, tennis court and swimming pool.

5 Introduce making suggestions by using *Let's ...* Use actions familiar to the class e.g. *Let's stand up, let's shake our hands* etc. Say the phrase and get the class to repeat after you. Vary by saying *Boys/Girls let's ...* etc.

6 The Smith family are deciding what to do on each day of their holiday. Play the cassette. The children listen and match the days of the week with the places agreed upon. There is one day left over. Ask the children which day they think it is (*Sunday*). Play the cassette again.

7 Call two children to the front. The children should stand or sit back to back. Child A should choose a place for each day of the week and suggest it to child B. Both children place the day of the week on the picture, e.g. A: *Let's go to the lake on Tuesday* (puts Tuesday on lake). B: OK (puts Tuesday on lake). A: *Let's go to the farm on Monday* (puts Monday on farm). B: OK (puts Monday on farm). Next turn, swap roles and repeat.

FOLLOW-UP ACTIVITY:

The children could stick the days of the week on the places they like best to show how they would like to spend their holidays. They can share their plans with each other in pairs.

★★★ ACTIVITY 1C: CAN I ... TODAY? ☐

AIMS: To practise questions using *can/can't* • To use leisure vocabulary • To introduce locations

LANGUAGE: Days of the week

• Play tennis/on the beach/in the park, ride a horse, swim, sail boats, ski, have a picnic • Farm, island, mountains, lake, beach, park, zoo, swimming pool, swing • Closed, open, until, but, in/on ... • I'd like ... • Can/can't

TIMING: 35 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

As Activity 1A (tapescript p.92) plus: Pencils. Blu-tack. Pictures of playing tennis, horse riding, swimming, having a picnic, skiing, swinging on a swing, sailing a boat, on a beach.

WHAT TO DO:

See Activity 1A Steps 1-3.

4 Teach the places on the photocopy and elicit the activities available in each place: *play tennis, watch elephants, swim, play, sail boats, ski/climb*, etc. Use visuals, the photocopy or mime. Play *Simon says* and get the class to mime the actions.

5 Introduce *can/can't* by saying *Can I swim at the tennis court? No, I can't. Can I swim at the farm? No, I can't. Can I swim at the lake? Yes, I can.* etc. Teach *but* in context, e.g. *I can't swim on the farm but I can swim in the swimming pool.*

6 Change your questions. Ask *What can I do at the zoo? What can't I do at the zoo? I can't play tennis.* etc.

7 Explain that the Smith family have been told that there are certain days they can do

certain things at certain places. Play the cassette. The children hear the Smith family talking about what they can do. The class listen carefully and stick (with Blu-tack) the days of the week in the rectangles on the photocopy. They should be able to identify which day of the week it is. (*It's Monday.*)

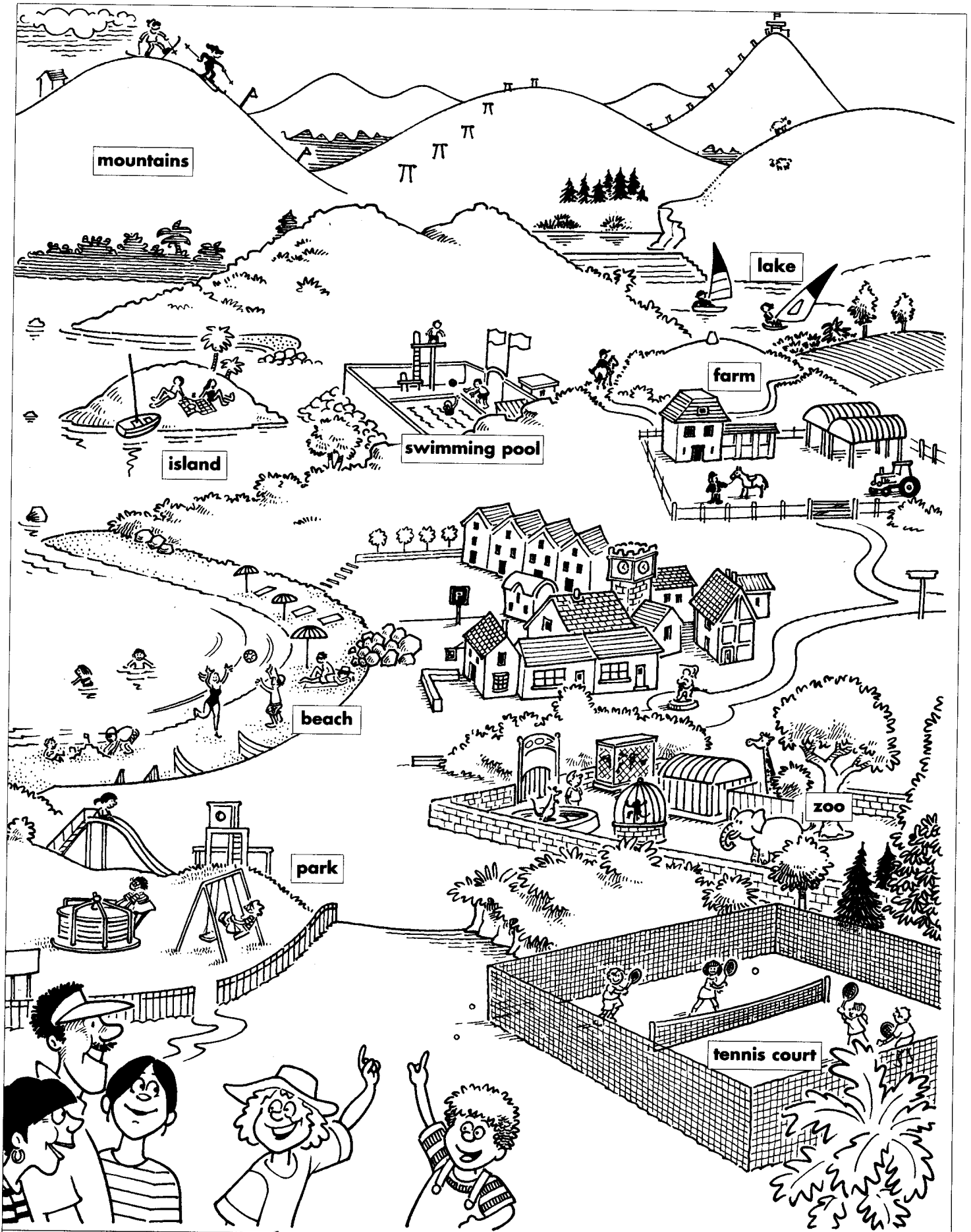
8 Play the cassette again. The children stick Monday on one of the rectangles. They can tell you where they have chosen.

FOLLOW-UP ACTIVITY:

The children roleplay a family arguing about what they can/can't do, e.g. A: *Can we watch TV?* B: *No, you can't.* C: *Can we play in the park?* B: *No you can't.* A: *Well what can we do?* B: *You can go to bed!*

Holidays

1



Name: _____

Wednesday

Thursday

Friday

Monday

Saturday

Tuesday

Sunday

Holidays

★ ACTIVITY 2A: WHAT'S IN YOUR SUITCASE?

AIMS: To practise clothes vocabulary • To practise using the possessives *my/your* • To practise questions using *what?*

LANGUAGE: *T-shirt, jumper, hat, socks, shorts, swimming costumes • Towel, toothbrush, umbrella, shoes, suitcase, family • Cut, fold, stick • Who's wearing socks ...? • That's my toothbrush. Those are my ...*

TIMING: 40 mins

GROUP SIZE: Class/Ind/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Scissors. Coloured pencils. Glue. Pictures of *umbrella, towel, toothbrush, t-shirt, jumper, shorts, swimming costume.*

WHAT TO DO:

1 Teach clothes vocabulary using the clothes children are wearing and visuals. Ask *Who's wearing socks?* etc.

2 In L1, discuss preparing for holidays and packing suitcases. What do they need to wear for different kinds of holiday?

3 Give each child photocopy 2. Show the children how to cut out the suitcase, fold the sides in and glue them together. The clothes cards can then be cut up. The children should put their initials on all the pictures, in case they get lost.

4 The children colour the pictures and put them inside the case. Put the children in pairs. Demonstrate what you want each pair to do. Children should shuffle their clothes cards, upside down, into one

shared pile between them (20 cards). Next, the children should pick up 10 cards and put them into their suitcases.

5 Child A then asks child B *What's in your suitcase?* Child B pulls out one card and says *A toothbrush*. If it's her own, she can keep it but if child A recognises it, he can say *Hey, that's my toothbrush!* B must then put it in the middle pile. They then swap turns. Keep swapping until all ten items have been declared. The person at the end with the most cards remaining in their suitcase is the winner. The pile in the middle can then be sorted out and the game played again.

FOLLOW-UP ACTIVITY:

The children play *Snap* with their clothes cards, working in pairs or groups of three.

★★ ACTIVITY 2B: SUITCASE BINGO

AIMS: To practise using possessives with apostrophe *s*

• To practise family names
• To practise clothes vocabulary

LANGUAGE: *T-shirt, jumper, hat, socks, shorts, swimming costumes*

• *Towel, toothbrush, umbrella, shoes, suitcase, family • Cut, fold, stick • Dad, Mum, baby, Granny, brother, sister • Colours*

TIMING: 45 mins

GROUP SIZE: Ind/Class

WHAT YOU NEED:

Photocopy 2 per child. Scissors. Glue. An envelope for each child. Pictures of family members e.g. *Dad, Mum, baby, Granny, brother, sister*. Pictures of *umbrella, towel, toothbrush, family, t-shirt, jumper, shorts, swimming costume.*

WHAT TO DO:

See Activity 2A Steps 1-3.

4 Tell the children to colour the clothes, with colours of your choice, to check their understanding of the clothes vocabulary, e.g. *Colour the T-shirt red. Colour the socks blue.*

5 Introduce family words *Dad, Mum, brother, sister, baby* and *Granny*. Write them on the board. Introduce the class to the Jones family (on the photocopy). The boy's name is Tom, the girl's name is Jane and the baby's name is Jo.

6 Explain that the items have got muddled up. The children have to choose and then write one of the family's names on each card e.g. on the *umbrella* card they could write *granny* or *dad*. The children then shuffle their cards, put them into their envelopes, and take out six cards. They should spread these pictures out on their desks.

7 Now use these to play Bingo. Call and write on the board *Granny's umbrella, Tom's*

socks etc. If the children hear one of their six cards being called, they should turn it upside down. They can only turn over a card if it's the same as you call, e.g. *Dad's umbrella, baby's umbrella*. When all their cards are turned over, they should shout *Bingo!* and let you check their cards against your list.

FOLLOW-UP ACTIVITY:

In pairs, the children play a matching game. They should keep their cards in their suitcases and choose an item e.g. *shoes*. They then put down the same item side by side e.g. A: *(These are) Granny's shoes*. B: *(These are) baby's shoes*. The child whose card shows the oldest name (*Granny is older than Dad, Dad is older than Mum, Mum is older than Jane, Jane is older than Tom, Tom is older than the baby*) wins the trick and "keeps" the pair of cards. The child at the end with the most tricks wins.

★★★ ACTIVITY 2C: WHOSE ... IS THIS/ARE THESE?

AIMS: To practise using possessives with apostrophe *s* • To practise singular and plural *It's ... They're ...* • To practise asking and answering questions *Whose ... is this?*

• To practise clothes vocabulary
LANGUAGE: As Activity 1B plus *Whose ... is this/are these? It's ... They're ...s • Where's my ...? Here's your ...*

TIMING: 45 mins

GROUP SIZE: Ind/Pairs

WHAT YOU NEED:

As Activity 2B plus blank pieces of paper for each child.

WHAT TO DO:

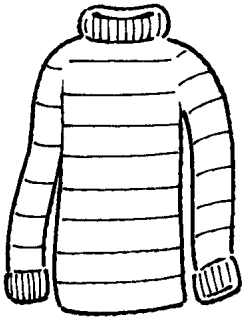
See Activity 2B Steps 1-4.

5 Divide the class into pairs. Write the items of clothing on the board. Point to the items one at a time and say aloud *Whose towel/umbrella is this? Whose trousers/socks are these?* Each child should race their partner, to 'open' their suitcase, look inside and find the picture of that item. Meanwhile, you choose a member of the family e.g. *Granny*. Say aloud *It's Granny's umbrella*.

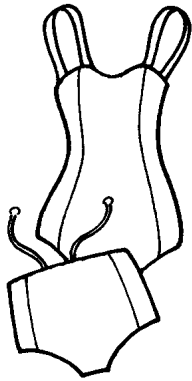
6 The children should show each other their cards. If one of the pair has the same item/person as you have called, they score one point. The child in the pair with the most points at the end wins.

FOLLOW-UP ACTIVITY:

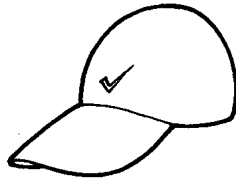
Choose six children to go to the front and give each child a role e.g. *granny, dad* etc. Use props to create character, e.g. *a hat for grandad, glasses for Granny, a dummy for baby* etc. Give each of the six children pictures of at least three items. The six children look at one item at a time and then say *Where's my ...?* Divide the rest of the class into two teams. The rest of the class has to look at their suitcases, to see whether they have that item, labelled with that person e.g. *umbrella/Dad*. They can then take the card to the person saying *Here's your umbrella, Dad* and win a point for their team. The team with the most points at the end wins.



jumper



swimsuits



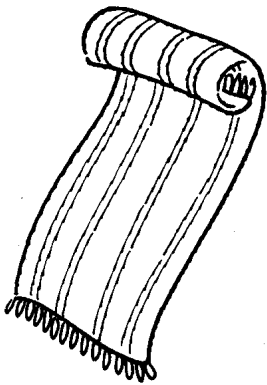
hat



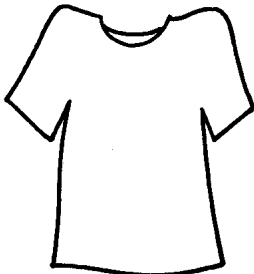
socks



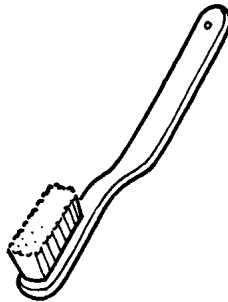
shorts



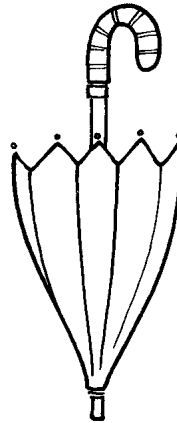
towel



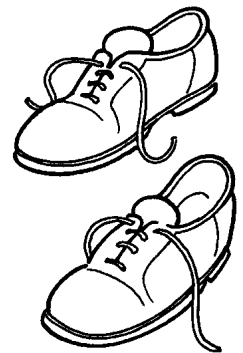
t-shirt



toothbrush



umbrella



shoes



Mum



Dad



Granny



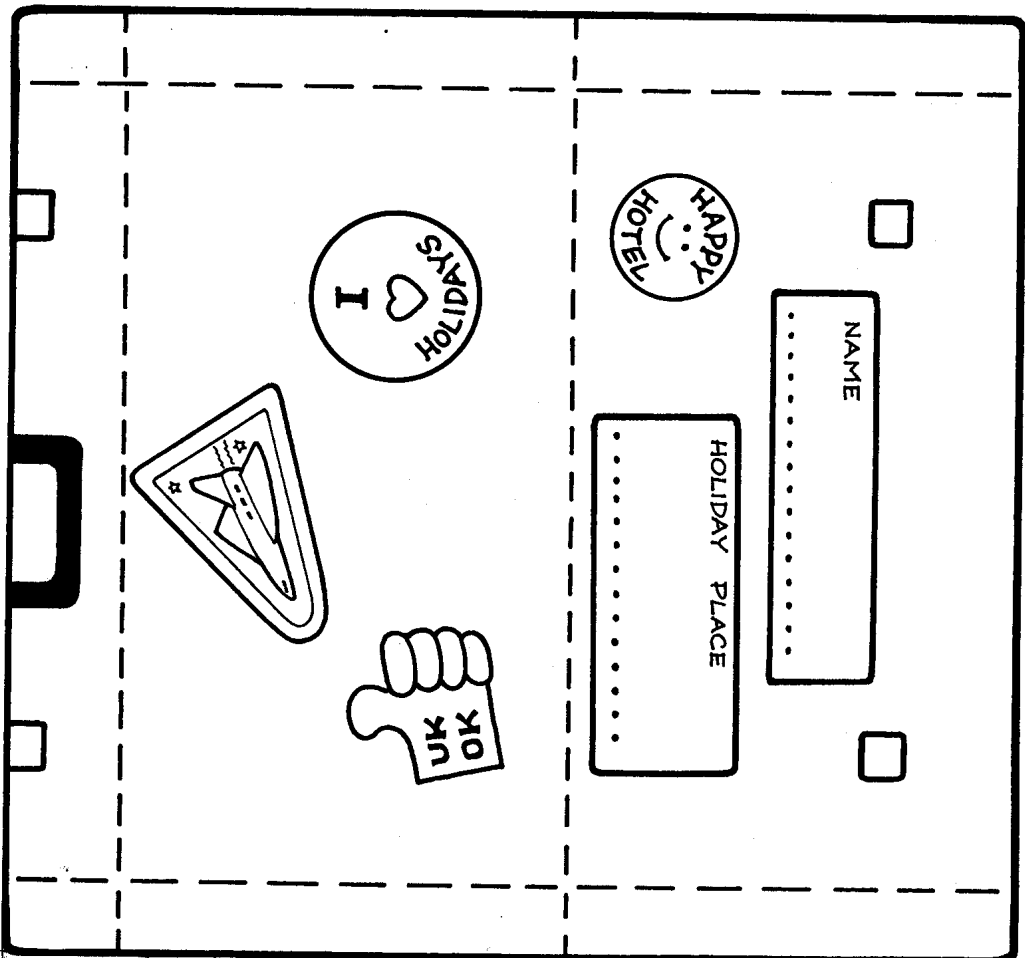
Tom



Jane



Baby Jo



Holidays

★ ACTIVITY 3A: THE CIRCUS COMES TO TOWN

AIMS: To use the alphabet and numbers 1-10 • To use town and leisure vocabulary • To practise following directions

LANGUAGE: *House, zoo, swimming pool, circus, funfair, park, playground* • Numbers 1-10 • Letters A-J • *Turn left/right, go straight on, past*

TIMING: 40 mins

GROUP SIZE: Class/Ind/Pairs

WHAT YOU NEED:

Photocopy 3 per child. Cassette (tapescript p.92). Letters of the alphabet on 26 pieces of paper. Numbers 1-10 on 10 pieces of paper. A dice per pair. Colours. Pictures of *house, zoo, swimming pool, circus, funfair, park, playground*.

WHAT TO DO:

1 Make sure the class can recognise and say the following letters - *ABCDEFGHIJ*. Check numbers 1-10 as well. Give a letter or a number to each child. Call out a letter and a number e.g. *3J/5D*. The children with 3 and J, 5 and D make pairs, who then race each other to bring their combination to you. Repeat with other combinations.

2 Teach vocabulary, using visuals or the photocopy of *house, swimming pool, circus, funfair, park* and *playground*.

3 The children number the places, using the blank squares: *playground* = 1; *zoo* = 2; *park* = 3; *swimming pool* = 4; *funfair* = 5; *circus* = 6. Check answers by asking questions, e.g. *What's 3? The park* etc.

4 Teach the following instructions: *turn right/left, straight on, go past*. Call out one volunteer at a time and use instructions to illustrate directions.

5 Explain that the children will now hear the route which Joe followed from his house to the circus. Play the cassette. The children listen and trace the route using a coloured pencil. Stop occasionally and ask a few individuals where they are. If anyone seems lost, go back to the beginning and start again. Check the routes, orally, as a class.

6 Finally, the children play the game in pairs. Both children use different colours. They throw the dice and go to the place indicated by the number. They circle the number in their own colour to prove they have visited it. The first child to visit all six places wins!

FOLLOW-UP ACTIVITY:

The children make up their own route, using a third colour, and tell their partner which way to go. They should end up with three routes - their own, their partner's and Joe's.

★★ ACTIVITY 3B: FUN IN THE PARK

AIMS: To use the alphabet • To use town and leisure vocabulary

• To practise following directions

LANGUAGE: *Turn right/left, go back, go to, throw again, go straight, wait here, miss a go* • *Heads/tails* • *House, zoo, playground, swimming pool, circus, funfair, park*

TIMING: 45 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 3 per child. A coin per pair. Pictures of *house, zoo, playground, swimming pool, circus, funfair, park*.

WHAT TO DO:

1 Teach vocabulary using visuals of *house, zoo, swimming pool, circus, funfair, park* and *playground*. Tell the children to number the places: *playground* = 1; *zoo* = 2; *park* = 3; *swimming pool* = 4; *funfair* = 5; *circus* = 6. Check answers by asking *What's 3? The park* etc.

2 Teach *heads/tails* and explain that the children can use the coins to play a game. At each letter on the game, they will read and follow the instructions.

3 Teach the instructions in the boxes on the photocopy and check everyone understands *left/right, stop, wait here, throw again, go to, go back* and *miss a go*. Write the instructions on the board and read them aloud as a class.

4 You can make this fun by asking one child to stand up. Give her a coin and ask

her to toss it. They should say *heads/tails* and then follow the instructions e.g. *turn right/left/go straight/ wait here/go back/throw the coin again*, etc. Repeat with other children.

5 The children now play in pairs. At each letter, the children should toss the coin to decide which action has to be taken. The first child to reach the circus wins. Swap partners and play again.

FOLLOW-UP ACTIVITY:

Teach zoo animals e.g. *monkey, elephant* using visuals. The children act out the story of a journey to the circus (standing behind their desks) as you tell the story, e.g. *It's a lovely sunny day. I walk along the street and I buy an ice cream. I go to the zoo and watch the animals. I laugh at the monkeys and I give the elephant a banana.*

★★★ ACTIVITY 3C: HOORAY! I CAN GO TO ...

AIMS: To use the alphabet • To use town and leisure vocabulary

• To practise following directions

• To practise using *I can go to ...*

LANGUAGE: *Late* • Numbers 1-6 • Letters A-K • *Park, funfair, house, playground, zoo, swimming pool, circus* • *Heads/tails, left, stop, right, go straight, wait here, throw again, miss a go* • *Can*

TIMING: 45 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

As Activity 3B plus 7 pieces of paper per child.

WHAT TO DO:

See Activity 3B Steps 1-3.

4 Each pair should write the names of the areas on the small pieces of paper and cover the appropriate pictures with them e.g. *zoo, swimming pool, circus, funfair, house, park* and *playground*. Check all seven places are covered.

5 The children have to toss the coin at each letter junction but if they come to an entrance to one of the leisure areas they have to go and visit it.

6 Demonstrate at the front with a child and introduce *Hooray! I can go to the zoo*. This means missing a turn but if they are the

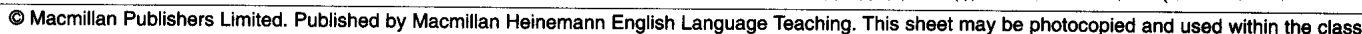
first to visit a place, they take the piece of paper with the place name. They have to say in English (*Hooray!*) *I can go to the ...*

7 The game is played until both children have reached the circus. The child at the end with the most pieces of paper is the winner.

FOLLOW-UP ACTIVITY:

The children can make a list, booklet or display of all the leisure areas in their city, town or village which they like to visit in their free time.

Holiday Fun



Holidays

★ ACTIVITY 4A: CHANT: DON'T FORGET YOUR TOOTHBRUSH □

AIMS: To practise using *don't*

- To practise using the present continuous
- To revise family vocabulary and relationships

• To introduce *It's time to ...*

LANGUAGE: *Mum, Dad, baby, Granny • Car, toothbrush, rocks, socks, everything, suitcase, holiday*

• *Sleep, wait, cry, scream, pack*

• *It's time to, don't forget, full of*

TIMING: 35 mins

GROUP SIZE: Class

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.92). Realia of a toothbrush, a pair of socks, a small suitcase, rocks.

WHAT TO DO:

1 Teach *car, toothbrush, rocks, socks* and *suitcase* using realia. Pretend to pack the suitcase with these items and mime how heavy it becomes when imaginary rocks are packed. Ask *What's in my suitcase?* and call one child to pull out the things so the rest of the class can say them together.

2 Teach *sleep, wait, cry, scream, pack* and *forget* through mime and add *don't* to each one. Check children understand the meaning of *don't*.

3 Give out photocopy 3. Introduce *Mum, Dad, baby* and *Granny*.

4 Explain you are going to teach the class a chant. Ask the children to listen and identify where the family are going on holiday

(Granny's) and to listen carefully to what happens to the baby (he changes from sleeping to crying to screaming!).

5 Play the cassette a few times and let the children say the chant, copying the actions which you demonstrate at the front.

FOLLOW-UP ACTIVITY:

Ask three children to be mum, dad and baby and two other children to pack a suitcase. Introduce actions: mum looking at watch, dad impatient in car (yawning or drumming fingers) and baby sleeping. Child 1 is packing the case and child 2 is handing over the toothbrush and socks. The children should mime the family's actions while the rest of the class say the chant again.

★★ ACTIVITY 4B: IT'S TIME TO ... □

AIMS: To practise using *o'clock* times • To practise describing daily routines • To practise using verbs

LANGUAGE: *Mum, Dad, baby, Granny • Car, toothbrush, rocks, socks, everything, suitcase • Sleep, wait, cry, scream, pack • It's time to, don't forget, full of*

TIMING: 40 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.92). A clock with moving hands or 12 large clock faces, each marked with a different *o'clock* e.g. 1 *o'clock*, 2 *o'clock* etc.

WHAT TO DO:

1 Teach *car, toothbrush, rocks, socks* and *suitcase* using realia or visuals. Teach *sleep, wait, cry, scream, pack* and *forget* through mime.

2 Teach *don't* with the same verbs.

See Activity 4A Steps 3-5.

6 Brainstorm with the class actions they sometimes do on holiday, or when preparing for a holiday e.g. *fly a kite, go fishing, buy tickets, lock the house, walk the dog, read a book* etc. Write and draw these actions on the board. Ask the whole class *What time is it?* Then ask a volunteer to choose an action from the board and say, e.g. *It's time to walk the dog*. The rest of the class then have to mime *It's time to walk the dog*. Tick the action *walk the dog* on the board, so it is not used again. Repeat with other actions and children.

FOLLOW-UP ACTIVITY:

Use the classroom clock or paper clocks to practise saying the time. Do this in an entertaining way, e.g. *What's the time Mr Wolf?* with two children and a "wolf" at the front of the class. Ask *What's the time Mr Wolf?* and hold up the "o'clock" time. The class have to say the time together e.g. *It's four o'clock* and the children take the same number of steps e.g. four towards the wolf. The wolf can suddenly say *Yes, It's ... four o'clock and it's time to eat you!* and runs at the two children. If he catches one of them before they sit down, they have to be the next wolf. Now choose two other children to creep up on the wolf.

★★★ ACTIVITY 4C: HOLIDAY PASSPORT

AIMS: To fill in a simple form

- To practise asking questions with *Where, When* and *Who?*
- To practise using seasons/months of the year
- To practise using the present continuous/conditional

LANGUAGE: Seasons - *spring, summer, autumn, winter* • Months

• *Name, age, destination, holiday, passport • Where would you like to go? When would you like to go? Who would you like to take? • Friend*

TIMING: 40 mins

GROUP SIZE: Class/Ind/Pairs

WHAT YOU NEED:

Photocopy 4 (bottom) per child.

Pencils. Map of the world or a globe.

Pictures of the four seasons. Names of months on 12 strips of paper.

WHAT TO DO:

1 Teach the months of the year using the strips of paper. Give the strips out to twelve children and ask them to get into the correct order and then say the months aloud. Stick the months up around the room and ask each child to go and stand next to the month of their birthday.

2 Introduce the four seasons using pictures. Children think about the season in which they most like to go on holiday and about where they would like to go. They also think about the person or people with whom they would most like to travel. Discuss together as a class.

3 Give out photocopy 4 (bottom) to each child. Explain that the children have to draw themselves and fill in the details on the left hand side of their holiday passport.

Read through the headings as a class so everyone understands what is required.

4 Split the class into pairs and model a possible 'exchange' at the front with two children, e.g. A: *Where would you like to go?/are you going?* A: *When would you like to go/are you going?* A: *Who would you like to take/are you taking?*

5 Explain that the children have to fill in the answers for themselves on the right-hand side and then interview one other person. Share some of the answers as a class.

6 Let the children fold the passport in half and design a cover for it.

FOLLOW-UP ACTIVITY:

Let the children draw and label their holiday destinations or write postcards as if they were on holiday there.



Don't forget your toothbrush!

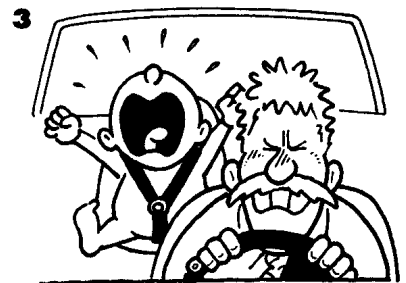
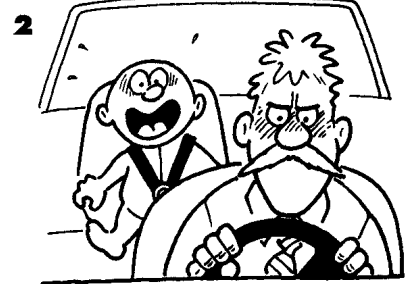
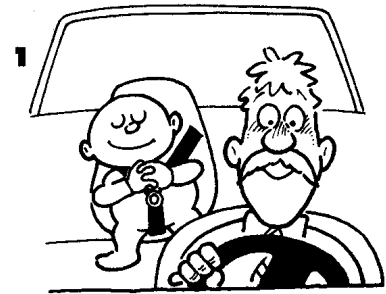
Mum says we're going on holiday
She says it's time to pack
Dad is waiting in the car
And baby's sleeping in the back.

Don't forget your toothbrush
Don't forget your socks
Please don't forget anything
Oof! Is your suitcase full of rocks?

Mum says we're going to granny's
She says it's time to pack
Dad is waiting in the car
And baby's crying in the back.

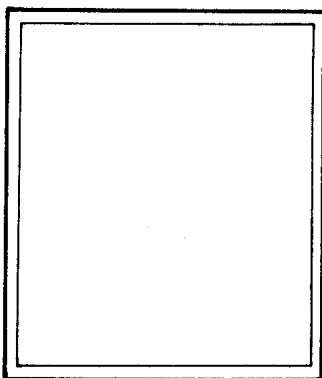
Don't forget your toothbrush
Don't forget your socks
Please don't forget anything
Oof! Is your suitcase full of rocks?

Mum says we're going to be late
She says it's time to pack
Dad is waiting in the car
And baby's screaming in the back!



Holiday passport

MY HOLIDAY PASSPORT



NAME _____

AGE _____

DATE _____

HOLIDAY
DESTINATION _____

Me

My friend

Where?

When?

Who?

How Things Work

★ ACTIVITY 1A: FIVE PARTS OF A CAR □

AIMS: To talk about parts of a car • To link descriptions with vocabulary • To listen for information

LANGUAGE: *Put, open, sit, hold • On, off, luggage • Lights, door, seat, boot, steering wheel • What's this?*

TIMING: 20-25 mins

GROUP SIZE: Class/Ind

WHAT YOU NEED:

Photocopy 1 (vocabulary strips 1-5) per child. Cassette (tapescript p.92). Pictures of cars and luggage. Pictures to illustrate the verbs *put, sit, open, hold, open*.

WHAT YOU DO:

1 Using the pictures elicit *car*.

2 Introduce *luggage* using pictures.

3 Using the pictures elicit the verbs *put, open, sit* and *hold*. Turn this into a quick quiz by miming a verb. The children have to tell you the verb that fits the mime.

4 Using photocopy 1 teach *lights, door, seat, boot* and *steering wheel* by pointing to each of these parts on the car. Now check this vocabulary by asking *What's this?* You may also want to briefly discuss (in L1) what each part does.

5 Tell the children they are going to listen to descriptions of parts of a car. They have to decide which part is which and write the number in the box next to that part.

6 Do the first one together as a class. Check that all the children know what they have to do.

7 Tell the class you will play the cassette three times, stopping after each description. Children write in the numbers.

8 Now point to a part of the car (1-5 only) and ask the children *What number is it?*

9 Let the children colour the car in class or for homework. Make sure they keep it in their English file/book for use in the future.

FOLLOW-UP ACTIVITY:

Make a collection of pictures of cars cut out from magazines, showing the *boot, lights, seat, steering wheel*, and *door* and label them.

★★ ACTIVITY 1B: TEN PARTS OF A CAR □

AIMS: To introduce ten parts of a car • To link description with vocabulary • To listen for information

LANGUAGE: *Put, open, sit, hold, listen • Luggage, through, driver, radio • round and round, along, side by side • Lights, door, seat, boot, steering wheel, aerial, windscreen, windscreen wipers, wheels, engine*

TIMING: 20-25 mins

GROUP SIZE: Ind

WHAT YOU NEED:

Photocopy 1 (vocabulary strips 1-10) per child. Cassette (tapescript p.00). Pictures of cars, luggage, car radio, road and the verbs *put, sit, open, hold, open*.

WHAT YOU DO:

See Activity 1A Step 1.

2 Introduce *through* by looking through the window and saying *I can look through the window at the ...* (say something that you can see through the window). If you can, do the same with a glass or bottle. Teach *round and round* and *side by side* by demonstrating the actions with your hands.

3 Introduce *luggage, road* and *car radio* using pictures.

4 Using the pictures, elicit the verbs *put, open, sit* and *hold*. Turn this into a quick quiz by miming a verb. The children have to tell you the verb that fits the mime.

5 Show the children the photocopy of the car and strips 1-10. Teach *lights, door, seat, boot, steering wheel, windscreen, aerial, wheels, engine* and *windscreen wipers*.

6 Tell the children they are going to listen to descriptions of parts of a car. They have to decide which part is which and write the number in the box next to that part.

7 Using the first description as an example, discuss the answer with the class. Then write in the number on the photocopy for them to see. Check that all the children know what they have to do.

8 Tell the class you will play the cassette three times, stopping after each description. Children write in the numbers.

FOLLOW-UP ACTIVITY:

If you can see some cars from the classroom, let the children count all the aerials, windscreens, boots etc they can see.

★★★ ACTIVITY 1C: FIFTEEN PARTS OF A CAR □

AIMS: To introduce fifteen parts of a car • To link description with vocabulary • To listen for information

LANGUAGE: As Activity 1B plus *petrol, flash, safe • safety belt, bonnet, petrol cap, indicators, wheel trims • What's this?*

TIMING: 20-25 mins

GROUP SIZE: Ind

WHAT YOU NEED:

Photocopy 1 (vocabulary strips 1-15) per child. Cassette (tapescript p.92). Pictures of cars, luggage, car radio, road, wheels, windscreen wipers, safety belt, bonnet, indicators, petrol cap, wheel trims and the verbs *put, sit, open, hold, open, listen, flash, move*.

WHAT YOU DO:

See Activity 1B Steps 1-3.

4 Now use the illustrations of the verbs to elicit *put, open, hold, sit, listen, move* and *flash*.

5 Show the children the photocopy of the car and strips 1-15 and elicit *lights, door, seat, boot, steering wheel, windscreen, windscreen wipers, aerial, wheels, engine, safety belt, bonnet, petrol cap, indicators* and *wheel trims*. Check this vocabulary by pointing to these parts of the car and asking *What's this?*

6 Now tell the children they are going to listen to descriptions of parts of a car and they have to decide which part it is. They write the number in the box next to that part.

7 Use the first description as an example, discussing the answer with the class. Then write in the number on the photocopy for them to see. Check that all the children know what they have to do.

8 Tell the class you will play the cassette three times, stopping after each description. Children write in the numbers.

9 Now point to a part on the car and ask the children *What number is it?*

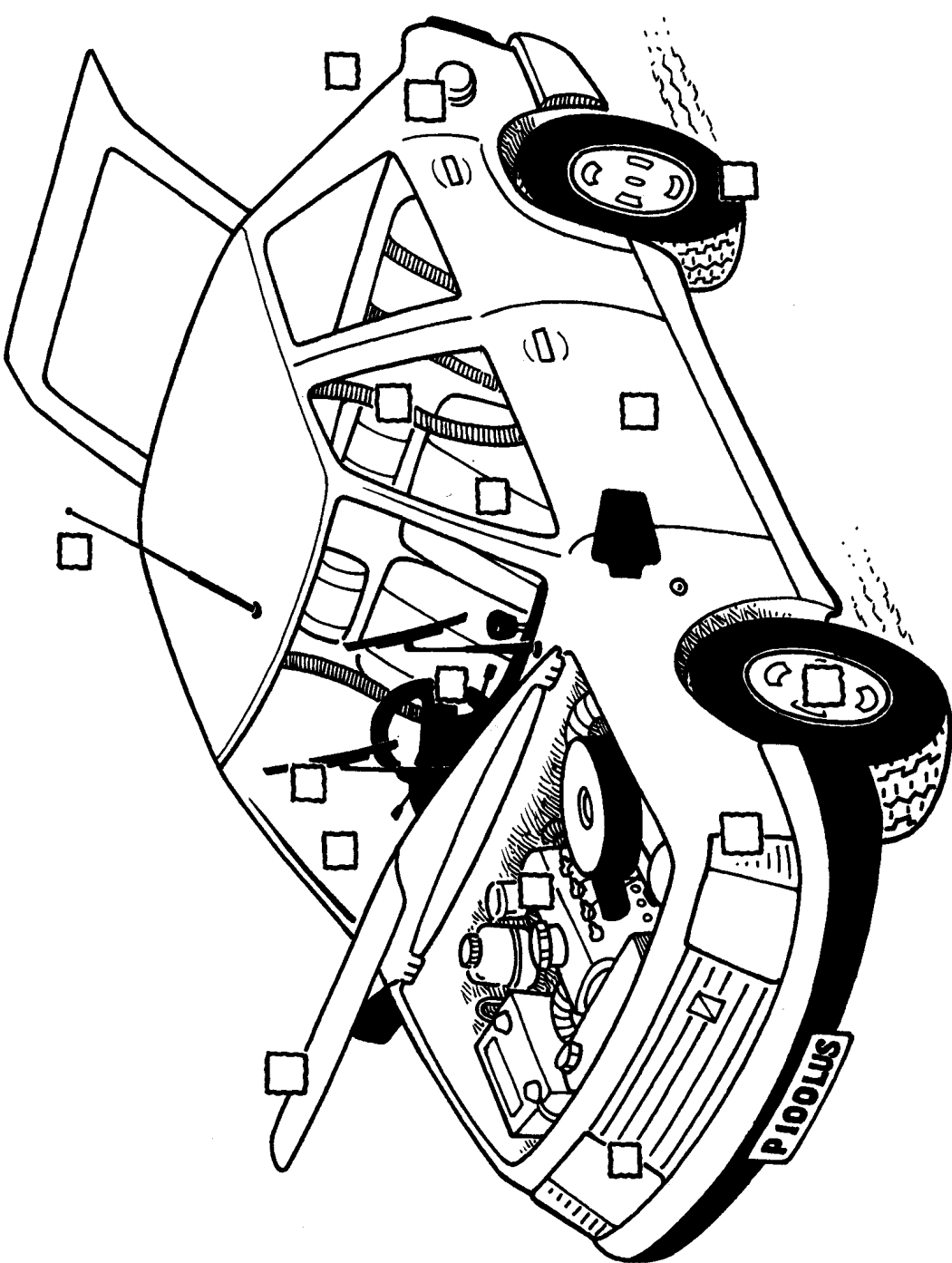
10 Let the children colour in the car in class or for homework and make sure they keep it in their English file/book so that you can use it again in the future.

FOLLOW-UP ACTIVITY:

Conduct a class survey of the different makes of car belonging to the childrens' families.

How things work

1



1 lights	2 door	3 seat	4 boot	5 steering wheel
6 windscreen	7 ariel	8 wheels	9 engine	10 windscreen wipers
11 safety belt	12 bonnet	13 petrol cap	14 indicators	15 wheel trims

How Things Work

★ ACTIVITY 2A: PAPER ACTIVITY - ELEPHANT CARD

AIMS: To listen for information and instructions • To create an elephant card

LANGUAGE: *Cut, colour*

• *Stand up* • *Elephant, herd, animal, big* • *What's your elephant called? It's called ...*

TIMING: 15-20 mins

GROUP SIZE: Ind/Pairs/Class

WHAT YOU NEED:

Photocopy 2 (top) per child. Scissors. Colours. Pictures of elephants. One ready-made and coloured elephant card.

WHAT YOU DO:

1 Using the pictures elicit *elephant*. Introduce the word *herd* and explain that it is the word for a big group of elephants.

2 Explain that the children are going to make a herd of elephants. Show them that your stand-up elephant card is joined at the top and that is why it stands up.

3 Give out photocopy 2 (top) to each child and let them cut out the elephant card. Remind them not to cut away the join at the top. Children colour in their elephants.

4 When the children have made their elephant they should choose a name for it and write this name inside.

5 In pairs, the children ask each other *What's your elephant called?* Answer *It's called ...*

6 Now create an elephant herd by putting all the elephants together.

FOLLOW-UP ACTIVITY:

1 Create stand-up cards for other animals and fish and put them into groups. Let the children design the cards.

2 Create an exhibition of other sorts of cards: 3D, pop-up or moveable ones.

★★ ACTIVITY 2B: PAPER ACTIVITY - MAKE A WINDMILL

AIMS: To listen to instructions • To make a windmill • To discuss how the windmill works

LANGUAGE: *Blow, turn, cut, catches, round* • *Windmill, wind, air* • *Why does it turn?*

TIMING: 20-30 mins

GROUP SIZE: Ind

WHAT YOU NEED:

(This activity needs nails and a small hammer - be careful.)

Photocopy 2 (bottom left) per child.

Scissors. Glue/sticky tape. Pens.

Colours. Thin sticks (short garden canes are ideal). Pins/tacks/nails.

A small hammer. A ready-made windmill and one cut out but unmade.

WHAT YOU DO:

1 Show the children your ready made windmill and blow it so that it turns. Ask *Why does it turn?* The children should tell you that it is the wind or air that turns it round. Help them discuss this in English.

2 Now tell the children it is called a *windmill*. Describe the sequence of events, e.g. *I blow on the windmill, the windmill catches the air and this turns the windmill round.*

3 Tell the children they are going to make a windmill. Give out photocopy 2 (bottom left). Using your cut out windmill show the children what they have to do.

4 When they have cut out their windmills let them colour them in lots of bright colours. They can do this on both sides of the paper.

5 Using your cut out windmill show the children how to make theirs:

a Turn down one of the stars to the middle circle and glue it in place. Do this with all the stars making sure that the 'sails' are not flat.

b Now attach your windmill to the stick with the pin/tack/nail **taking extra care for safety**. (You may wish to do this for every child as it can be dangerous.)

c Now blow on your windmill and it should turn!

FOLLOW-UP ACTIVITY:

Create a lovely display of windmills by putting a lot of sand into a small bucket/litter bin and then stand all the windmill sticks in the sand. If this is placed by an open window the windmills will turn.

★★★ ACTIVITY 2C: PAPER ACTIVITY - FLICK-BOOK

AIMS: To listen for information and instructions • To create a flick-book

LANGUAGE: *Draw, cut, stick, put together* • *Flick-book, cartoons*

TIMING: 30-35 mins

GROUP SIZE: Ind

WHAT YOU NEED:

Photocopy 2 (bottom right) per child. Scissors. Colours. Staple. A flick-book ready-made to show the children.

Examples of cartoons from newspapers/magazines. Photocopy 2 (bottom right) cut out and ready to make into a flick book.

WHAT YOU DO:

1 Show the children the flick-book you have made and introduce *flick-book* and *cartoons*. Show them the examples of cartoons you have brought in.

2 Show the children how they work i.e. each page has a drawing on it, this drawing changes a little at a time on each page so that when you 'flick' the pages through it looks as though the characters in the drawings are moving.

3 Give out photocopy 2 (bottom right) to each child. Tell them to cut out the strips of paper.

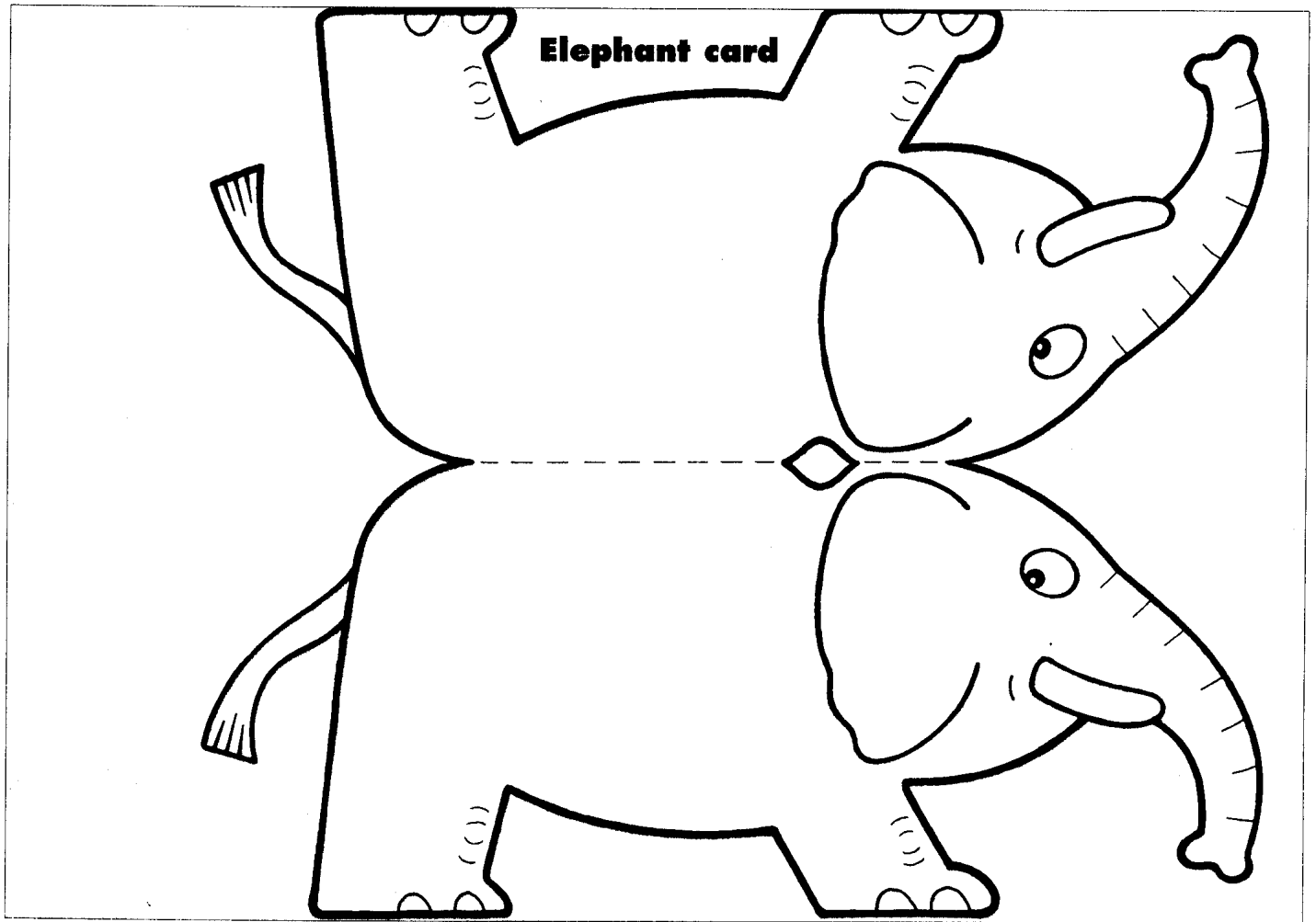
4 Using your cut out strips, show the class how to put them together in order from 1-14. Then staple one end of all the strips so that you can 'flick' the strips.

5 Children then make their own flick-books. Go round helping individuals.

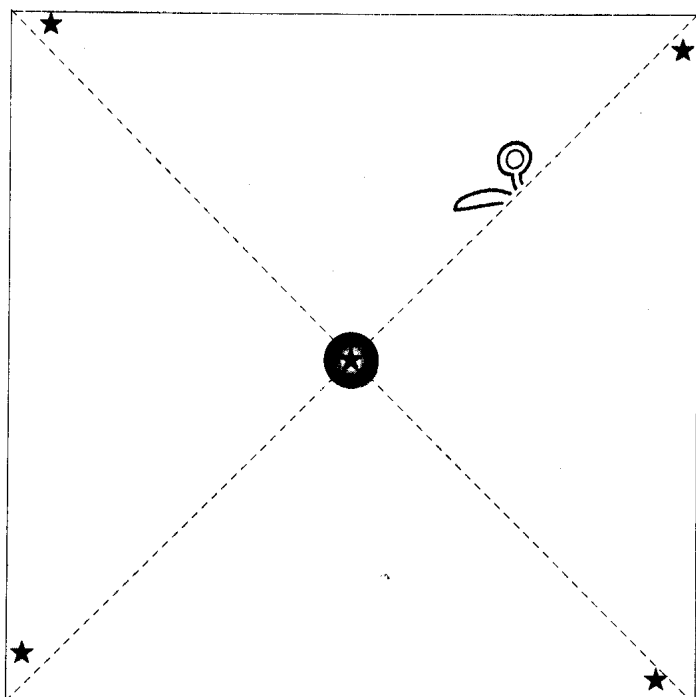
6 When they have finished, children play with their flick-books.

FOLLOW-UP ACTIVITY:

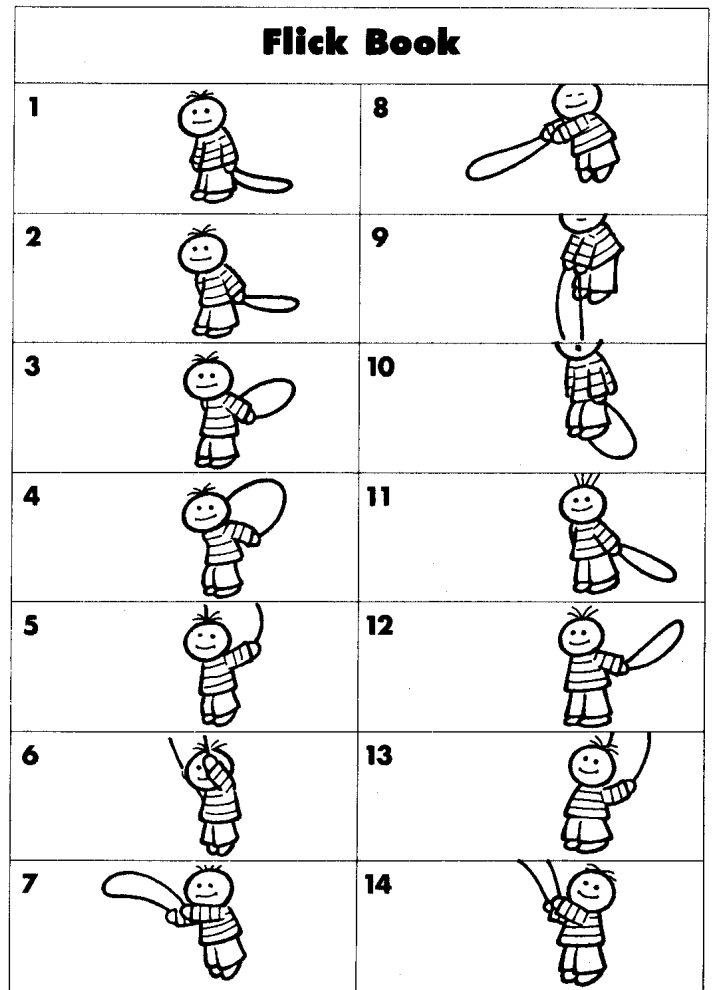
The children can design more flick-books using their own cartoons and have a 'Flick book library' in class.



Make a windmill



Flick Book



How Things Work

★ ACTIVITY 3A: AEROPLANE JIGSAW

AIMS: To solve a jigsaw puzzle

• To learn flight transport vocabulary

LANGUAGE: *Make a picture*

• *Stick, glue* • *It's a ...* • *Colour the ... red* • Numbers 1-6

• *Plane, kite, hot air balloon, helicopter, airship, rocket*

TIMING: 20-30 mins

GROUP SIZE: Ind

WHAT YOU NEED:

Photocopy 3 (top) per child (enlarged to A4 if possible). Scissors. Glue.

Colours. One envelope per child. One piece of paper per child. Pictures of *plane, kite, balloon, helicopter, airship, rocket*.

WHAT YOU DO:

1 Cut up the pieces for each child (you can cut up several jigsaws at once to save time). Put the pieces into an envelope, one per child. Do not include the written labels.

2 Use the pictures to teach the vocabulary, finding out in L1 if individuals have ever flown in any of the means of flight.

3 Explain that you will give out an envelope in which there are the pieces of a jigsaw puzzle. The children have to arrange the pieces as quickly as possible and stick them down.

4 When finished, the children can colour the background to their picture. Stress that they should not colour in the flying machines or blank boxes.

5 When everyone has completed their jigsaw, revise the vocabulary. Then tell the children they must listen and colour each item following your instructions. Say a colour, e.g. *green* then say *Colour the hot air balloon green*.

6 Finally, let the children number the boxes 1-6 as they wish.

7 Explain you are going to play a kind of Bingo. You will say a number and a flying machine, e.g. *The/My rocket is number 4*. etc. If the number/machine match is the same as a child's, they can circle their number. The child who is first to circle all their matching numbers calls out *Bingo*. If no-one has exactly the same as you, the child with the most circles is the winner.

FOLLOW-UP ACTIVITY:

Let the children cut out a picture of aeroplanes and other flying machines, glue them onto card and make jigsaw puzzles for their friends to complete. They should cut up the picture into nine pieces and then write the nine letters which spell A-E-R-O-P-L-A-N-E on the back. They can then use these to try and make as many English words as possible.

★★ ACTIVITY 3B: LABELLING JIGSAW

AIMS: To learn flight transport vocabulary • To read and match

LANGUAGE: *My ...'s ...*

• *Colour the ... green* • Colours

• *Plane, kite, hot air balloon, helicopter, airship, rocket*

TIMING: 20-30 mins

GROUP SIZE: Pairs/Ind

WHAT YOU NEED:

Photocopy 3 (top) per child (enlarged to A4 if possible). Scissors. Glue.

Colours. One envelope per child. One piece of paper for each child. Pictures of *plane, kite, balloon, helicopter, rocket, airship*.

WHAT YOU DO:

See Activity 3A Steps 1-4, but put the word strips straight into each envelope (not cut up).

5 When everyone has completed their jigsaw, put the children into pairs. Tell the children that child A should colour in the rocket, airship and kite. Child B should colour in the plane, hot air balloon and helicopter. They should not show each other their photocopies.

6 Each child then dictates to the other how to colour in the items, e.g. A: *My airship's pink. Colour the airship pink.* B: *My plane's green. Colour the plane green.* etc Call two volunteers to the front of the class to demonstrate the exchange. At the end, their pictures should be the same.

7 Show the children how each means of flight transport is written and spelt in English. Turn each word into an anagram and write them all on the board. Ask the children to guess the words and match them to the pictures they used in Step 2.

8 Explain that the children should now cut out the label word strips and match the words to the correct kind of transport, sticking each word in the relevant box.

FOLLOW-UP ACTIVITY:

Each child can make a labelled flying machine for a whole class display, based upon a blue board for the sky with cotton wool clouds.

★★★ ACTIVITY 3C: FLYING PLANES

AIMS: To follow instructions

• To play a game with planes

LANGUAGE: *Fold, crease*

• *Plane, wings* • *Fly/flew*

• *Whose plane flew the furthest? How far did your plane fly? It flew to here.*

TIMING: 20-30 mins

GROUP SIZE: Ind/Class

WHAT YOU NEED:

Photocopy 3 (bottom) per child (enlarged to A4 size if possible).

Colours. Some pictures of old and modern planes. Some ready-made paper planes.

WHAT YOU DO:

1 Using the pictures of the planes elicit *plane* and *wings*.

2 Now show the class your paper planes. Tell them they are all going to make one too. Give out photocopy 3 (bottom) to each child.

3 Using another photocopy 3, show them how to fold the plane. Use instructions as you show them, e.g. *Take the paper and fold it along line one. Can you see what I've done? Now you fold it. Now fold it along line two like this. Now you fold it along line two etc.*

4 Tell the class that you are going to have a competition to see *Whose plane can fly the furthest?*

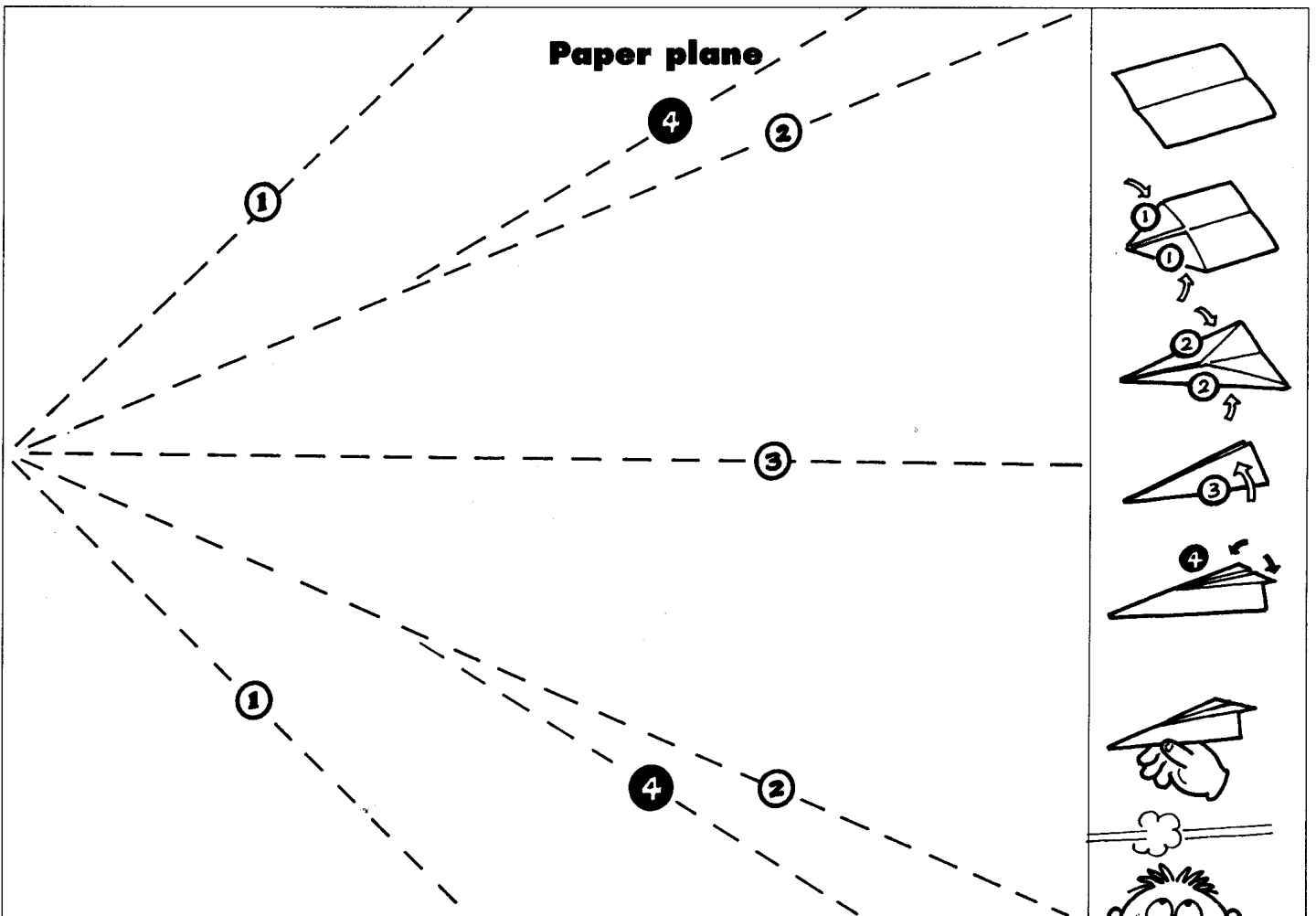
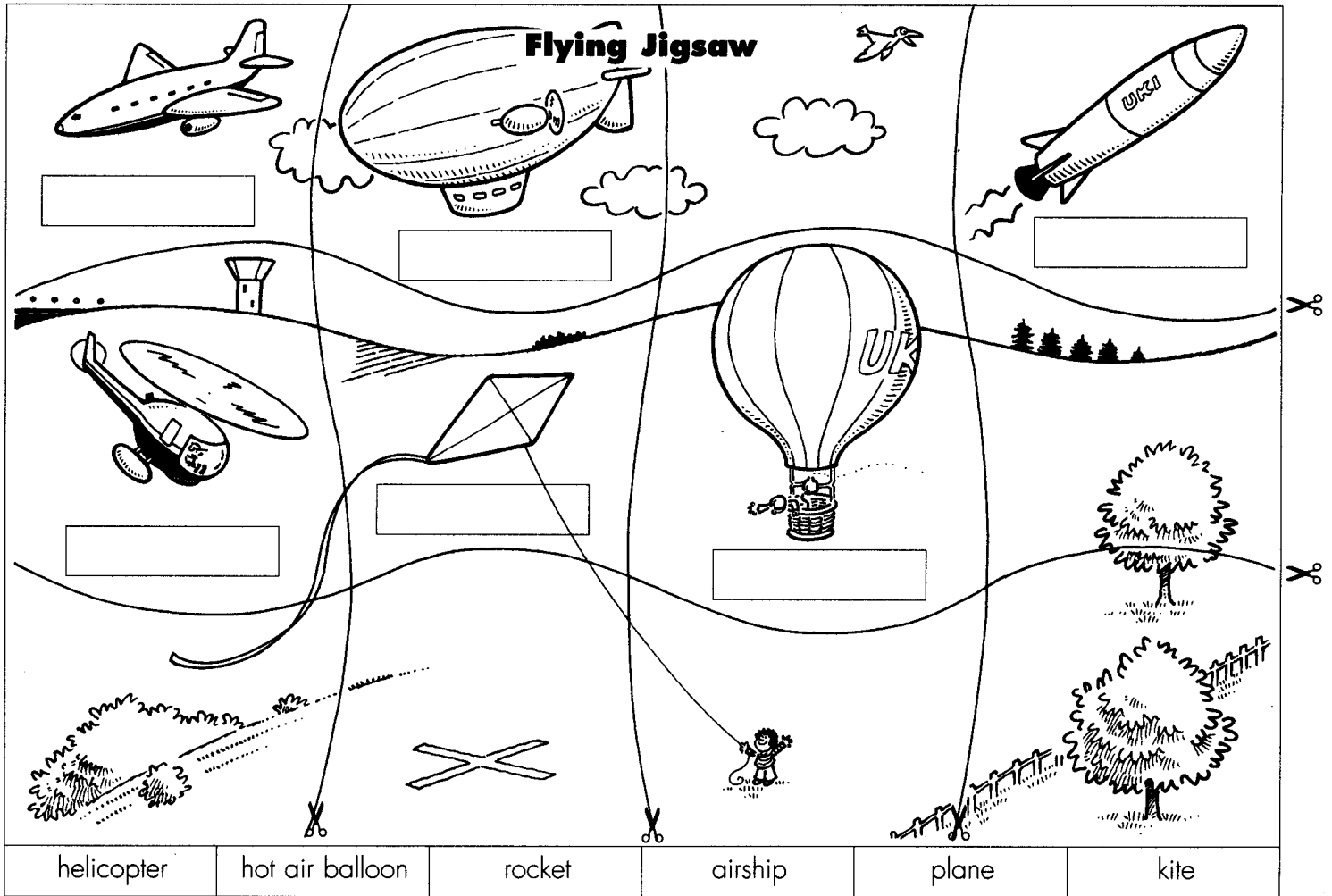
6 Children write their name on their plane and then they all stand along the same line and throw the planes.

7 When they have all flown their planes check to see the name on the one that flew the furthest. That child is the winner!

8 The children can get into pairs and ask each other, e.g. A: *How far did your plane fly?* B: *It flew to here* (showing the place it landed).

FOLLOW-UP ACTIVITY:

Let the children measure how far each plane flew.



How Things Work

★ ACTIVITY 4A: SONG - THE WHEELS ON THE BUS ☐

AIMS: To sing a song about a bus • To link songs with actions
LANGUAGE: *Bus, wheels, doors • People, bell, horn, driver, wipers • Go, goes • Move along, please, open, shut, round and round*
TIMING: 20 mins
GROUP SIZE: Class
WHAT YOU NEED: Photocopy 4 (top) per child. Cassette (tapescript p.92). (You should know the song quite well so that you can mime/sing it to the class and do all the actions that go with it.)

WHAT YOU DO:

- 1 Give the photocopy to each child and talk about the picture. Teach *bus, people, wheels, doors, bell, wipers, horn and driver*. Tell the children that they are going to sing a song about a bus.
- 2 Play the first verse and do the actions with it, i.e. move your arms together round and round. Play it again and let the children join in with you. Don't worry if they don't get all the words this time.
- 3 Do the same for verses 2-6. The action pictures will show what you have to do. In verse 5 the children can join in with *Move*

along, please! Play each verse a couple of times until all the children have learnt the actions.

- 4 Now sing the whole song all the way through.

FOLLOW-UP ACTIVITY:

Arrange six chairs in a line, facing the same way. The first is for the driver. Call six children to mime the song as the class sings.

★★ ACTIVITY 4B: SING A SONG AND WRITE A NEW VERSE ☐

AIMS: To sing a song about a bus • To link songs with actions • To write another verse for the song
LANGUAGE: *Bus, wheels, doors • People, bell, horn, driver, wipers • Go, goes • Move along, please, open, shut, round and round*
TIMING: 20 mins
GROUP SIZE: Class/Group
WHAT YOU NEED: Photocopy 4 (top) per child. Cassette (tapescript p.92). Paper. Pens. (You should know the song quite well so that you can mime/sing it to the class and do all the actions that go with it.)

WHAT YOU DO:

See Activity 4A Steps 1-4

- 5 Ask the children to look at the verses and tell you if there is anything that is repeated. On the board write:

The ... on the bus go/goes _____,

_____, _____,

_____, _____,

The _____ on the bus go/goes _____,

_____, _____,

All day long.

Show the children how there is a lot of repeated language.

- 6 Put the class into groups of three or four and ask them to write another verse for this song. You may like to give them

suggestions for other parts, e.g. the engine, the seats.

- 7 Ask the groups to sing their verse to the whole class. Applaud each group.

FOLLOW-UP ACTIVITY:

Try and make a very long song! See if the class can write lots more verses about the things on the bus e.g. *the lights on the bus go 'flash, flash, flash', the screws on the bus go 'squeak, squeak squeak', the windows on the bus go up and down* etc. You could try and write a new verse each week and see what you get at the end of the year! Then try and sing it!

★★★ ACTIVITY 4C: WHAT'S THE ORDER? ☐

AIMS: To create a sequential list of actions • To use a variety of verbs
LANGUAGE: *Put, get, turn • Spread, move, cut, choose, push, press, move, play • Cassette, bread, cheese, butter, knife, button, remote control, volume knob*
TIMING: 25-35 mins
GROUP SIZE: Class/Pairs
WHAT YOU NEED: Photocopy 4 (bottom) per child. Realia or pictures of sandwiches and fillings, e.g. cheese.

WHAT YOU DO:

- 1 Show the children the realia or pictures of the *sandwich, cassette recorder and cassette*. Discuss how to make them or use them. Use verbs and vocabulary that appear on the photocopy.
- 2 Ask the class to help you write down the stages of brushing your teeth on the board. These should be something like:
 - a Go to the bathroom.
 - b Pick up the toothbrush.
 - c Pick up the toothpaste.
 - d Take the top off the toothpaste.
 - e Squeeze some toothpaste onto your toothbrush.
 - f Put your toothbrush against your teeth.
 - g Brush up and down all around your teeth.
 - h Spit out the extra toothpaste.
 - i Rinse your mouth with water.
 - j Spit this out.
 - k Put the top back on the toothpaste.
 - l Put the toothpaste back.

m Put the toothbrush back.

n Leave the bathroom.

Hopefully the children will be surprised by how many steps/stages there are to brushing your teeth.

- 3 Put the class into pairs and ask them to think about each stage of making a sandwich or playing a cassette.

- 4 Give out the photocopies and tell them to write each stage on the lines. There are words around the page to help them if they get stuck. They can still work in pairs to do this.

- 5 When they have finished, ask some of the pairs to read them out.

FOLLOW-UP ACTIVITY:

Ask each pair to create pictorial stages for their activity (e.g. rather like a cartoon) and then display both the written version and the pictorial version.



1



The Wheels on the Bus

The wheels on the bus go round and round
Round and round, round and round
The wheels on the bus go round and round
All day long

The bell on the bus goes ting-a-ling-a-ling
ting-a-ling-a-ling, ting-a-ling-a-ling
The bell on the bus goes ting-a-ling-a-ling
All day long

The doors on the bus go open and shut
Open and shut, open and shut
The doors on the bus go open and shut
All day long

The wipers on the bus go swish swish swish
Swish swish swish, swish swish swish
The wipers on the bus go swish swish swish
All day long

The driver on the bus shouts 'Move along, please'
'Move along, please, move along, please'
The driver on the bus shouts 'Move along, please'
All day long

The horn on the bus goes beep beep beep
Beep beep beep, beep beep beep
The horn on the bus goes beep beep beep
All day long



2

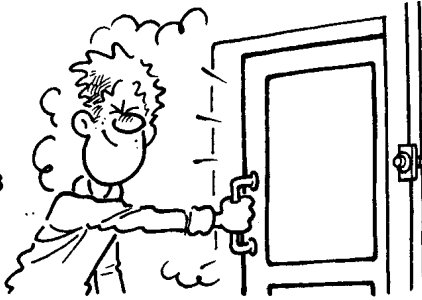


4



6

3



5



What's the order?

Making a sandwich

.....

.....

.....

.....

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.....

.....

Listening to a cassette

.....

.....

.....

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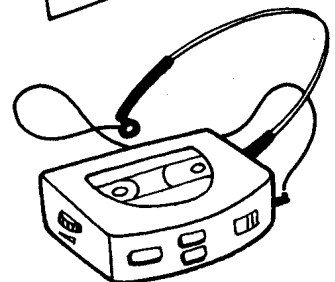
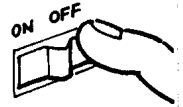
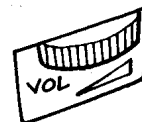
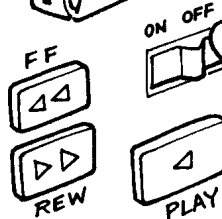
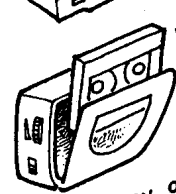
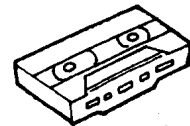
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Verb bank

volume choose fast forward
put push rewind pick up
press spread turn on
get put play cut



Health and Fitness

★ ACTIVITY 1A: HEALTHY LISTENING □

AIMS: To introduce food vocabulary • To give opinions about likes and dislikes • To discuss merits of types of food

LANGUAGE: *Who likes ...?*

• *Fruit, vegetables, apples, cereal, yoghurt, milk, rice, eggs, pasta, beans, fish, salad, bread, crisps, cake, sweet drinks, pizza, chocolate, chips* • *Healthy/unhealthy*

• *Yes/No* • *What do you eat lots of? I eat lots of ...*

TIMING: 20-30 mins

GROUP: Class/Ind

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.92). Pens. Pictures or realia of *chocolate, apples, pencils, children, books* to illustrate *lots of*.

WHAT YOU DO:

1 Show the children the chocolate and the apple or the pictures of them. Then hold up the chocolate and ask *Who likes chocolate?* Children put their hands up. Do the same with the apple.

2 Using pictures, teach *lots of apples, chocolate, pencils, children* and *books*.

3 Now hold up the apple and say *healthy*. Write on the board and underline the *h*. Now do this with the chocolate and say that it is *unhealthy* to eat lots of chocolate. Write on the board and underline *u*.

4 Give out photocopy 1 to each child and elicit the names of the foods there. Hold up your copy and point to individual things and say *What's this?* Help them with the answers where necessary.

5 Read out all the names of the foods on the page and point to them as you do so. Make sure everyone can see.

6 Point to *healthy/unhealthy* on the board. Tell the children they are going to listen to a list of *healthy* foods. As they hear the name of a food they should find it on the page then write *h* (for *healthy*) in the box by it. Tell the children you will play the cassette three times.

7 Play the cassette, pausing at the pause marks (/ /) so that the children can identify the food and write the letter.

8 Point to one type of food on the photocopy and ask them to put their hands up if they eat lots of this food. Do this with several of the pictures. Say that they are healthy foods and very good for you.

9 In pairs children ask their partners *What do you eat lots of?* and Child B should answer *I eat lots of ...*

FOLLOW-UP ACTIVITY:

Make a class/individual collage with pictures of healthy foods and label each example.

★★ ACTIVITY 1B: A LOT OF/A LITTLE OF ... □

AIMS: • To introduce food vocabulary • To give opinions about likes and dislikes • To discuss eating styles • To introduce *healthy and unhealthy*

LANGUAGE: As Activity 1A plus *What do you like? I like ...*

TIMING: 15-20 mins

GROUP SIZE: Ind/Pairs

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.92). Pens. Pictures/realia of *chocolate, apples, pencils, children, books* to illustrate *lots of* and *some*.

WHAT YOU DO:

See Activity 1A Step 1.

2 Using pictures elicit *lots of apples, chocolate, pencils, children* and *books*. Do the same with *some*.

3 Hold up the apple and say *It's good to eat apples. It's healthy to eat apples. It's healthy to eat lots of apples*. Now do this with the chocolate and say *It's unhealthy to eat lots of chocolate. You can have some chocolate but not lots of chocolate*. Write *healthy* and *unhealthy* on the board and underline the *h* and the *u*.

4 Give out photocopy 1 to each child and elicit the words for these foods. Hold up your copy and point to individual things and say *What's this?* Let them answer or you tell them what it is.

5 Read out all the names of the foods on the page and point to them as you do so.

6 Explain that they are going to listen to a list of healthy foods. When they hear the name of a food they must write *h* (for *healthy*) in the box next to it. Play the cassette three times, pausing (/ /) for the children to write the letter. (See tapescript 1A.)

7 Put the children in pairs. Child A asks *What do you like?* Child B: *I like ...* Then swap roles.

FOLLOW-UP ACTIVITY:

The children draw two circles. They then draw healthy foods in one circle and unhealthy foods in the other circle.

★★★ ACTIVITY 1C: DAILY MENUS □

AIMS: To use food vocabulary • To introduce *healthy and unhealthy*

LANGUAGE: *Lots of/some* • *It's healthy/unhealthy to eat lots of ...* • *Who likes ...? Every day I eat ...* • *Crisps, biscuits, chips, sweet drinks, apple, pizza, fruit, cereal, salad, beans, water, bread, yoghurt, chocolate*

TIMING: 15-20 mins

GROUP SIZE: Ind/Pairs

WHAT YOU NEED:

As Activity 1B plus pictures or realia of food.

WHAT YOU DO:

See Activity 1B Steps 1-4.

5 Tell the children they are going to listen to a list of food that two different children eat in one day. They have to write 1 next to the food that the first child describes and write 2 next to the food that the second child describes. Tell the children you will play the cassette three times.

6 Then ask the children what food child number one ate. Then do the same for child number two. Ask the children to look at these foods and decide if child number one eats healthy or unhealthy food. Do the same

with child two. (Child one eats unhealthy food and child two eats healthy food.)

7 In pairs children look at the pictures of food and say *It's healthy to eat lots of ...* or *It's unhealthy to eat lots of ...* They could make a list of healthy foods.

8 When they have finished let some pairs read out their 'healthy daily diet'.

FOLLOW-UP ACTIVITY:

Do a 'Healthy Diet' class survey. Ask the class, e.g. *Do you eat apples? Do you eat carrots?* Count hands and write the results on the board. The children copy the results.



Health and Fitness

★ ACTIVITY 2A: MAKE A JOINTED PUPPET

AIMS: To make a jointed puppet

- To listen to instructions
- To identify language for parts of the body

LANGUAGE: *Arm, leg, body, head, foot, hand* • *Cut, stick, move* • *What's this? It's a/an ...*

TIMING: 30-35 mins

GROUP SIZE: Ind/Class

WHAT YOU NEED:

Photocopy 2 per child. Scissors.

Tags/string and split pin x 13 for each puppet. Colours. Hole-punch.

A ready-made jointed puppet and a puppet cut out but not assembled.

WHAT YOU DO:

1 Show the children your puppet and explain that they are going to make a jointed puppet. Show the joints and explain what *jointed* means using the ready-made puppet.

2 Give each child photocopy 2 and let them cut out the parts of the puppet carefully.

3 Give the children the tags/string (x 13) for each joint.

4 With your unassembled puppet show the children how to 'joint' the puppet. Each joint should be hole-punched and then the string or tag used to connect them. Children make their puppets.

5 When all puppets are finished hold yours up. Move a part of the body e.g.

arm/hand/foot and ask *What's this?* Let the children answer *It's a/an ...*

6 Tell the children to hold up their puppets and move different parts of the body as you call them out e.g. *head, leg* etc. Let the children take it in turns to call out a different part of the body.

7 The children then colour their puppets. The puppets can be kept in English books/files for future use.

FOLLOW-UP ACTIVITY:

Make a display of puppets when they have been coloured.

★★ ACTIVITY 2B: PUPPET SIMON SAYS

AIMS: To listen to instructions

- To use language for parts of the body
- To play a game with a puppet

LANGUAGE: *Body, head, arm, leg, foot, hand, joint, shoulder, knee, ankle, elbow, wrist, neck, hip* • *Bend*

TIMING: 30-35 mins

GROUP: Ind/Class

WHAT YOU NEED:

Photocopy 2 per child. Scissors.

Tags/string and split pin x 13 for each puppet. Colours. Hole-punch.

A ready-made jointed puppet and a puppet cut out but not assembled.

WHAT YOU DO:

1 Show the children your puppet and explain that they are going to make a *jointed* puppet. Introduce *neck, shoulder, elbow, wrist, knee* and *ankle*. Show the joints on the ready-made puppet and explain that joints help parts of our bodies move, showing them what you mean.

See Activity 2A Steps 2-4.

5 When all puppets are finished hold yours up and ask the children to tell you which part of the body you are moving, e.g. *arm/hand/foot* etc. Now point to the joints and ask the class to name them.

6 Tell the children to hold up their puppets and move different parts of the body as you call them out, e.g. *head, leg* etc. Let individual children do this around the class.

7 Now play *Simon Says* with the puppets.

Using your puppet say *Simon says bend your arm/bend your leg* etc. If you say *Simon says bend your leg* the children should make their puppets bend a leg, but if you say only say *Bend your leg* they shouldn't and are out if they do so. The winner is the last puppet still in the game. Play the game again and let individual children call out the instructions.

8 Children colour the puppets at home or in class. The puppets can be kept in English books/files for future use.

FOLLOW-UP ACTIVITY:

Play *Simon Says* with the class and not the puppets.

★★★ ACTIVITY 2C: BODY PARTS AND SPORTS

AIMS: To make a puppet • To use language for parts of the body

- To link body parts and sports
- To introduce the vocabulary of sports

LANGUAGE: *Head, body, legs, arms, foot, hands, face* • *Football, tennis, swimming, netball, baseball, volleyball* • *Joint, neck, shoulder, elbow, wrist, hip, knee, ankle*

TIMING: 30-35 mins

GROUP SIZE: Ind/Group

WHAT YOU NEED:

As Activity 2B plus some pictures of sports e.g. *tennis, football, swimming, netball, baseball, volleyball*.

WHAT YOU DO:

See Activity 2B Steps 1-4.

5 When all puppets are finished hold yours up and ask the children to tell you which part of the body you are moving e.g. *arm/hand/foot* etc. Now point to the joints and ask the class to name them.

6 Tell the children to hold up their puppets and move different parts of the body as you call them out, e.g. *head, leg* etc. Let individual children do this around the class.

7 Using the pictures of the sports teach the names for them.

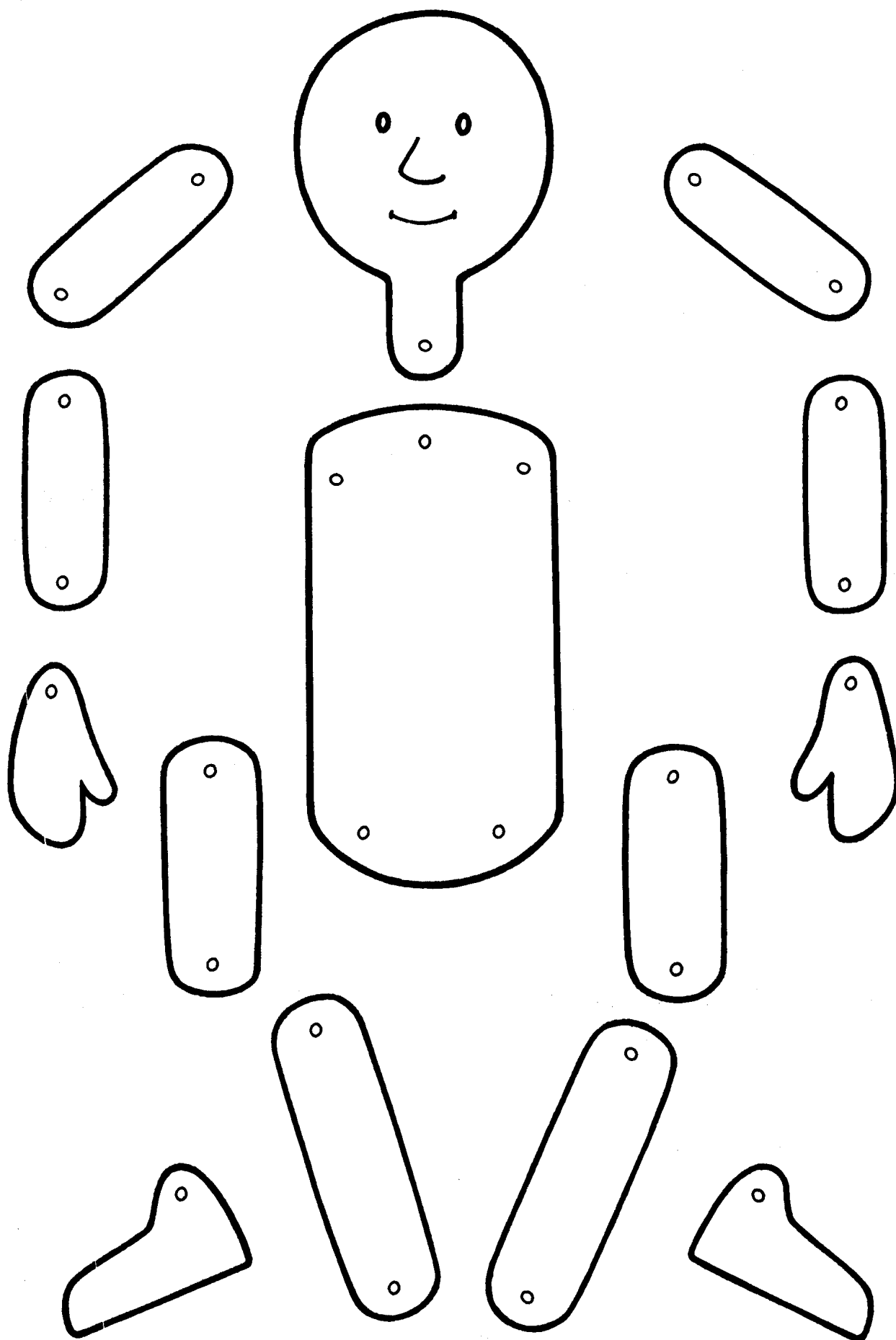
8 Now using your puppet to demonstrate, say a sport and ask the children to move their puppets as though they were playing that sport e.g. *tennis* (they should bend one elbow and put the arm in the air then bring it down quickly, like a serve in tennis). Do

this with other sports, and let individual children call out a sport and move round the class so that all the children do this at least once. It doesn't matter if a sport is repeated. Now let the children play this in groups of four for a few minutes.

9 Children colour the puppets at home or in class. The puppets can be kept in English books/files for future use.

FOLLOW-UP ACTIVITY:

Create a display for each of the sports, e.g. *football, tennis, swimming* etc.



Health and Fitness

★ ACTIVITY 3A: BODY SNAP

AIMS: To use language for parts of the body • To play a game
• To introduce the language for games

LANGUAGE: *Arm, hand, face, foot, head, ear, knee, thumb, body*
• *Snap, It's my/your turn, I win!*
• *What is it? It's a ...*

TIMING: 15-25 mins

GROUP SIZE: Pairs

WHAT YOU NEED:

Photocopy 3 per child. Scissors.

Envelope for each child to keep their cards in. One set of cards cut out for you to use as a model.

WHAT YOU DO:

1 Give out photocopy 3 to each child and let them cut out all the cards.

2 When they have finished hold up each card separately and ask *What is it?* (*hand/arm* etc). Teach the word if it is new to them.

3 Show them how to play *Body Snap* in pairs. Use a child to help you model the game. You both have your cards on the table face down in one pack. When it is your turn, turn over one card and put it on the pile in the middle of the table that you both make. As you turn the card you say what it is, e.g. *head, hand*. If the card on the top of the pile in the centre of the table is exactly the same as the one you are turning over, the first of the two players to

shout *Body Snap* picks up all the cards on the table. If they both say it together they share the cards. The winner is the player left with all the cards.

4 Let the class play in pairs for about 5-10 minutes until they have all won at least one game each. When they have finished make sure they take their time to carefully separate the cards again so that each child has a complete set each.

FOLLOW-UP ACTIVITY:

Play *Body snap* in groups of four or six which makes it fast and exciting. They have to concentrate even more!

★★ ACTIVITY 3B: BODY PELMANISM

AIMS: To introduce new language for parts of the body
• To play a game

LANGUAGE: *Arm, hand, face, foot, head, ear, knee, thumb, body*

TIMING: 20 mins

GROUP Pairs

WHAT YOU NEED:

Photocopy 3 per child. Scissors.

Envelope for each child to keep their cards in. One set of cards cut out for you to use as a model.

WHAT YOU DO:

See Activity 3A Steps 1-2.

3 Show the children how to play by modelling the game with a pupil. One complete set of cards is spread out on a table face down. Take it in turns to turn over two cards. If the two cards are of the same thing e.g. *arm* and *arm* then the player keeps that pair of cards. If the player does not turn over a matching pair then the cards have to be turned back over and the player has to try again next time. The winner is the player with most of or all the cards.

4 Put the class into pairs and let them play the game once or twice.

FOLLOW-UP ACTIVITY:

Let the children make new pairs of cards by cutting out different body parts from magazines, e.g. *eyebrows, lips, ears, chins, thumbs, toes* etc.

★★★ ACTIVITY 3C: BODY JOINTS PELMANISM

AIMS: To use language for parts of the body • To introduce connecting parts of the body
• To play the game

LANGUAGE: *Arm, hand, face, foot, head, ear, knee, thumb, body, finger, elbow*

TIMING: 20-25 mins

GROUP SIZE: Pairs

WHAT YOU NEED:

Photocopy 3 per child. Scissors.

Envelope for each child to keep their cards in. One set of cards cut out for you to use as a model.

WHAT YOU DO:

See Activity 3A Steps 1-2.

3 Now draw a large stick person on the board and label *arm, hand, foot, leg, elbow, finger, head, face* and *body*. Point out how there is a connection between the following because they 'join': *face* and *head, head* and *body, body* and *arm, body* and *leg, arm* and *hand, hand* and *finger, leg* and *foot, arm* and *elbow, leg* and *knee*.

4 Check understanding by asking *Do the hands and the feet join?* (No.) *Do the fingers and the hand join?* (Yes.)

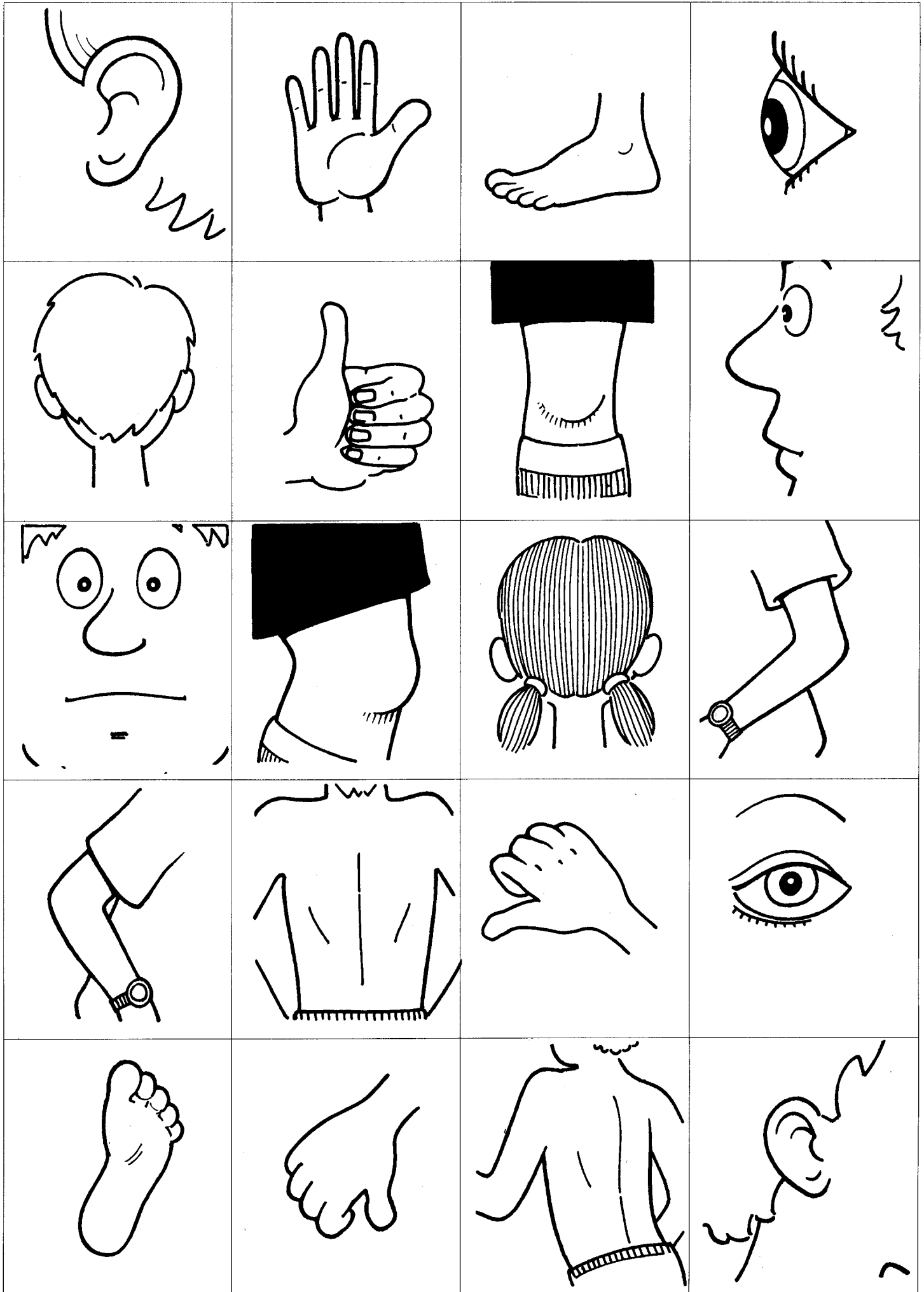
5 Show the children how to play the game by modelling it with a pupil. One complete set of cards is spread out on a table face down. Take it in turns to turn over two cards

saying what each card is as you turn it over. If the two cards are a 'joining' pair, e.g. *elbow* and *arm* or *body* and *leg* then the player keeps that pair of cards. If the player does not turn over a 'joining' pair then the cards have to be turned back over and the player has to try again next time. The winner is the player with the most of or all the cards.

6 Split the class into pairs and let them play the game once or twice.

FOLLOW-UP ACTIVITY:

Extend the game by adding more cards and playing for longer.



Health and Fitness

★ ACTIVITY 4A: THE BODY SONG □

AIMS: To use language for parts of the body • To sing a song

LANGUAGE: *Head, shoulders, knees, toes, eyes, ears, mouth, nose*

TIMING: 20-30 mins

GROUP SIZE: Class

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.92). Pictures of parts of the body/whole body so all the new vocabulary is visible. (Practise miming the song before you do it in class. You must touch the part of the body that you are singing about as you sing.)

WHAT YOU DO:

1 Using the pictures elicit the vocabulary for parts of the body. Now ask a volunteer to come to the front of the class. Point to parts of his/her body and elicit the vocabulary.

2 Give out photocopy 4 (top) to each child. Tell the children that you are going to sing a song about the body. Point to the parts of the body on the page and ask the class *What is it?* Elicit the vocabulary for each part of the body.

4 Play the song on the cassette.

5 Now let them sing the song and touch the part of the body they are singing about as they sing.

FOLLOW-UP ACTIVITY:

Introduce the children to a new verse, e.g. *Arm, wrist, elbow, hand, elbow, hand*
Arm, wrist, elbow, hand, elbow, hand
Finger, nail, knuckle and fist
Arm, wrist, elbow, hand, elbow, hand
Split the class into two groups. One group sings verse one and the other group sings verse two. As one group sings the other group has to touch the parts of the body.

★★ ACTIVITY 4B: SING THE BODY SONG AND WRITE ANOTHER VERSE □

AIMS: To use language for parts of the body • To introduce new vocabulary • To sing a song

• To identify parts of the body

• To write a new verse

LANGUAGE: *Head, shoulders, knees, toes, eyes, ears, mouth, nose*

TIMING: 30-35 mins

GROUP SIZE: Class/Group

WHAT YOU NEED:

As Activity 4A plus pens/pencils. Paper.

WHAT YOU DO:

See Activity 4A Steps 1-5.

6 Now ask the children to look carefully at the song and ask them to tell you what each verse looks like/how it is written. (There is basically a list of four parts of the body repeated for two lines then there are four more parts of the body and then the first four repeated again.)

7 In groups of four to five, children now write another verse. They will need to ask you for vocabulary. If you wish, you can give each group a particular part of the body to use, e.g. *head, legs, thumbs* etc.

8 Let each group practice their verse and then sing to the whole class.

FOLLOW-UP ACTIVITY:

Make a copy of all the new verses in one song and call it *Class Body Song* and let the children illustrate this.

★★★ ACTIVITY 4C: FITNESS QUIZ □

AIMS: • To carry out a personal fitness quiz • To encourage children to think about their fitness

LANGUAGE: *When do you ...? Do you ...? Drinks, vegetables, fruit, sports, snacks, sleep*

• *Sometimes, never, always*

TIMING: 30-40 mins

GROUP SIZE: Ind

WHAT YOU NEED:

Photocopy 4 (bottom) per child.

Pictures of drinks, vegetables, fruit, sports, snacks, sleep.

WHAT YOU DO:

1 Using the pictures elicit *drinks/sugary drinks, vegetables, fruit, sports, snacks* and *sleep*.

2 Now tell the children they are going to do a fitness quiz about themselves. Tell them it is interesting and fun too! Give out photocopy 4 (bottom).

3 Introduce *never, sometimes* and *always* by writing all the days of the week on the board and showing the pictures for sports. Explain that *never* would be no sports a week (put crosses in every day), *sometimes* means two or three times a week (put ticks in two or three days and crosses in the others) and that *always* is every day (put ticks in every day).

4 Model what they have to do by

answering at question three about yourself on the board. Show the picture and ask yourself out loud *When do you play sports? Never, sometimes, always.*

5 Read through the questions together as a class to see if the children understand them. Then tell them that you can come and help them with a question if they get stuck. Tell them that this is not an exam but is for fun and to find out about themselves!

6 Tell them to answer the questions.

7 Now show them how to work out their scores. They have to add all these numbers up and then find the information on the right of the quiz that corresponds to their total.

FOLLOW-UP ACTIVITY:

Make a 'Keep Fit' poster for the classroom.

The Body Song

Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
And eyes and ears and mouth and nose
Head, shoulders, knees and toes, knees and toes



FITNESS QUIZ

1. When do you eat vegetables and fruit?

A never ☐ B sometimes ☐ C always ☐

2. When do you have sugary drinks?

A never ☐ B sometimes ☐ C always ☐

3. When do you play sports?

A never ☐ B sometimes ☐ C always ☐

4. When do you watch TV?

A never ☐ B sometimes ☐ C always ☐

5. When do you eat snacks?

A never ☐ B sometimes ☐ C always ☐

6. Do you sleep 8-10 hours at night?

A never ☐ B sometimes ☐ C always ☐

7. When do you think about how fit you are?

A never ☐ B sometimes ☐ C always ☐

SCORES: WRITE YOUR SCORE

1	A2	B4	C6	___
2	A6	B4	C2	___
3	A2	B4	C6	___
4	A6	B4	C2	___
5	A6	B4	C2	___
6	A2	B4	C6	___
7	A2	B4	C6	___

What is your total score ___

Now look at the answers below:

28-42 You keep fit! Well done!
14-28 Do more exercise and eat more carefully!
0-14 Oh dear! You need more fruit, vegetables and lots more exercise!

People

★ ACTIVITY 1A: WHO'S GOT WHAT? □

AIMS: To practise asking questions • To practise using formal forms of address • To identify people from oral descriptions

LANGUAGE: *Who's got ...? I've got ... • Wear, have • Eyes, ears, nose, hair, beard, moustache, glasses • Long, round, short, big, small • Colours • Miss, Mr, Mrs, queen, friend*

TIMING: 30 mins

GROUP: Class

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.92). Scissors. Coloured pens. Pictures of beard, moustache, glasses.

WHAT TO DO:

1 Teach vocabulary using the children, saying *Show me your eyes, ears* etc.

2 Teach *glasses, moustache, beard* using pictures.

3 Show the children the photocopy.

4 Explain that the children will hear each person describing himself/herself and saying a name which is based upon a colour e.g. *Miss Blue*. The children can indicate the name by colouring the box in each picture. Play the cassette twice.

5 The children listen and colour the features as specified.

6 They then cut up the faces and spread them out on their tables. The children take away each face as you read aloud the descriptions

one by one. Read them all except one. The first child to identify the missing person wins!

7 Now ask the class about one face at a time, e.g. *T: Who's got big, round, red glasses?*

FOLLOW-UP ACTIVITY:

Call up a pair of children and let them model a question/answer exchange. Child A chooses one face and says: *A: Brown hair. B: Mrs Brown. A: No. Short, brown hair. B: Mr Brown.* etc until child B guesses child A's choice. The children then change over, with B asking A.

★★ ACTIVITY 1B: GUESS WHO? □

AIMS: To identify people from oral descriptions • To practise using numbers 1-10

LANGUAGE: *Eyes, ears, nose, hair, beard, moustache, glasses • Crown, queen, king • I've/She's/He's got ..., Who's got ...? • Long, short, big, small • Wear, can't • Black/white • I'm number ..., show me • Numbers 1-10*

TIMING: 30 mins

GROUP: Class

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.93). Scissors. Pictures of faces/facial features e.g. eyes. A few circles/badges with *Top Detective!* on or small sweets as prizes.

WHAT TO DO:

See Activity 1A Steps 1-2.

3 Show the children photocopy 1 and explain that there has been a crime. Somebody has taken the queen's crown. The class pretend they are detectives solving the crime.

4 Explain that the children will hear each person describing himself/herself and saying a number which the children write in the box.

5 Play the cassette (tapescript 1) twice, stopping at the pauses (//). Check the children have numbered the faces correctly.

6 Ask the children to guess which person took the crown. They should put a crown on the picture, e.g. on the head of the thief.

7 Play tapescript 2. The children will hear the queen saying who the thief is. If a child

has guessed correctly, he/she wins a small prize or point.

8 Call up a pair of children to model an exchange. Child A chooses one face and then asks child B e.g. *A: Who's got a black moustache and a long nose? B: Number 1. A: Yes.* etc.

FOLLOW-UP ACTIVITY:

The children cut up the pictures and play a guessing game. Child A spreads out her pictures on the table. She starts to describe one of them, without pointing to it. Child B guesses who it is. If child B is correct he has the next turn. If he can't guess, child A says the answer and has another turn with a different face.

★★★ ACTIVITY 1C: WHAT'S THE DIFFERENCE? □

AIMS: To practise using the comparative with *than* • To describe differences between people • To practise using formal forms of address

LANGUAGE: *She's got bigger glasses/a smaller nose/more hair etc • Eyes, ears, nose, hair, beard, moustache, glasses • Long, short, big, small, curly • Mr, Miss, Mrs*

TIMING: 30 mins

GROUP: Class/Pairs

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.93). Scissors. Coloured pencils. Pictures of beard, moustache, glasses.

WHAT TO DO:

See Activity 1A Steps 1-2.

3 Teach the comparative form using the children themselves or their possessions, e.g. *Mario's bag is bigger than Paulo's*. Encourage each child to make up a sentence comparing two things.

4 Show the children the photocopy and explain that the queen is sad because her very expensive diamond ring was stolen by one of the people on the photocopy. The class will listen to the cassette (tapescript 1) and pretend they are detectives looking for someone who fits the description of the thief.

5 Play the cassette (tapescript 1) twice. The children write the name of the character underneath the face and also colour in the characters. They can copy from the board if you prefer.

6 Explain that the children will have to go through a process of elimination, by listening to people saying they didn't take the ring. The children should put a cross in the box under each picture, to indicate that they think that person did not do it.

7 Ask one or two to identify who the thief could be, by pointing to the two remaining characters on the photocopy. Encourage the children to point out the differences between the last two characters.

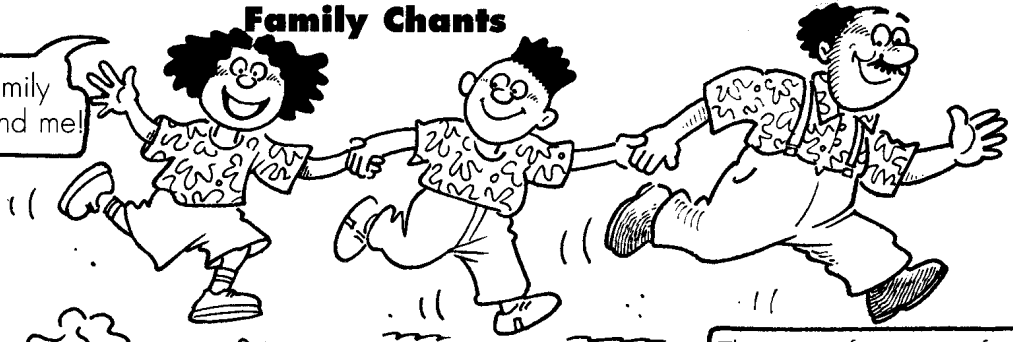
8 Play tapescript 2. The children listen and identify the thief. (It's Mr Red.)

FOLLOW-UP ACTIVITY:

The children cut up faces from magazines and create amusing identikit style faces, e.g. eyes from one face, a nose from another face etc. They then describe their funny faces.

Family Chants

There are three in my family
My father, my brother and me!
What about you?



There are five in my family
My father, my mother,
my sister, my brother and me!
What about you?

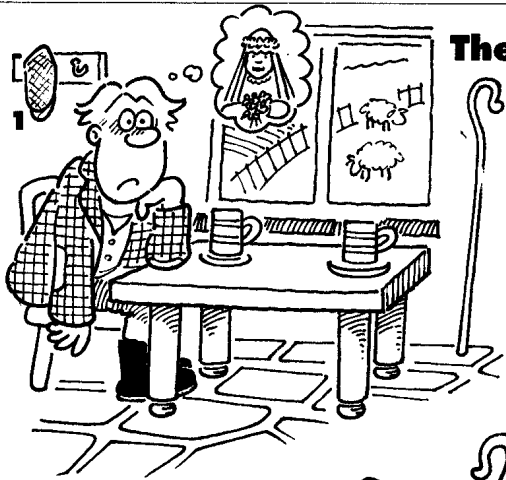


There are four in my family
My mother, my grandmother,
my sister and me!
What about you?

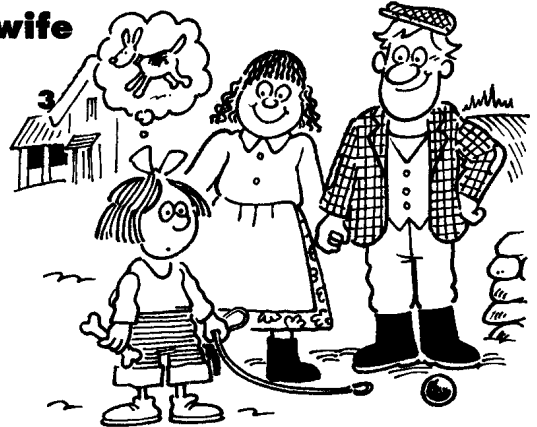


The farmer wants a wife

The farmer wants a wife
The farmer wants a wife
Ee ay adio
The farmer wants a wife



The wife wants a child
The wife wants a child
Ee ay adio
The wife wants a child



The child wants a dog
The child wants a dog
Ee ay adio
The child wants a dog

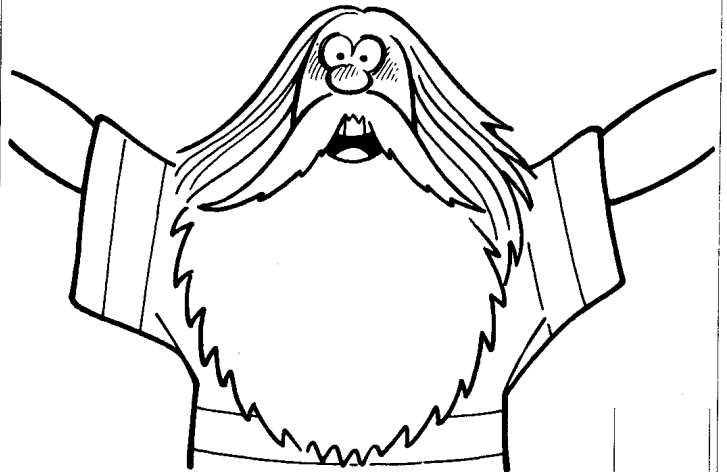
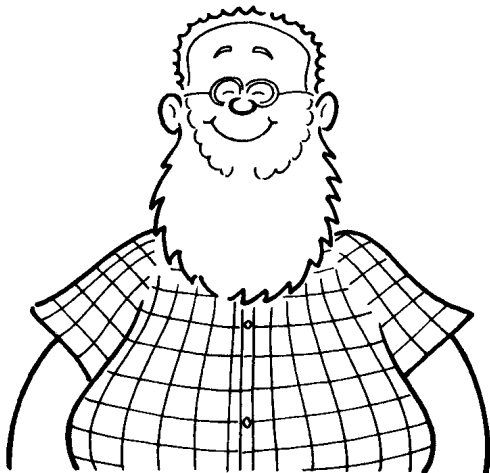
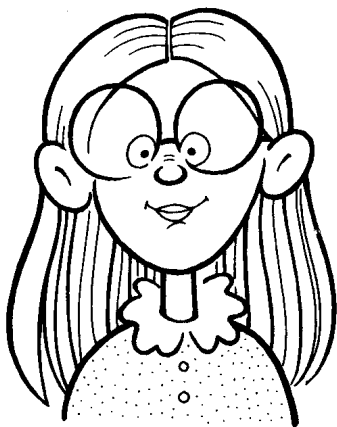
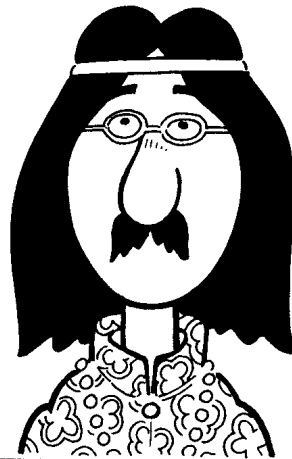


We all stroke the dog
We all stroke the dog
Ee ay adio
We all stroke the dog



People

1



People

★ ACTIVITY 2A: FUNNY FOLD FACES ☐

AIMS: To practise using facial features and colours • To practise describing people • To introduce/revise *He's/She's got ...*

LANGUAGE: *Hair, eyes, nose, ears, teeth, smile* • *Point to your ...* • *Colour ...* • *Fold, cut* • *Witch, chef* • *Colours* • *He/She's got ...*

TIMING: 30 mins

GROUP SIZE: Class/Ind

WHAT YOU NEED:

Photocopy 2 per child. Cassette (tapescript p.93). Colours. Scissors.

One photocopy already cut and folded for yourself.

WHAT TO DO:

1 Teach the body vocabulary by playing *Simon says* e.g. *Simon says point to your nose, your eyes, etc.*

2 Ask a few individuals to come to the front and help you draw a funny face on the board, e.g. one child draws the mouth, a second child adds the nose, etc.

3 Give out photocopy 2 and the scissors, explaining that you are going to teach the children how to make magic funny faces. Teach *witch* and *chef*. Explain that the larger faces are Gary and Winnie.

4 Show the class how to cut along the black lines. Tell the children to fold the long fold, then how to colour each of the faces, starting with Gary, the large chef.

5 Tell the class to colour Gary's eyes green, mouth red, the nose and ears pink

and his hat blue. Say *He's got green eyes, a blue hat ...* etc.

6 Once Gary is finished, ask the children to colour Winnie according to the cassette. (The children should listen and put a simple colour mark, then go back and colour in the rest later.) Play the cassette.

7 Now let the children fold the other shorter folds and see how many funny faces appear magically. Invent names for them e.g. *Winnie, Ginnie, Ninnie, Minnie* and *Gary, Larry, Barry* and *Harry*.

FOLLOW-UP ACTIVITY:

The children can colour the other funny fold faces as they wish. In pairs, they can then compare them, using *He's got/She's got ...*

★★ ACTIVITY 2B: COLOUR THE FACES ☐

AIMS: To practise following and giving instructions • To practise vocabulary of facial features

LANGUAGE: *Nose, eyes, ears, hair, cheeks, chin* • *He's/She's got ...* • *Witch, chef* • *Colours* • *Colour her ... cut, fold*

TIMING: 40 mins

GROUP SIZE: Class/Ind/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Colours.

Scissors. Cassette (tapescript p.93).

One photocopy already cut and folded for yourself.

WHAT TO DO:

See Activity 2A Steps 1-4.

5 Teach *cheeks* and *chin*.

6 Tell the class to colour Gary's eyes green, his mouth red, his nose and ears pink and his hat blue. Colour his cheeks and chin pink.

7 Tell the class to colour Winnie according to the instructions. Play the cassette.

8 Now let the children fold the other folds and see how many funny faces appear magically. Number them 1, 2, 3, 4 going from large to small. Invent names for them e.g. *Winnie, Ginnie, Ninnie, Minnie* and *Gary, Larry, Barry* and *Harry*.

9 In pairs the children can then agree to colour face number 2 with the colours of their own choice. They can then compare the pictures, e.g. *Child A: She's got red*

hair and green eyes. Child B: No, she's got blue hair and yellow eyes.

10 When they have finished face 2, child A can colour face 3 and child B colour face 4. The children can then tell each other which colours to use in a colouring dictation. Child A begins, and tells child B about face 3, and then they swap, e.g. *Child A: Colour Winnie's nose yellow. Colour her nose purple. Child B: Colour Minnie's eyes orange. etc.*

11 Afterwards they should compare their pictures to check their own accuracy of speaking and listening.

FOLLOW-UP ACTIVITY:

Let the children make simple funny face puppets out of paper plates or paper bags. They then use these to roleplay

★★★ ACTIVITY 2C: WHAT DO YOU LIKE TO EAT? ☐

AIMS: To practise using food vocabulary and mealtimes • To practise asking questions • To practise expressing likes/dislikes

LANGUAGE:

What do you like to eat for breakfast/lunch/tea/dinner?

• *Food vocabulary: soup, bread, cake, biscuits, cheese, spaghetti, pizza, milkshake, pancake, jelly etc* • *Witch, chef*

TIMING: 50 mins

GROUP: Class/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Cassette

(tapescript p.00). Colours. Scissors.

Flashcards for food vocabulary.

WHAT TO DO:

See Activity 2A Steps 3-5

4 Tell the class to colour Winnie according to the instructions on the cassette. (Play *People 2A* tapescript.)

5 Now let the children fold the other folds and see how many funny faces appear magically. Number them 1, 2, 3, 4 going from large to small. Invent names for them e.g. *Winnie, Ginnie, Ninnie, Minnie* and *Gary, Larry, Barry* and *Harry*.

6 Review known food vocabulary using real food or flashcards. Teach *breakfast, lunch, tea* and *dinner*.

7 Explain, in L1, that Gary and Winnie often cook meals for each other and like to surprise one another.

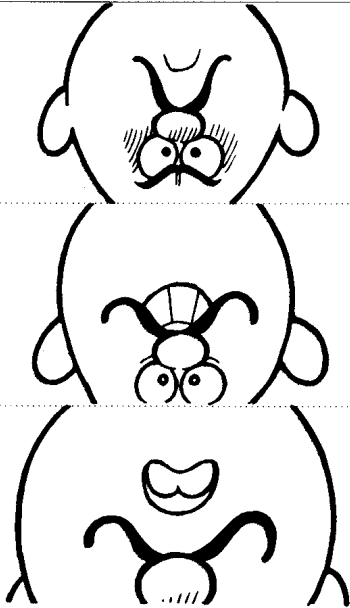
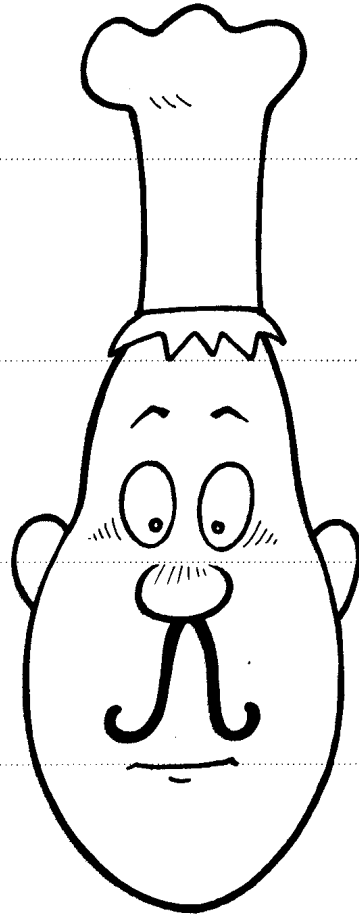
8 Use a volunteer to be your partner and

model the exchange at the front of the class, e.g. *A: What do you like to eat for breakfast, Gary? T: Mmm ... I like dinosaur eggs, toast and jelly, carrot ice cream and green coffee. A: Mmm .../Yuk! T: What do you like to eat for breakfast, Winnie? etc.*

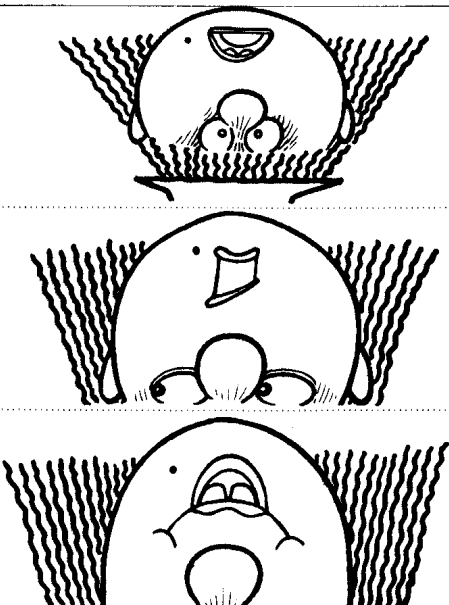
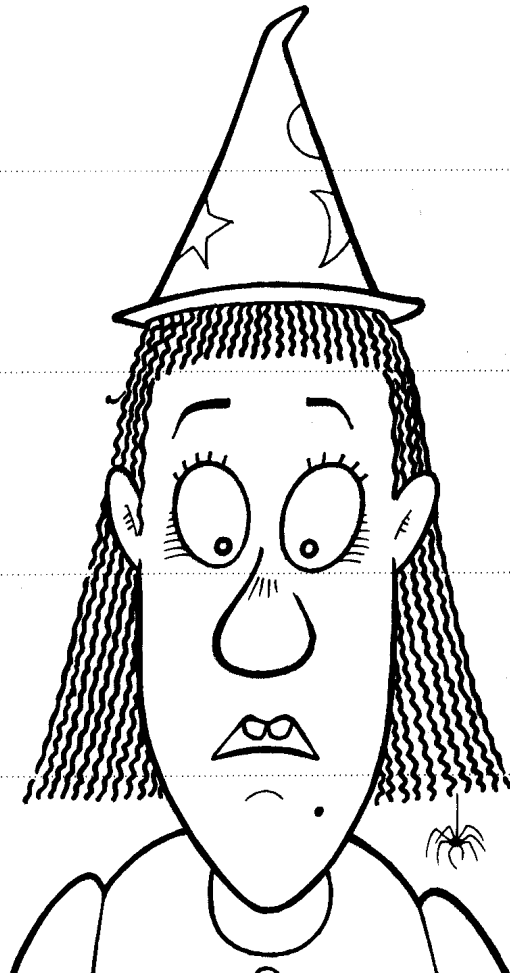
FOLLOW-UP ACTIVITY:

The children use the faces to roleplay a dialogue between the characters, with Gary cooking two meals (breakfast and tea) and Winnie cooking two meals (lunch and dinner). Both children should have some time to think and make notes (in pictures or writing) for their menus. Encourage the children to use their imagination and humour.

Gary



Winnie



People

★ ACTIVITY 3A: OCCUPATION BINGO!

AIMS: To practise using occupation vocabulary • To practise directional language: *up, down, across, diagonally*
LANGUAGE: Occupations: *teacher, sailor, police officer, popstar, chef, doctor, secretary, astronaut, zoo keeper, nurse, soldier, fire fighter* • *Red, yellow, blue, green* • *Up, down, across, diagonally* • *Choose*
TIMING: 40 mins
GROUP SIZE: Class
WHAT YOU NEED: Photocopy 3 per child. Colours. Scissors (Follow-up). Pictures of *teacher, sailor, police officer, popstar, chef, doctor, astronaut, zoo keeper, nurse, soldier,*

WHAT TO DO:

1 Teach the occupation words, using the pictures. Then play occupation charades as a class.
2 Give out photocopy 3. Reading from left to right, top to bottom, go through the pictures, e.g. *Show me Teacher A, Sailor A, Policeman A* etc. The children can hold up the photocopy and point to the pictures.
3 Explain that you will play *Bingo* with the class. The children have to choose a row, a diagonal or a vertical column of 4 pictures.
4 Teach *choose, up, down, across* and *diagonally*. The children colour the blank boxes on the four pictures in red, green, blue or yellow, using a different colour for each square.

5 Ask the children to hold up their sheets for you to check. Call out the occupations with a colour e.g. *teacher A: red, nurse A: yellow, doctor A: blue, popstar B: green*. Keep a record of what you have called, noting numbers and colours, and go on until three people have called *Bingo*!
6 Repeat, with the children choosing and colouring other groups of four pictures.

FOLLOW-UP ACTIVITY:

The children can cut the pictures into squares and, in pairs, play pelmanism. They should and place them face down on the table. They then turn up two pictures at a time. If they can make a pair and say the occupations in English, they win the pair.

★★ ACTIVITY 3B: WHERE DO YOU WORK?

AIMS: To practise asking questions • To practise using places and occupations
LANGUAGE: Occupations: *Teacher, sailor, police officer, popstar, chef, doctor, secretary, zoo keeper, astronaut, nurse, soldier, fire fighter* • *Hospital, boat, tank, school, police station, broomstick, spaceship, band, kitchen, fire station* • *Choose, circle* • *Up, down, across, diagonally* • *Do you work in ...? Who works in a ...?*
TIMING: 45-60 mins
GROUP: Class/Pairs
WHAT YOU NEED: As Activity 3A plus pictures of *hospital, boat, school, police station, an office, rocket/spaceship, a tank, a band in concert, gallery/studio, hotel/restaurant/kitchen, fire station.*

WHAT TO DO:

See Activity 3A Steps 1-6.

7 Divide the class into pairs. Assign each pair one of the occupations and ask them to think of places connected with that job, e.g. *nurse - hospital*. You may wish each pair to have access to a dictionary. Brainstorm on the board a small wordbank for each occupation focusing on the places associated with the job, e.g. *doctor/nurse - in a hospital, sailor - on a boat, soldier - in a tank, teacher - in a school, policeman - in a police station, secretary - in an office, astronaut - in a spaceship, popstar - in a band, chef - in a kitchen, fireman - in a fire station, zoo keeper - in a zoo*. Ask individuals *Who works in a ...?*

8 Explain that child A has to choose an occupation. Child B has to try and guess which one it is within three/five questions,

e.g. *Do you work in a school? Do you fly in a rocket?* The child answering can only reply *Yes/No*, so the children will have to choose their questions carefully.

9 Model the exchange with two volunteers at the front of the class. If child B guesses correctly, they choose the next occupation for child A to guess. If child A cannot guess the answer in the number of questions allowed, child B chooses another occupation.

FOLLOW-UP ACTIVITY:

In groups of three, let children devise a short mime showing the activities for one of the jobs. The class have to guess the occupation.

★★★ ACTIVITY 3C: HOW OLD IS SHE/HE? □

AIMS: To practise distinguishing people's ages • To use the comparative • To practise asking questions
LANGUAGE: Occupations: *Teacher, sailor, police officer, popstar, chef, doctor, secretary, zoo keeper, astronaut, nurse, soldier, fire fighter* • *Same age as, older than, younger than ...* • *Who?* • *Choose, up, down, across, diagonally* • *Your* • *How old is ...?* • *Red, yellow, blue, green*
TIMING: 45 mins
GROUP SIZE: Class/Pairs
WHAT YOU NEED: As Activity 3A plus cassette (tapescript p.93). Pictures of *old and young.*

WHAT TO DO:

See Activity 3A Steps 1-2.

3 Teach the comparative forms *older/younger* using the children in the class. Ask *Who is older than Maria? Who is younger than Maria?* Teach *the same age as ...*

4 Explain you will play the cassette which reveals how old each person is (the age is not always revealed directly). The children will have to listen and work out the answers. The children write the ages of the people in the blank squares as they listen to the cassette. They will have to follow the outer pictures, clockwise, starting from Teacher A and finishing at Chef A. Play the cassette.

5 Stop occasionally to check answers and make sure everyone is keeping up. Play the cassette again, twice if necessary.

6 The children can make up ages for the remaining eight people and write the ages in the blank boxes. In pairs, they then ask e.g. *A: How old is (your) policeman B? B: 24. B: How old is (your) policeman B? A: 35.*

FOLLOW-UP ACTIVITY:

The children cut up the pictures to make occupation cards. Four children pool their cards, shuffle them, and put them face down making a pile of cards. Each child then takes five cards. Every turn each child discards a card and picks up another one. When a child has four cards the same, they say *Happy Sailors* etc and put the cards on one side. They then take four more cards from the pile and continue.



People

★ ACTIVITY 4A: TRICK-OR-TREAT RAP ☐

AIMS: To practise describing fears and feelings • To practise using adjectives • To practise intonation and speech rhythms

LANGUAGE: *Black/white*
• *What's this?* • *Cold/bright, spooky* • *Night, witch, moon, wind, stars, sky, ghosts, boys, girls, street* • *Meet, beat, fly, rhythm, rhyme*

TIMING: 30 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.93). Blu-tack. Pictures of *night, witch, moon, wind, stars, sky, ghosts, boys, girls, street*.

WHAT TO DO:

1 Explain that you will teach the children a rap. Teach new vocabulary using visuals (e.g. *sky, moon*) or mime (e.g. *cold, bright, spooky*). Give out photocopy 4 (top) and use it to consolidate vocabulary: *black/white, night, witch, moon, wind, stars, sky, ghosts, boys, girls and street*.

2 Stick each visual on the board. Ask *T: What's this?* (pointing to one visual) *Ch: Moon. T: Yes, it's the moon.* Then call two volunteers to the front to model the exchange, e.g. *A: What's this? (point) B: It's a ... A: Yes/No. Swap turns.*

3 Split the class into pairs. Explain that they use the photocopy to point to the items of vocabulary and practise the exchange, e.g. *A: What's this? B: It's a ... A: Yes/No.*

4 Play the cassette. Check that the children understood the rap. Ask *What's it about? Can you hear any words you know?* etc.

5 Play the cassette a few more times. Which words did the children hear this time? The children should hear the rap a few times to be sure of the rhythm.

6 Teach the rap.

FOLLOW-UP ACTIVITY:

Conduct a class survey of what everyone is afraid of. Attach visuals of frightening things to the board and ask the class to raise their hands if they are afraid of these things. Point and ask, e.g. *Are you afraid of spiders?* Count up the hands raised and write the number next to the visual.

★★ ACTIVITY 4B: RAPS, RHYTHMS, RHYMES ☐

AIMS: To practise describing fears and feelings • To practise intonation and speech rhythms

• To develop children's "ear" for rhyming words

LANGUAGE: *Black/white*
• *Cold, bright, spooky* • *Night, witch, moon, wind, stars, sky, ghosts, boys, girls, street* • *Meet, beat, fly, rhythm, rhyme, rhymes with ...*

TIMING: 30 mins

GROUP SIZE: Class/Ind

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.93). Pictures of *night, witch, moon, wind, stars, sky, ghosts, boys, girls, street*.

WHAT TO DO:

See Activity 4A Step 1.

2 Discuss rhymes with the class. Ask the children for words which rhyme with *witch, street, night, star, ghost* etc. Write these on the board in rhyming pairs, e.g. *night/kite, star/car* etc.

3 Next play a team game where you divide the class into two teams and give each member a number from 1-15. Now write a number on the board and say an English word, which is familiar to the children e.g. *hop/12*.

4 The two children in each team with the number 12 must think of a word which rhymes with the word given, *hop*. The first to put up his/her hand and tell you a correctly rhyming word wins the point, e.g.

shop, stop, pop. Teach rhymes with e.g. *shop rhymes with hop*. Ask *What rhymes with ...?*

5 Play the cassette (tapescript 4A). Explain the children should listen to the rap and try to identify rhymes. Collect these on the board.

6 Now teach the rap, focusing mainly on the chorus.

7 Once the children have learned the chorus, they can go on to learn the verses.

FOLLOW-UP ACTIVITY:

Make a class book of words which rhyme with each other. Encourage children to enter rhyming pairs as and when they are discovered. It can be an ongoing activity.

★★★ ACTIVITY 4C: MY FAVOURITE PERSON ☐

AIMS: To practise describing people • To practise filling in a form in English • To practise giving reasons for preferences

LANGUAGE: *Favourite, person, name, age, occupation, picture*

• *Because, I like ... he/she*

• *Present simple*

TIMING: 30 mins

GROUP SIZE: Class/Ind

WHAT YOU NEED:

Photocopy 4 (bottom) per child. Dual language dictionaries if possible.

WHAT TO DO:

1 Explain that the children should think of their favourite person. (To avoid hurting feelings, you might insist the person is not in the class or school.) They are going to write the name, age, occupation of this person, draw a picture of him/her and then write down why the person is their favourite. If their favourite person is a child, their occupation might be schoolboy/girl or baby.

2 Teach *I like ... because ...* using individuals in the class, e.g. *I like Maria because she smiles and laughs a lot/she does good work/she is very tidy/she can run quickly* etc.

3 Check understanding of age, description and occupation. The children

should try to describe their person to the rest of the class or to their neighbour.

4 The children should fill in the photocopy, using dictionaries and asking for help when necessary. The descriptions could be read aloud and then displayed later on.

FOLLOW-UP ACTIVITY:

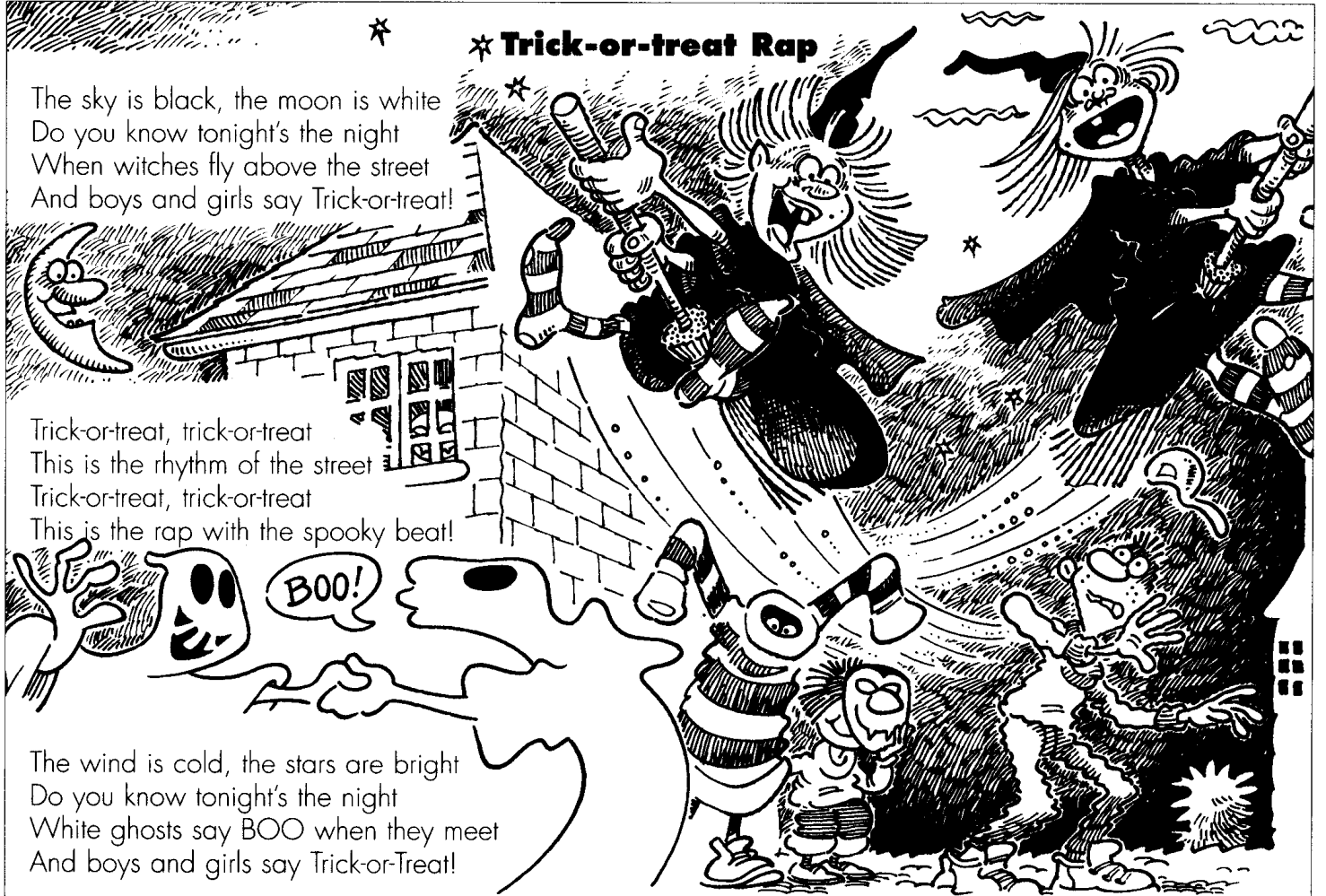
The children choose a famous person and write in English about him/her for a class book of Famous People.

★ Trick-or-treat Rap

The sky is black, the moon is white
Do you know tonight's the night
When witches fly above the street
And boys and girls say Trick-or-treat!

Trick-or-treat, trick-or-treat
This is the rhythm of the street
Trick-or-treat, trick-or-treat
This is the rap with the spooky beat!

The wind is cold, the stars are bright
Do you know tonight's the night
White ghosts say BOO when they meet
And boys and girls say Trick-or-Treat!



My Favourite Person

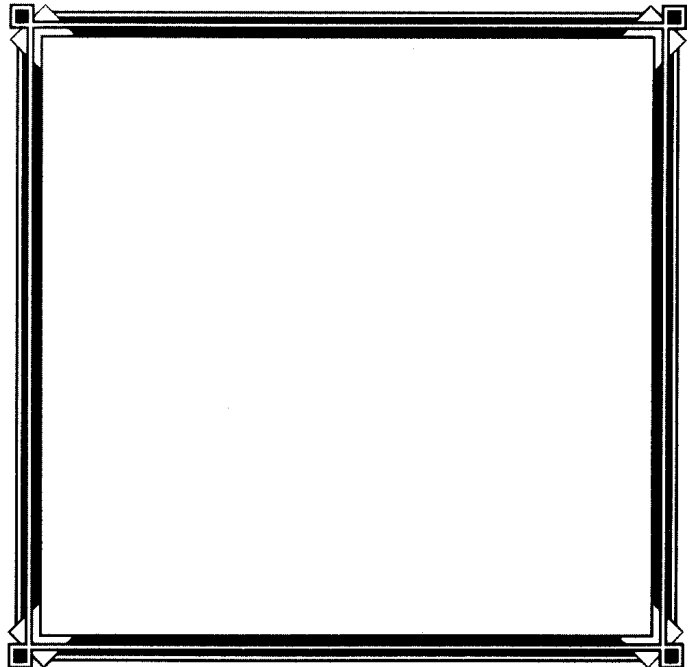
Name _____

Age: _____

Occupation: _____

Description: _____

I like _____ because _____



Travelling

★ ACTIVITY 1A: WHERE AM I?

AIMS: To introduce *North, South, East and West* • To play an information gap activity

LANGUAGE: *North, South, East, West* • *Waterfall, mountains, river, town, airport, forest, lake, lighthouse, volcano, treasure, map*

• *Where am I? I'm by the mountains, town, lake, board, window etc*

TIMING: 30 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 1 per child. Pictures for *forest, lighthouse, waterfall, mountains, river, town, lake, volcano, airport, treasure*.

WHAT YOU DO:

1 Hold up photocopy 1 and tell the class that it is a *map*. Ask *What is it?* Teach *North, South, East and West* by moving your finger up the map and saying *North*, down and saying *South*, right and saying *East* and left and saying *West*. Children repeat *North, South, East and West* as you move your finger.

2 Show the pictures and introduce the vocabulary.

3 Check that they know the vocabulary by playing a game. Hide a picture and ask the class to guess what it is. The child who guesses correctly holds the picture at the front of the class. Repeat until all the pictures are held up, and then re-order the children. Each child holds up their picture whilst the rest of the class says what it is.

4 Introduce *Where am I?* and *I'm by the ...* by standing next to a feature in your classroom e.g. door/board and asking *Where am I?* Answer with *I'm by the door/board*. Ask the question again and the class answer *by the ...*

5 Give out photocopy 1 and teach *square*. Hold up the map and say *I start at the town and move North two squares. Where am I?* Children answer *You are by the lake*. Give another example.

6 Put the children in pairs. They take it in turns to ask and answer.

FOLLOW-UP ACTIVITY:

In pairs, children decide where they would bury some treasure on the map. Another pair guesses where they have buried the treasure by asking *Is it by the waterfall?* etc.

★★ ACTIVITY 1B: FIND THE TREASURE! □

AIMS: To introduce *North, South, East and West* • To identify directions and place names on a map

LANGUAGE: *North, South, East, West* • *Where is it?* • *Waterfall, mountains, river, town, airport, forest, lake, lighthouse, volcano, treasure, map*

TIMING: 25-30 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

As Activity 1A plus Cassette (tapescript p.93).

WHAT YOU DO:

See Activity 1A Steps 1-3.

4 Show children the map and point to the town and say *The mountains are West of the town*. Use your finger to show what you mean. Do the same with *The waterfall is South of the volcano. The river is East of the mountains. The lake is North of the airport*.

5 Now ask the class questions so that they have to answer with the place, e.g. *What is South of the airport?* (town) or *What is West of the volcano?* (lighthouse).

6 Put the children into pairs and give them one map per pair. Point to the treasure and tell them they will hear directions on the

cassette that will help them find the treasure. Tell them to use their fingers on the map to follow the instructions.

6 Play the cassette. After each question ask *Where is it? Where is the treasure?* and check all the children have the right answer.

Answers

1. The waterfall; 2. The forest; 3. The lighthouse; 4. The town.

FOLLOW-UP ACTIVITY:

Let the children draw their own grid and invent their own island.

★★★ ACTIVITY 1C: TREASURE TRAIL! □

AIMS: To introduce use of co-ordinates in English • To revise numbers (1-7) and the alphabet (a-e) • To use *It is ... It isn't ...*

LANGUAGE: *Left, right, bottom, top* • *Waterfall, mountains, river, town, airport, forest, lake, lighthouse, volcano, treasure, map, co-ordinates* • *It isn't ... Where is it?*

TIMING: 20-30 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.93). Pictures for *forest, lighthouse, waterfall, mountains, river, town, lake, volcano, airport, treasure*.

WHAT YOU DO:

1 Show the map to the children and tell them that it is called a *map*. Point to the treasure and tell the children this is what they are going to look for.

2 Using the pictures introduce the new vocabulary. To check understanding show the class these pictures and let them call out the names. You can do this more quickly so that it becomes challenging but fun!

3 Give out photocopy 1. Check the new vocabulary by playing a game while introducing *It isn't ...* Children look at the map as you say *It isn't the waterfall, it isn't the town, it isn't the lake. Guess. What is it?* The children guess which place it is from those that are left.

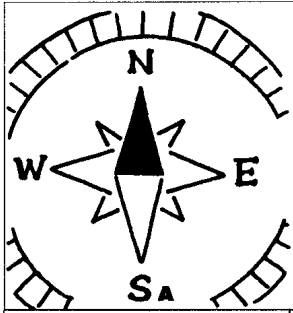
4 Tell the children to look at the side, top and bottom of the map. Explain that the numbers and letters help us to find places

on the map quickly. Give them an example e.g. *C2. Find the square at the bottom marked C and then move up until you find the square marked 2. Where is it?* (The volcano). Give them more examples to try in pairs. Tell the children that these are called *co-ordinates* of a map.

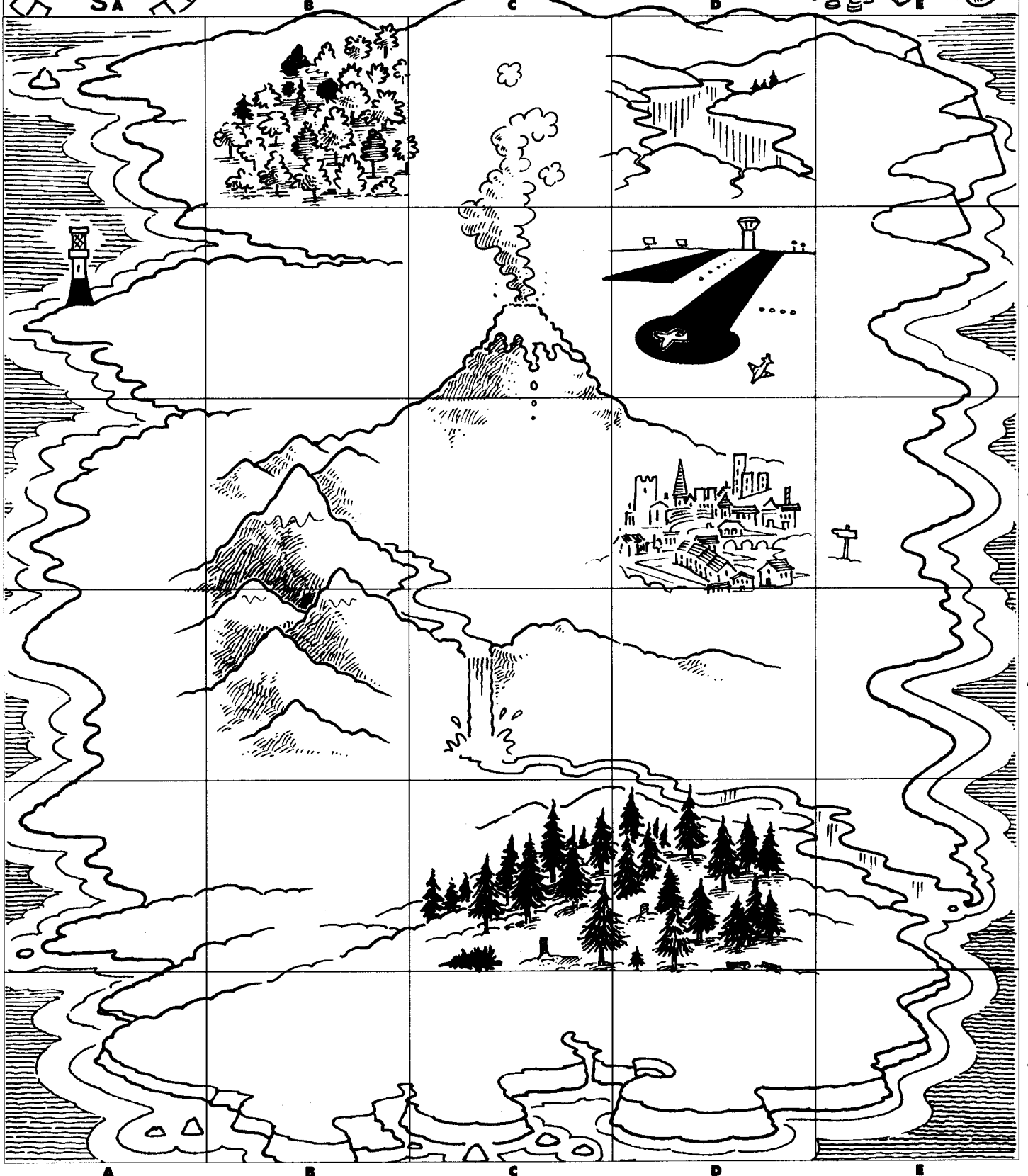
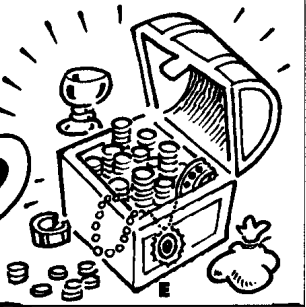
5 Children listen to the cassette to find out where the treasure is. Explain they will hear the co-ordinates for the places where there is no treasure (e.g. *It isn't C3*) and with a pencil they put a cross over C3. Play the cassette as many times as children need, then ask *Where is it?* (1 = C4: the waterfall; 2 = D3: the town.)

FOLLOW-UP ACTIVITY:

Make a large class 3D island using paper maché. The children make small figures and features, e.g. mountains, trees etc.



Treasure Map



Travelling

★ ACTIVITY 2A: HOLIDAY PHOTO ALBUMS

AIMS: To make zigzag mini-albums • To describe places
• To relate to children's general knowledge about travel and places
LANGUAGE: *Cut, fold, colour, join* • *In ... you can see ...*
• *Great Britain (the UK), the USA, the world, France, India, China, Greece, Egypt* • *This is my holiday, This is me, I'm in ...*
TIMING: 30-40 mins
GROUP SIZE: Class/Ind/Pairs
WHAT YOU NEED: Photocopy 2 per child. Scissors. Colours. Card per child. Map of the world or a globe. Pictures of places on photocopy 2. If possible, some real photos and photo albums.

WHAT YOU DO:

- 1 Show the class your photo albums. Discuss recent travels with the children. *Who takes photos in their family? Who sticks the photos in an album?*
- 2 Hold up photocopy 2. See if the class can recognise which countries are shown. Can they name the landmarks? Use the globe or map to identify where the places are. Use pictures or the photocopy to teach the names of the places.
- 3 Give out photocopy 2. Explain that the children can colour and then cut out three of the photo albums.
- 4 Teach the verbs *cut, fold* and *join* as you show the children how to make their photo strips.
- 5 At the front of the class, model an

exchange with a child. Share one of their albums and say *In ... you can see ... (name of landmark)*. The child then has a turn, pointing to another album and saying *In ... you can see ...*

6 In pairs, the class can turn the exchange into a travelling game. If either child is incorrect, they lose an imaginary suitcase. After each child has described five pictures, the one with the highest number of suitcases left is the winner.

FOLLOW-UP ACTIVITY:

Ask the children to bring in a few photos of their own travels and holidays. Help them label these in English and present them on a sheet of A4 paper or card, which they can also decorate. Make a classroom display.

★★ ACTIVITY 2B: HOLIDAY PHOTO ALBUMS

AIMS: To make zigzag mini-albums • To describe places
• To use the future of *going to*
• To relate to children's general knowledge about travel and places
LANGUAGE: *Cut, colour, fold,*
• *In ... I'm going to see ...*
• *Great Britain (the UK), the USA, the world, France, India, China, Greece, Egypt* • *This is my holiday, This is me, I'm in ...*
TIMING: 30-40 mins
GROUP SIZE: Class/Ind/Pairs
WHAT YOU NEED: As Activity 2A plus a soft toy or puppet.

WHAT YOU DO:

See Activity 2A Steps 1-4.

- 5 Move the discussion to future holiday plans. Ask *Where are you going?*
- 6 Spread the photo albums on the desk and teach the places and target structures. Use the puppet as your partner. Say *Where are you going? What will you see?* Mimic the puppet saying *I'm going to ... I'm going to see ...*
- 7 Next, model this exchange at the front of the class, with a child as a partner. Split the class into pairs and let them continue.
- 8 Let the children make their own zigzag photo albums and take them home. They can ask their families for small photos or parts of photos and stick them in the spaces. They

should bring them back into school to discuss them in English, again in pairs.

FOLLOW-UP ACTIVITY:

Enlarge the photo albums in photocopy 2 and ask the class to help you place them around the edge of a world map, which you have attached to the wall using Blu-tack. Use drawing pins or more Blu-tack to put the pictures in the relevant location on the map.

★★★ ACTIVITY 2C: HOLIDAY PHOTO ALBUMS

AIMS: To make zigzag mini-albums • To describe places using the past tense • To relate to children's general knowledge about travel and places
LANGUAGE: *Cut, colour, fold,*
• *In ... I'm going to see ...*
• *Great Britain (the UK), the USA, the world, France, India, China, Greece, Egypt* • *On my holiday I saw ...*
TIMING: 30-40 mins
GROUP SIZE: Class/Ind/Pairs
WHAT YOU NEED: Photocopy 2 per child. Scissors. Colours. A piece of card per child. Map of the world or a globe. Pictures of places on photocopy 2. If possible, some real photos and photo albums.

WHAT YOU DO:

See Activity 2A Steps 1-4.

- 5 Play a game. Demonstrate at the front of the class with a volunteer. Explain that each child will have three points. Spread the three albums across the desk. Choose one picture secretly and say *I went to ... and I saw ...* Your partner has to point to the correct picture. If correct, the child has the next turn. If incorrect, they 'miss their plane' and lose a point, and you have another go.
- 6 In pairs the children play the game. If a child is incorrect when describing a picture, they lose a point. If a child loses all their points, they are out. The child with the most points at the end wins.
- 7 Let the children make their own zigzag photo albums and take them home. They can

ask their families for small photos or parts of photos and stick them in the spaces. They should bring them back into school to discuss them in English, again in pairs.

FOLLOW-UP ACTIVITY:

Let the children roleplay a journey to one of the places shown on photocopy 3. They could choose a small part of the journey, e.g. packing and setting off, arriving at an airport, checking into a hotel, visiting one of the famous landmarks, etc.

PHOTO
ALBUM

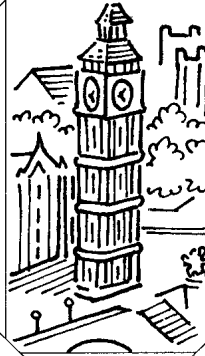
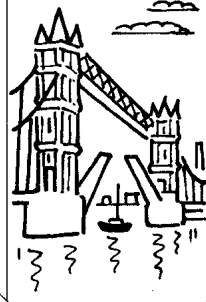
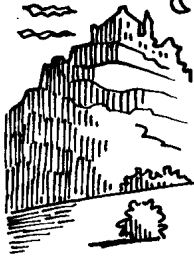
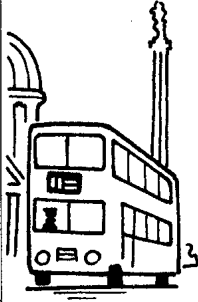


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ALBUM

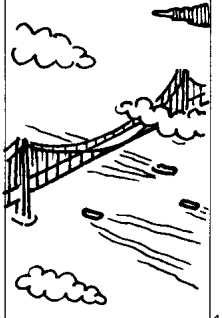
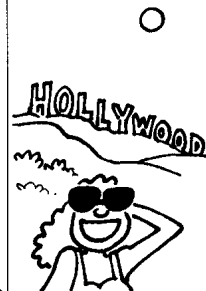
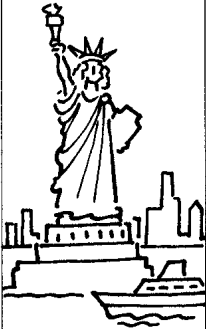
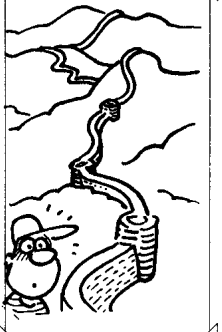
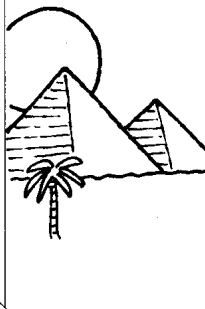
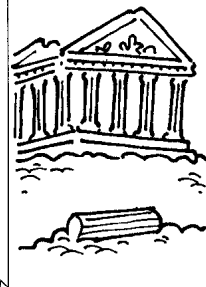
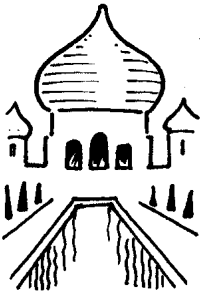
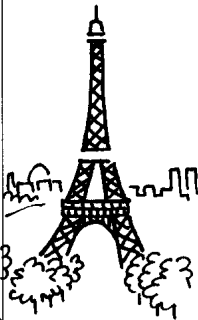
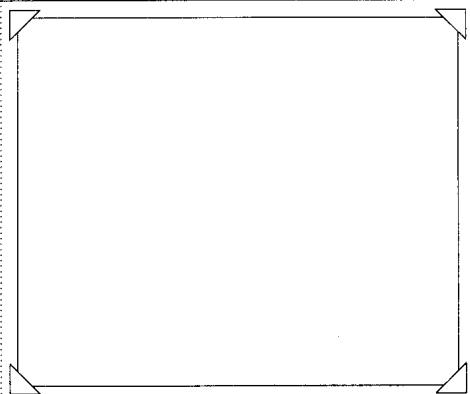
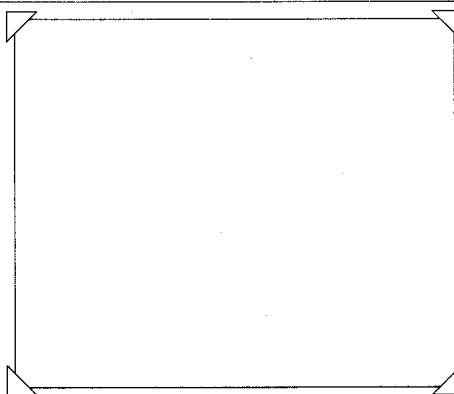
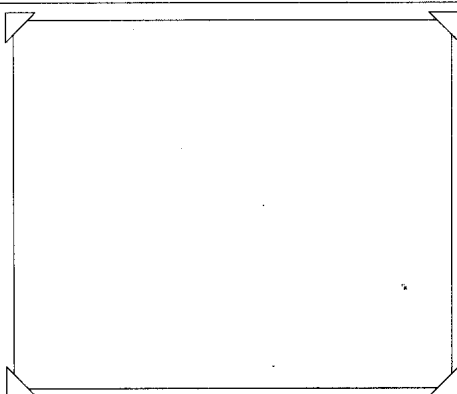
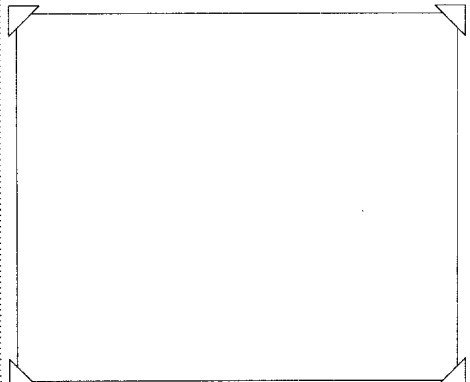
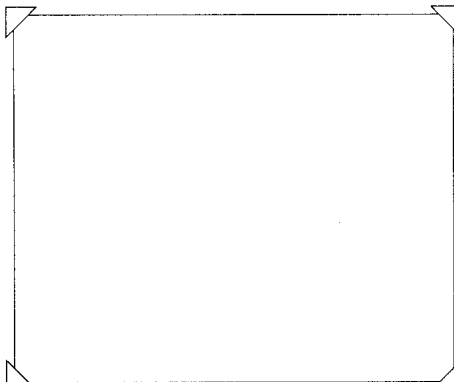


PHOTO
ALBUM



MY
TRAVELS



Travelling

★ ACTIVITY 3A: IN THE COUNTRY

AIMS: To use prepositions

• To play a game

LANGUAGE: *Motorbike, boat, house, tree, lorry, sun* • *Put*

• *Next to, at the top, at the bottom, by, near, in the middle* • *boat, motorbike, house, tree, sun, lorry*

TIMING: 20-25 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 3 per child (strip pictures 1 only). Scissors. Blu-tack. Pictures of *motorbike, house, tree, lorry, sun*.

WHAT YOU DO:

1 Teach *motorbike, boat, house, tree, sun, and lorry*.

2 Stick the top half of photocopy 3 on the board and make a picture using the cut out strip pictures and Blu-tack.

3 Give out photocopy 3 and the scissors. The children then cut out their strip pictures.

4 By your picture write these prepositions: *next to, by, near, in the middle*. Teach their meaning by using objects in the classroom.

5 Using your model on the board ask the children questions e.g. *Where is the house?* etc. Elicit prepositions *next to, by, near*. You may have to remind the children by saying *What is it near? What is it next to?* Tell the children they will need these words to play the game.

6 Now introduce them to *at the top/bottom* by showing on your picture where this is.

7 Demonstrate how to play the game by sitting opposite a child. Place the cut outs

on your picture making sure the child can't see where they are. Then tell him or her where to put the cut outs so that their picture matches yours, e.g. *Put your house in the middle of the picture. Put your car next to the house*. When you have finished, compare pictures.

8 Children play the game in pairs, comparing pictures when they have finished and then swapping roles.

9 Finally, play the game with the whole class. Give the instructions and then go round afterwards to see how accurate everyone was.

FOLLOW-UP ACTIVITY:

Choose one of the children to play the game with you. Play with your picture on the board and stick your cut outs on with Blu-tak. This way the rest of the class can 'play' with you. No one should be able to see your partner's picture until you have finished.

★★ ACTIVITY 3B: WHERE IS YOUR HOUSE?

AIMS: To use questions • To use prepositions and possessive *your* • To describe location

LANGUAGE: *Motorbike, boat, house, tree, lorry, sun, bird, cloud, car, cow* • *Top, bottom, in the middle, next to, by, near, in front of*

• *Is your house next to the car?* etc

TIMING: 25 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 3 per child (strip pictures 1 and 2 only). Scissors. Blu-tack. Pictures of *motorbike, house, tree, lorry, sun, bird, cloud, car, cow*.

WHAT YOU DO:

1 Show the pictures to the children and teach *cow, car, cloud, bird, motorbike, boat, house, tree, sun and lorry*. See Activity 3A Steps 2-5.

6 Demonstrate how to play the game by sitting opposite a child, making sure you cannot see each other's pictures. The child puts the cut outs on their picture and you find out where they are by asking *Is your shop next to the house? Is your car in front of the house?* etc. The child can only answer Yes or No. Continue asking questions until you have used all your cut outs. Then compare pictures.

7 The class play this game in pairs. Walk around and help as necessary. You could then move children to form different pairs and they could play again with their new partner.

8 Play the game as a class, with each child asking you one question at a time until they have all made a picture similar to yours.

FOLLOW-UP ACTIVITY:

Play this in groups of four and teams of two, with one picture between two. This time they both help describe or ask questions with their teammate.

★★★ ACTIVITY 3C: SCENE GAME

AIMS: To use prepositions and questions • To play an information-gap game

LANGUAGE: *Motorbike, boat, house, tree, lorry, sun, bird, cloud, car, cow, shop, bus, train, plane, bicycle* • *Is your cloud next to the sun? • Between, opposite, behind, near, next to, by, in front of*

TIMING: 25 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 3 per child (strip pictures 1, 2 and 3). Scissors. Blu-tack. Pictures of *motorbike, house, tree, lorry, sun, bird, cloud, car, cow, aerial, plane*.

WHAT YOU DO:

1 Show the pictures to the children and teach *cow, car, cloud, bird, motorbike, boat, house, bus, shop, train, tree, sun, lorry, plane and bicycle*. See Activity 3A Steps 2-3.

4 Point to your picture on the board and ask questions like *Where is the house?* Elicit prepositions such as *next to, by, near, behind, in front of, between and opposite*.

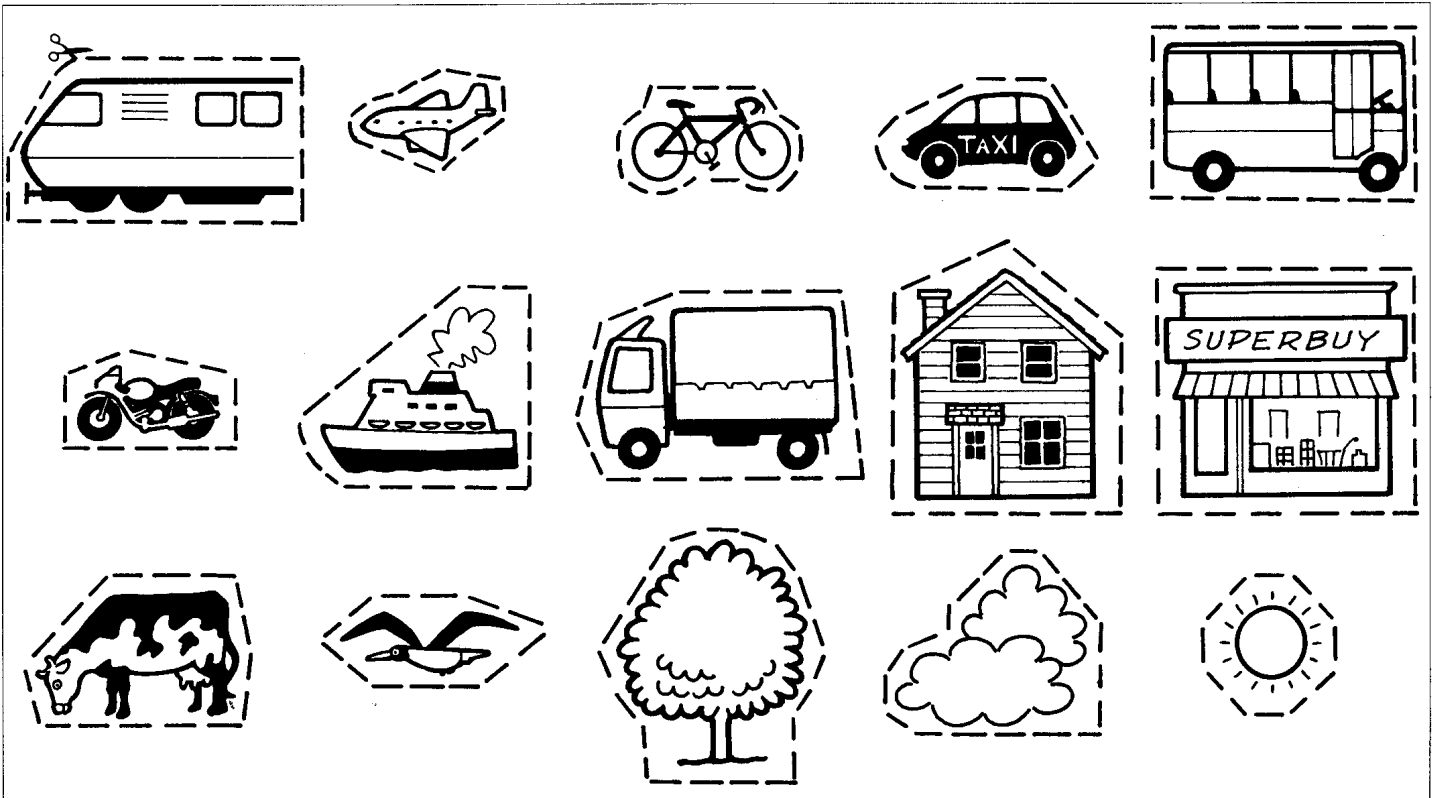
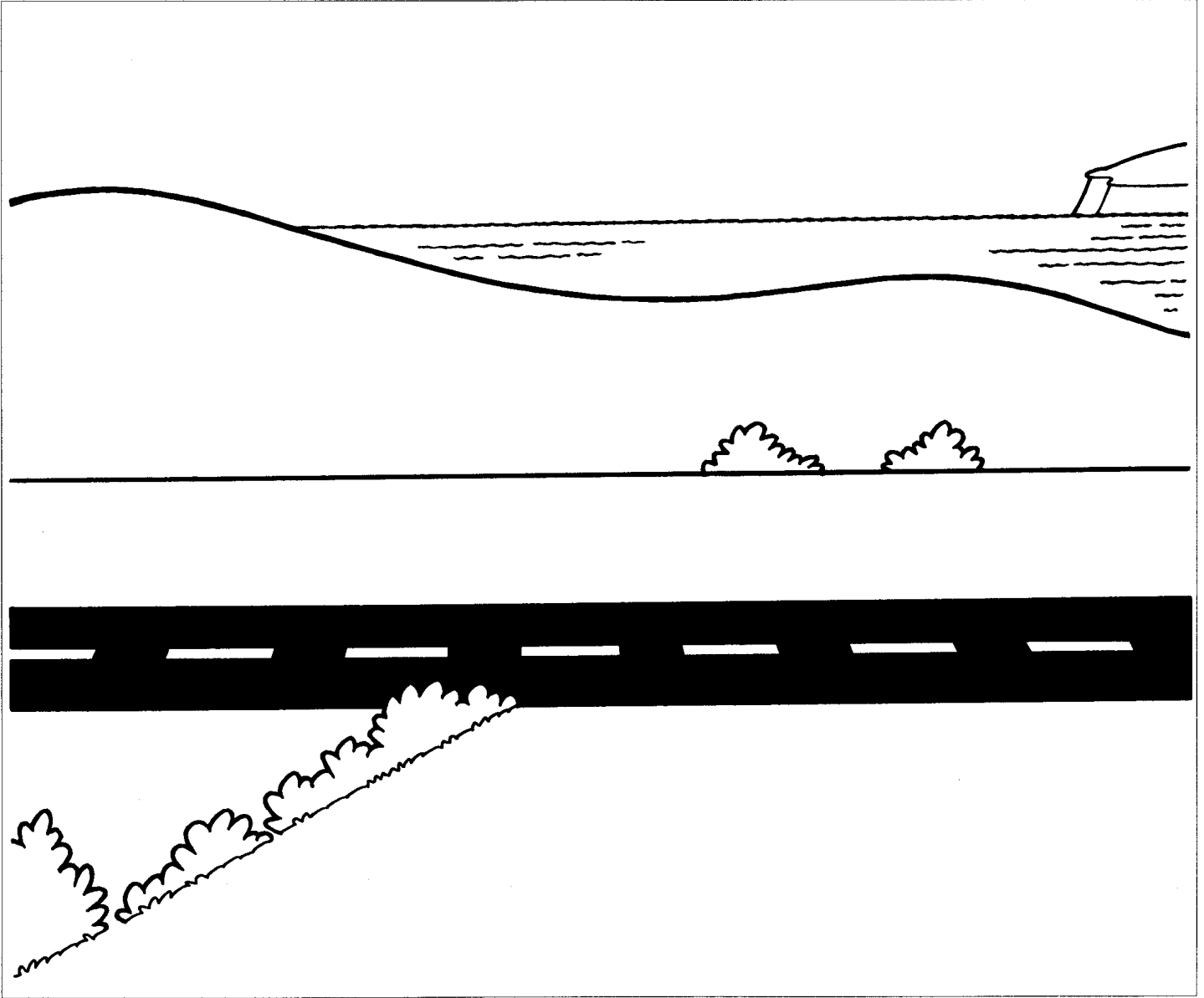
5 Demonstrate how to play the game by sitting opposite one child. Put the cut out pictures on your frames without letting the other person see. Find out exactly where your partner's cut outs are by asking questions like *Is your shop next to the house? Is your car in front of the house?* etc. Your partner can only answer Yes or

No. If the answer is Yes, they must take the cut out off their picture. The aim is to get all your partner's cut outs off their picture before yours. Take it in turns to ask and answer.

6 Let the children play the game in pairs. You should walk around and help as necessary.

FOLLOW-UP ACTIVITY:

Let children design their own pictures and cut outs and then play the game again.



Travelling

★ ACTIVITY 4A: HAIKU POEMS

AIMS: To introduce children to short poems in English • To revise present simple

LANGUAGE: *School bus, train, plane, car, taxi, boat, van, lorry, tunnel, air* • *Carries, takes, runs, flies* • *Seats, wheels, tracks* • *Big, straight, full, round, through*

TIMING: 15 mins

GROUP SIZE: Class/Group

WHAT YOU NEED:

Photocopy 4 (top) per child.

WHAT YOU DO:

1 Tell the children that they are going to read some poems in English. Tell them that the poems are short and that they describe things that they know about. They are going to guess what it is the poems are describing.

2 Give each child photocopy 4 and let the children read them quietly to themselves.

3 Put the children into groups of three. Each child reads out one poem and the group guesses what they think it is about.

4 Now you read out poem one and ask the whole class what they think it is about

(a school bus). Do the same with poem two (train) and three (plane).

5 Ask the children if they liked these poems. Tell them to tick the box under their favourite poem. Let them take the photocopy home to show their family.

FOLLOW-UP ACTIVITY:

Conduct a survey to find out which of the three poems is the favourite of the whole class.

★★ ACTIVITY 4B: HAIKU POEMS

AIMS: To introduce the children to short poems in English

• To revise present simple

• To introduce syllables

LANGUAGE: *School bus, train, plane, car, taxi, boat, van, lorry, tunnel, air* • *Carries, takes, runs, flies* • *Seats, wheels, tracks* • *Big, straight, full*

TIMING: 20-30 mins

GROUP SIZE: Class/Group

WHAT YOU NEED:

Photocopy 4 (top) per child. Paper. Pens/pencils.

WHAT YOU DO:

See Activity 4A Steps 1-4.

5 Now write up poem one on the board in large letters. Explain what a syllable is and give examples, e.g. *me* = 1 syllable, *mother* = 2 syllables, *tomorrow* = 3 syllables, *especially* = 4 syllables. With the class decide how many syllables are in each line of the poem, then underline them.

6 Now show them how the 'haiku' is created, i.e. first line is five syllables, second line is seven syllables and the third line is five syllables again. Tell them that these poems are Japanese and are always written in this way. Remind the children that it is not the number of words but the number of 'sounds' of words. There could be a line with only one word in it if it had five syllables e.g. *exasperated!*

7 Ask the children to count how many syllables there are in their names, e.g.

Tony = 2, *Maria* = 3, *Antoinetta* = 4, *Anne* = 1, etc.

8 Children write a haiku by using the poems as a model and by counting the syllables in each line. Give them some titles on the board e.g. *car, plane, home, library, classroom* etc and walk around helping. Write a haiku on the board for them to see how to follow the model and count the syllables.

9 When the children have finished, ask if any want to read theirs out aloud. Tell them not to give us the title and the others must guess what it is about. As you listen check if they have used the right number of syllables.

FOLLOW-UP ACTIVITY:

Create a Class Haiku book and put a copy of each haiku in it.

★★★ ACTIVITY 4C: TRAVEL SURVEY

AIMS: To conduct a survey

• To use language for transport

LANGUAGE: *Car, bus, train, plane, boat, bicycle, hot air balloon*

• *By bus, by train, by car* • *Have you travelled by ...?*

TIMING: 20 mins

GROUP SIZE: Group

WHAT YOU NEED:

Photocopy 4 (bottom) per child. Pencils.

WHAT YOU DO:

1 Show the children the survey on photocopy 4 (bottom) and give a copy to each child. To remind them of the vocabulary ask them what form of transport is in each picture (*boat, bus, train, car, bicycle, plane, hot air balloon*).

2 Tell the children they are going to ask each other *Have you travelled by ...?* Give several examples by asking children questions such as *Have you travelled by car, Jose?*

3 Put the class into groups of three. Now tell them to write their own name in the space marked 1 and the names of the other two people in their group in 2 and 3.

4 They must ask *Have you travelled by ...?* then write Yes or No in the box under that

form of transport and along the line of that persons' name.

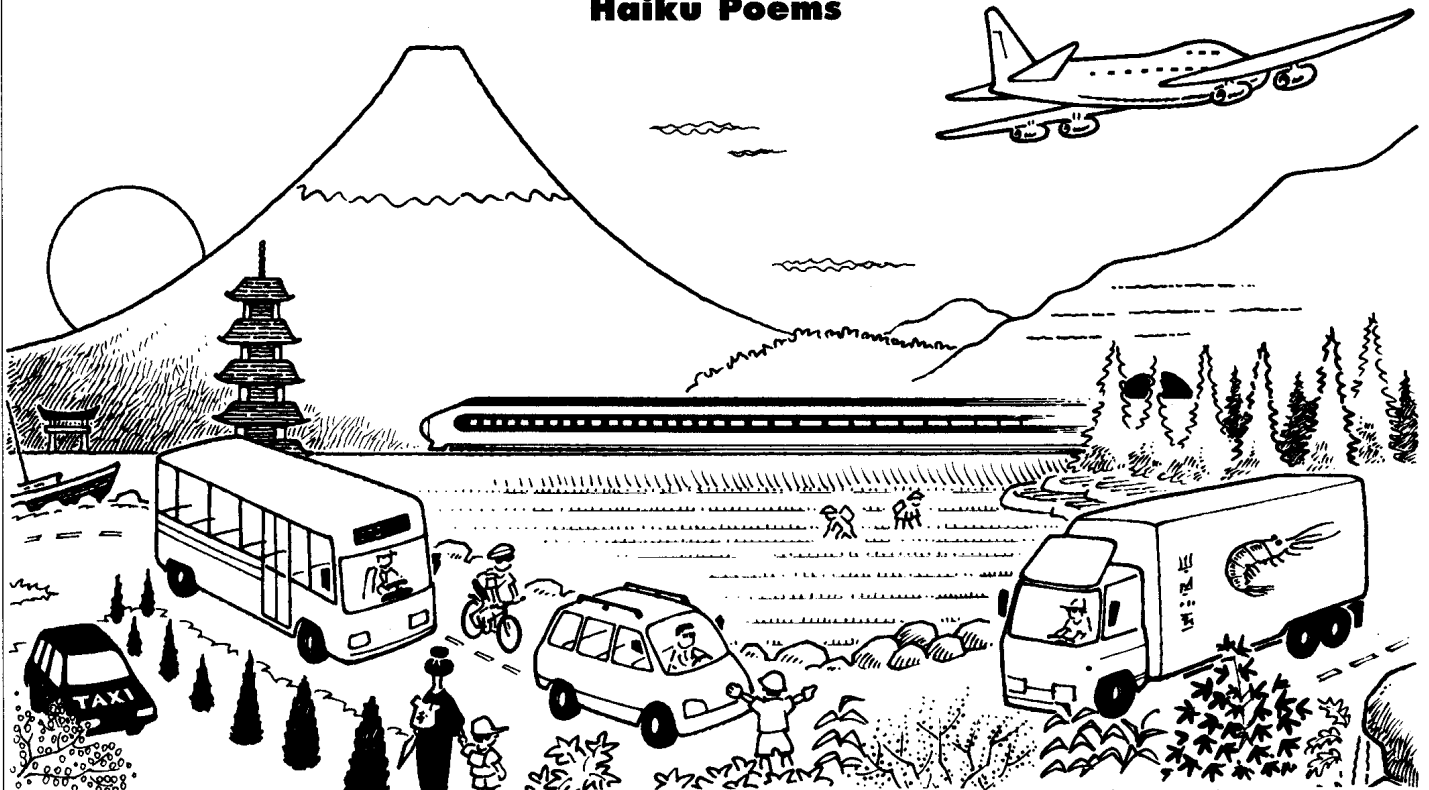
5 Children carry out the survey. Then ask them to count the total number of people in their groups who have travelled by that transport.

6 On the board write the types of transport and the totals from each group. Get the whole class to help you count out the class totals.

FOLLOW-UP ACTIVITY:

Let the children conduct a survey in their family using photocopy 4 (bottom). (They may need several copies to get the responses from the whole family.) They then bring them into the class and make a class family total.

Haiku Poems



1 It carries children
It's big wheels go round and round
It travels to school.



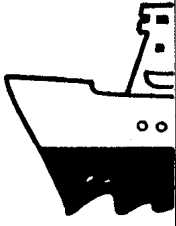

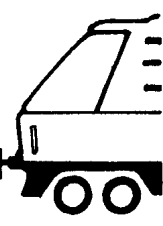



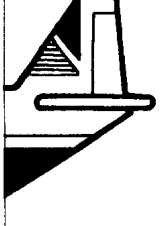



2 It's full of people
It runs along railway tracks
It goes through tunnels.



3 It flies in the air
It has lots and lots of seats
It is very big.



Travel survey

							
 1							
 2							
 3							
TOTALS							

Stories

★ ACTIVITY 1A: WATER FROM THE WELL ☐

AIMS: To practise listening to stories • To practise listening for information • To revise pronouns

LANGUAGE: *Dog, cat, mouse* • *Man, woman, girl, boy* • *Water, rope, well*

TIMING: 20-30 mins

GROUP SIZE: Class

WHAT YOU NEED:

Photocopy 1 per child (strip pictures 1 only). Cassette (tapescript p.93). Scissors. Blu-tack. Pictures of a man, woman, girl, boy, cat, dog, mouse, well, water, rope. Photocopy 1 for yourself, the cut-out characters to use as a model.

WHAT YOU DO:

1 Hand out strip pictures 1 to each child to cut out.

2 Hold up your pictures of the *mouse, dog* and *cat* and teach the names for these. Repeat for *man, woman, girl, boy, well, water* and *rope*. Teach *pull* using mime.

3 To check new vocabulary hold one picture up at a time and ask the children to tell you what it is. Turn it into a fun game by doing this very quickly and let them call out together what each picture is.

4 Give each child a copy of the main picture on photocopy 1 and tell the children that they are going to hear a story about a man who wanted some water. Play the cassette twice. The first time you can mime

what the characters are doing. The second time ask seven children to come to the front of the class and help them to mime the story.

5 On the board show the children what they do with the photocopy and the cut outs, i.e. as they listen they add the correct character. Model this by listening to the story and add the cut out of the characters or animals as they occur in the story.

6 Play the cassette again and let the children add the characters to their photocopy. Model this again on the board.

FOLLOW-UP ACTIVITY:

Put the children into groups of seven and let them act out the story as they listen to it on the cassette.

★★ ACTIVITY 1B: FATHER FELL DOWN THE WELL! ☐

AIMS: To practise listening to stories • To practise listening for information

LANGUAGE: • *Dog, cat, mouse* • *Woman, man, girl, boy* • *Pull, couldn't, please, well, help* • *Father, mother, sister, brother* • *they, he, she* • *husband, wife, daughter, son* • *happy*

TIMING 20-30 mins

GROUP SIZE: Class/Ind

WHAT YOU NEED:

Photocopy 1 per child (strip pictures only.) Cassette (tapescript p.94). Scissors. Blu-tack. Pictures of a well, dog, cat, mouse. Picture of a family (father, mother, daughter and son). Photocopy 1 for yourself.

WHAT TO DO:

1 Hand out strip pictures 1 to each child to cut out.

2 Teach the words *dog, cat, mouse, water, well* and *rope* by showing the pictures of these to the class.

3 Hold up the picture of the family and elicit *man, woman, boy* and *girl*. Now point to each of these people using their family names i.e. *father, son, daughter* and *mother*, then introduce the relationships within the family, i.e. *wife and husband, brother and sister*. Finally show the picture of a well and introduce the word *well*.

4 Give each child photocopy 1 and tell them that they are going to hear a story about a man who wanted some water from a well. Ask them to look at the photocopy.

5 On the board, using photocopy 1 and cut outs, demonstrate how they add a character as they listen to the story. Demonstrate by playing the cassette and adding the characters as you listen.

6 Play the cassette again and let the children stick their characters onto their photocopies. You may need to play the cassette two or three times. Go round the class to help as necessary.

FOLLOW-UP ACTIVITY:

Children can draw a picture of their own family helping father out of the well!

★★★ ACTIVITY 1C: FATHER FELL DOWN THE WELL AGAIN! ☐

AIMS: To practise listening to stories and for information • To extend vocabulary for family members

LANGUAGE: *Dog, cat, mouse, water* • *Woman, man, girl, boy, mother, father, son, daughter, wife, husband, brother, sister* • *Pull, couldn't* • *Strong, happy* • *grandfather, grandmother, granddaughter, grandson*

TIMING: 20-30 mins

GROUP SIZE: Class/Ind

WHAT YOU NEED:

As Activity 1B plus strip pictures 2, pictures of grandparents and their grandchildren.

WHAT YOU DO:

1 Give out strip pictures 2 to each child to cut out.

2 Hold up your pictures of the *dog, cat, mouse, water, well* and *rope* and elicit the names for these. Hold up the picture of the family and elicit *father, mother, son, daughter, brother, sister, wife* and *husband*.

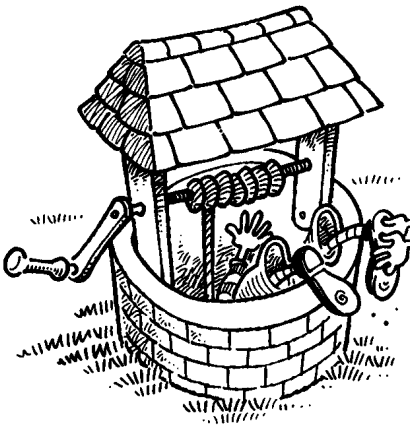
3 Now hold up the pictures of the grandparents and grandchildren and teach *grandfather, grandmother, granddaughter* and *grandson*. Practise these by pointing to each person quickly and asking the children to tell you their names. Turn this into a quickfire memory game of all the vocabulary you have just introduced.

4 Hand out photocopy 1 and tell the class they are going to hear a story about a man who went to get water from a well.

5 On the board show them with your photocopy 1 how to add a character as they listen to the story. Play the cassette and let the children try this. You may need to play the cassette two or three times.

FOLLOW-UP ACTIVITY:

Make a class picture of the story, with individual children contributing characters or background features.



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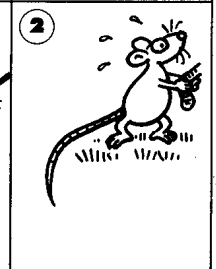
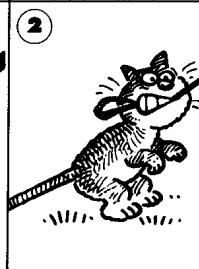
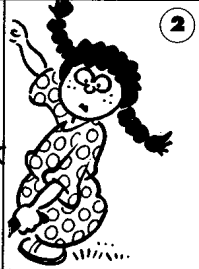
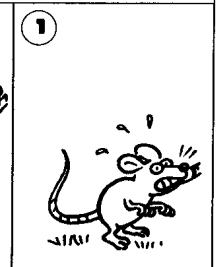
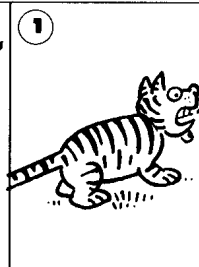
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Stories

★ ACTIVITY 2A: FINGER PUPPETS

AIMS: To follow instructions

- To make a puppet
- To talk about clothes

LANGUAGE: *Trousers, skirt, shorts, t-shirt, shirt, blouse, dress*

- *Boy, girl*
- *What's he/she wearing?*

TIMING: 20-30 mins

GROUP SIZE: Class/Ind/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Scissors. Sellotape/glue. Different types of paper e.g. coloured, white. Two ready-made puppets, one with paper 'clothes' and one just coloured. A puppet cut out ready to glue.

WHAT YOU DO:

1 Show the children the ready-made puppets and how to make the puppet 'walk' using two fingers through its back.

2 Using the puppet's clothes, ask the children *What's he/she wearing?* and elicit clothes vocabulary. Use the children's own clothes to practise, e.g. *Look at Maria. What's she wearing?* (a t-shirt and trousers).

3 Give photocopy 2 to each child and ask them to cut out a puppet. Tell them not to cut out the tabs on the legs!

4 With your cut out puppet, show the children how to stick the tabs round so that they are the correct size for their fingers.

Children draw a face on their puppet and decide if it is a boy or a girl.

5 Children draw clothes onto the puppet or make clothes from paper and stick these onto their puppets.

6 In pairs, children ask each other about the puppets. Child A should ask *What's he/she wearing?* and child B should describe what her puppet is wearing. A and B then swap roles and do the activity again.

FOLLOW-UP ACTIVITY:

Let the children work in groups and have a puppet show using a story they know well, using their own puppets.

★★ ACTIVITY 2B: FINGER PUPPET CHARACTERS

AIMS: To follow instructions

- To talk about facial features

LANGUAGE: *Nose, eyes, mouth, beard, moustache, long/short hair* • *Has she/he got a ...? Yes, she/he has. No, she/he hasn't.*

TIMING: 20-25 mins

GROUP: Ind/Class

WHAT YOU NEED:

Photocopy 2 per child. Scissors. Sellotape/glue. Paper. Colours. Pictures of faces showing facial features e.g. *hair, eyes, beard, moustache, glasses*. A puppet cut out and ready to glue.

WHAT YOU DO:

See Activity 2A Steps 1-3.

4 With your cut out puppet show the children how to stick the tabs round so that they are the correct size for their fingers.

5 Now discuss facial features e.g. *beard, moustache, glasses, long/short hair* with the class, using the pictures of faces you've collected. To check this you could draw some faces on the board with certain facial features and ask individuals/the class to tell you what they are. Use these faces and carry out the following dialogue, e.g. T: *Has she got a beard? Has he got glasses?* C: *No she hasn't. Yes he has.*

6 Children decide if their puppets are men/women/boys/girls and put some more facial features on them.

FOLLOW-UP ACTIVITY:

Children go round the class finding a partner who has a puppet exactly the same as theirs, e.g. long hair, a big nose, glasses etc. They should ask *Has your puppet got ...?* etc. See how many twins/triplets etc they can make.

★★★ ACTIVITY 2C: STORY PUPPETS

AIMS: To use puppets to create a story

- To listen to instructions
- To write a simple plot for a story
- To use the plot from a well-known story as basis for puppet show
- To introduce and use story markers

LANGUAGE: *Ears, eyes, nose, mouth* • Simple past tense • Clothes vocabulary • *Once upon a time, then, so, but, lived happily ever after*

TIMING: 35 mins

GROUP SIZE: Ind/Group

WHAT YOU NEED:

Several copies of photocopy 2 per child plus some spares copies. Sellotape/glue. Scissors. Scraps of materials for clothes. Some ready-made puppets 'dressed' with paper or coloured, to show different characters e.g. *Goldilocks, Hansel and Gretel*. A cut-out puppet ready to glue.

WHAT YOU DO:

1 Show the class your puppets and tell them which characters from a well-known story they are based on. Show the children how you have made the puppet and how you created 'clothes' from paper and material, or by colouring the puppet.

2 Briefly tell the children the story that your puppet is modelled on.

3 Put the children into pairs or groups and help them to decide which story they would like to make puppets for, e.g. *Cinderella, Hansel and Gretel, Goldilocks* etc.

4 Give copies of photocopy 2 to each child and the scissors, glue, material and paper. Tell the children to cut out all the puppets.

5 With your cut out puppet show the children how to stick the tabs round so that they are the correct size for their fingers. Let them draw a face on their puppet and decide if it is a boy or a girl. Show them how to make the animal puppets.

6 In groups children decide which story

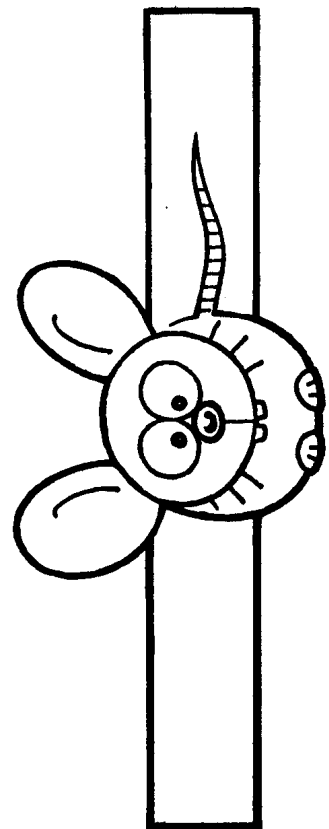
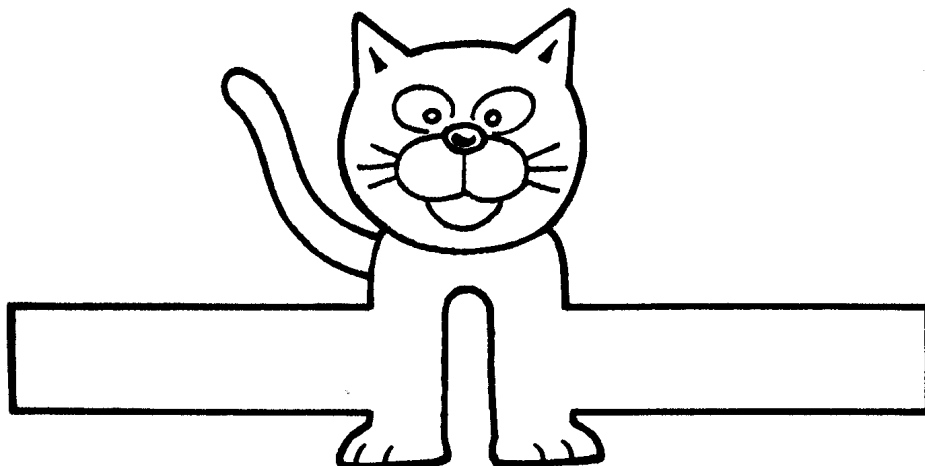
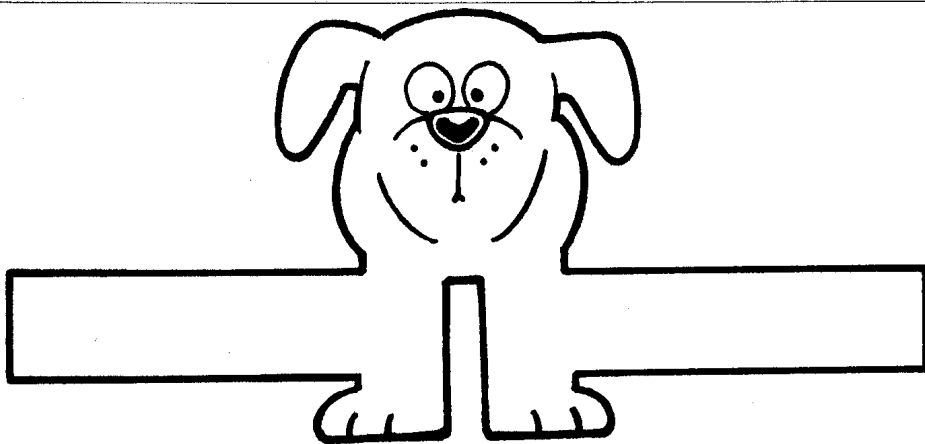
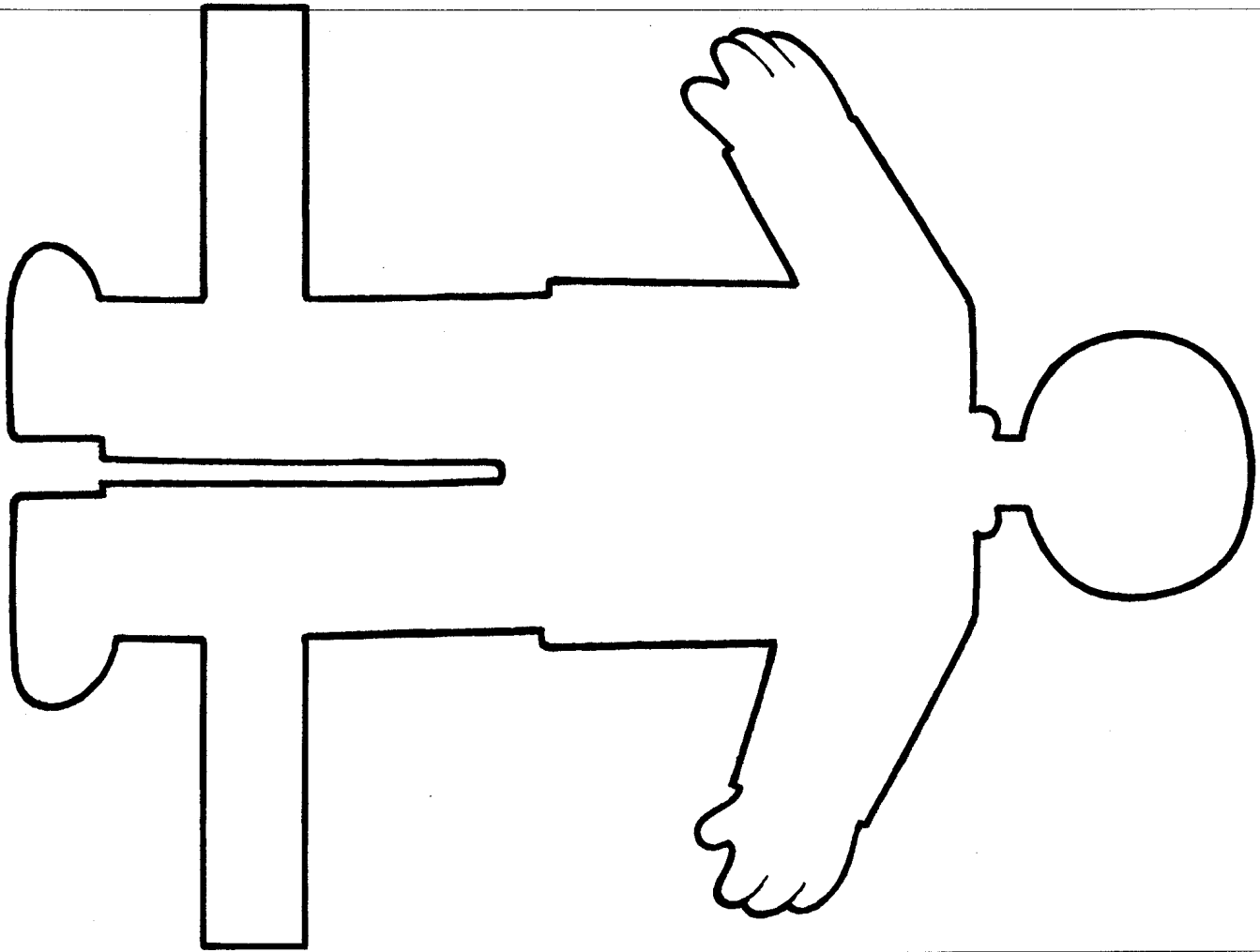
they are going to tell and what each puppet should look like. Let them make up their puppets. Pupils can choose how many puppets they would like to use. You may need to give some groups extra photocopies.

7 Go round the class helping each group to practise their story. Give a simple outline for each story and expressions such as *Once upon a time, then, so, lived happily ever after* etc.

8 Each group performs their story in front of the class. Start each story by saying *Once upon a time ...* Tell each group that you are particularly listening for story markers like *then, so, but* and *happily ever after*.

FOLLOW-UP ACTIVITY:

Let the groups perform their puppet shows for other classes or at an end of term party. The stories could be performed for the parents.



Stories

★ ACTIVITY 3A: CUBE MATCHING GAME

AIMS: To make cubes • To introduce the idea that stories have a *beginning, middle and end*

• To listen for instructions

LANGUAGE: Key words of well-known stories i.e. *Cinderella, Goldilocks, Hansel and Gretel, The Ugly Duckling, Sleeping Beauty and Three Goats Gruff* • *Once upon a time, then, so, lived happily ever after* • *Cube* • *Beginning, middle, end*

TIMING: 30-40 mins

GROUP SIZE: Ind/Group

WHAT YOU NEED:

Photocopy 3 per child. Scissors.

Sellotape/glue. Pictures of stories on the cubes. Some made up cubes and cubes cut out ready to glue.

WHAT YOU DO:

1 Show the children the pictures you have for each story and ask them to tell you the story. If they don't know the stories refer to the simple story summaries (p.95), using L1 if necessary. Remind the children of key language by writing under the title e.g. *Cinderella: work, step sisters, dance, fairy godmother, midnight, shoe, prince; Three Billy Goats: field, grass, river, troll, bridge* etc.

2 Roll the story cubes to show all the different parts of the stories. Tell the children these are called *cubes*.

3 Tell the children that stories have a *beginning, middle and end*. Using a cube show them the *beginning, middle and end*.

4 Give each child photocopy 3 and tell them to cut out the cubes making sure they do not cut off the flaps.

5 Show them how to bend, fold and

glue/sellotape the cube together. Let them make all three.

6 Children play a matching game in groups of three using one set of cubes. They take it in turns to roll all three cubes. The aim is to get all three pictures from one story. They score three points for a complete story and the winner is the first to score nine.

7 Let the class play until they have winners in each group. Ask the winners to put their hands up. Tell them to keep their cubes and to try not to squash them.

FOLLOW-UP ACTIVITY:

Put children into groups. Each group chooses a story and then acts it out for the rest of the class.

★★ ACTIVITY 3B: ROLL AND TELL A STORY

AIMS: To practise telling stories

LANGUAGE: As Activity 3A plus • *She, he, it* • *Ate, slept, kept, went, walked, married, kissed, ran, ran away, climbed, helped, threw, grew* (passive understanding of past tense)

TIMING: 20 mins

GROUP SIZE: Ind/Group

WHAT YOU NEED:

Photocopy 3 per child. Scissors. Glue. Cubes cut out ready to glue. Pictures of stories on the cube.

WHAT YOU DO:

1 Show the children the pictures and elicit each story. If they don't know the stories refer to the simple story summaries (p.95), using L1 if necessary.

See Activity 3A Steps 2-5.

6 Put the children into groups of three. Explain that the children are going to play a game with the cubes. One child has the B cube, one the M cube and one the E cube. Each child rolls a cube. Each child then describes the part of the story they have rolled, starting with the child who has the B cube, then the child with the M cube and finally the child with the E cube.

7 Explain that the stories will not make

sense because they may not fit together. Model this with two children.

8 Each group should play, and they may want to keep a note of the story 'mixes' they make and give it a mark out of ten for being funny e.g. B1, M6 and E3 = a funny story 5/10.

9 Each group can tell the class the best 'funny' story that they made.

FOLLOW-UP ACTIVITY:

Create more story cubes using the cube as a template. Children may want to make their own stories and draw pictures on each cube.

★★★ ACTIVITY 3C: JIGSAW STORIES

AIM: To introduce the idea that stories have a *beginning, middle and end* • To use story markers

• To practise telling each other stories in a jigsaw activity

LANGUAGE: Key words of well-known stories i.e. *Cinderella, Goldilocks, Hansel and Gretel, The Ugly Duckling, Sleeping Beauty and Three Goats Gruff* • *Ate, slept, kept, walked, kissed, ran, threw, grew, married, climbed* • *Cube* • *Once upon a time, then, but, so, happily ever after, beginning, middle, end*

TIMING: 20-30 mins

GROUP SIZE: Ind/Group

WHAT YOU NEED:

As Activity 3B plus a set of cubes ready made.

WHAT YOU DO:

See Activity 3A Steps 1-6.

7 In groups of three using one set of cubes, children match the story pictures from each cube and tell each other the story.

8 Now give one child the B cube, one the M cube and the other one the E cube. They roll the cubes and tell each other the part of the story that they roll, e.g. *Sleeping Beauty is lying in bed asleep*.

9 In the middle of this call *stop* and swap. Now you call *beginnings, middles or ends* and the children with this particular cube must take their cube to the next group. Now they tell the new group their part of the story and see if it fits the story in this group.

10 Tell them they may find they have very silly stories. Tell them that if a group rolls a perfect story i.e. a beginning, middle and end of the same story they put their hands up.

11 Let the children start rolling and telling stories. Every now and again stop them and swap some of the story parts around. Start slowly and give them time to get settled in each group but quicken it up so that it gets very exciting. At one stage you could have all three parts of the story moving!

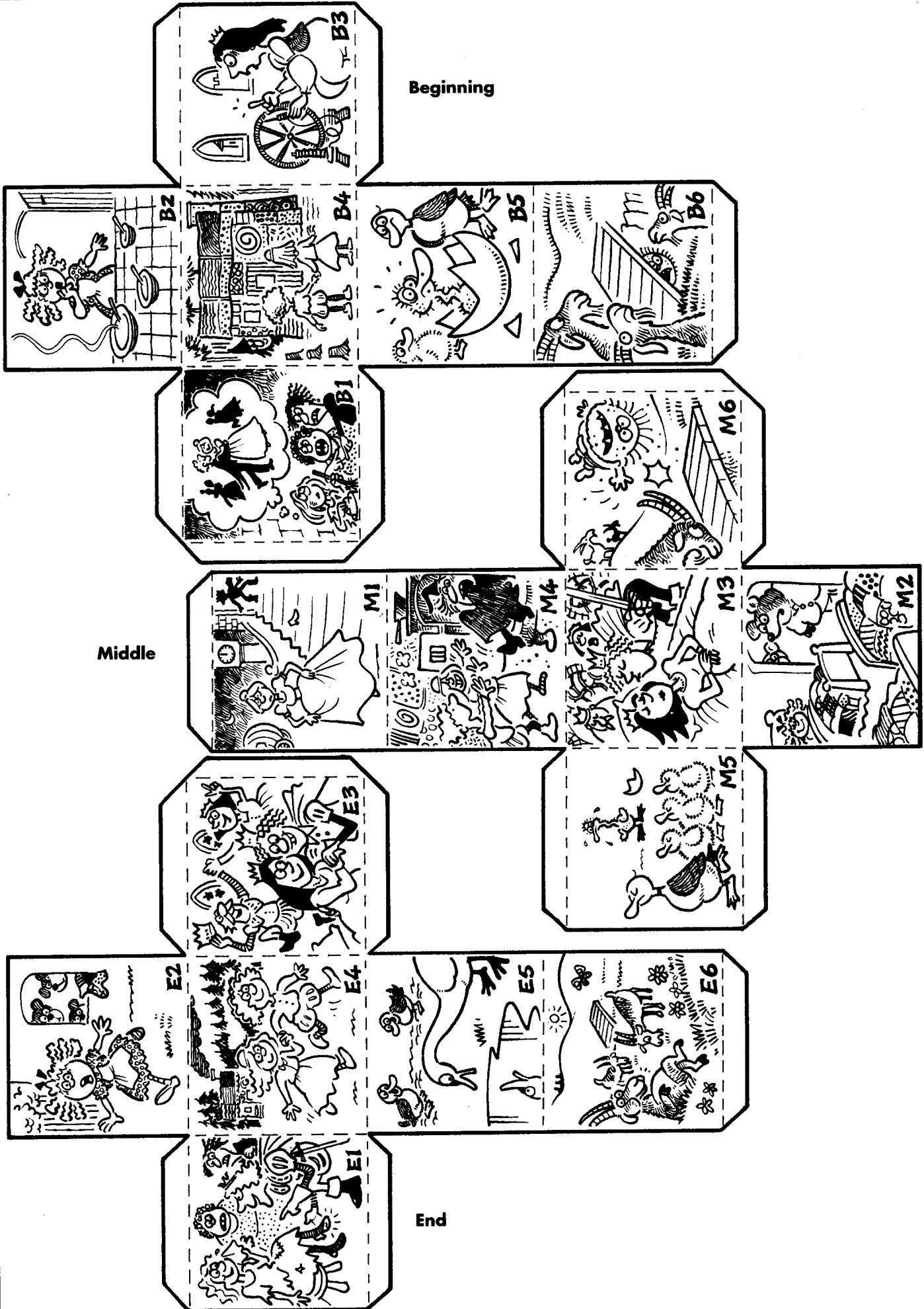
12 Go round and listen to the stories and any you think are funny ask that group to tell the whole class.

13 Finally, ask one group to read out a beginning, another group a middle and one more group an end. See if it is a funny or a perfect story!

FOLLOW-UP ACTIVITY:

Ask children to write the story they created. They can then make small zigzag books.

Beginning



Middle

End

Stories

★ ACTIVITY 4A: GOLDBLOCKS SONG □

AIMS: To sing a song about the Goldilocks story

LANGUAGE: *One, two, three*

• *Went, counted* • *Eyes, chair, bed, big, small, tiny, bowl, bear*

TIMING: 20-30 mins

GROUP SIZE: Class

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.94). Pictures of bowl, bears. Pictures/realia of a tiny, small and large bowl, bear, bed etc.

WHAT YOU DO:

1 Give out photocopy 4 (top) to each child and explain that they will hear a song about Goldilocks. If the children do not know the story of Goldilocks you should tell them briefly, using pictures of bear, bowl etc and the story summary on p.95.

2 Play the song to them and mime the actions, i.e. on *big* hold your arms out to suggest something big, *small* suggest something small, on *tiny* suggest something tiny.

3 Play the song again and encourage the children to sing with you and do the actions.

4 Play the song several times and let the children join in. As they sing they should point to the bowl, chair or bed and mime the actions.

FOLLOW-UP ACTIVITY:

Collect things, or make pictures of things that are the same but can be described as big, small and tiny, e.g. pictures of the same thing, spoons, clothes etc.

★★ ACTIVITY 4B: GOLDBLOCKS AND VERSE WRITING □

AIMS: To sing the song and think about the structure of the verses • To write extra verses

LANGUAGE: *Big, small, tiny*

• *Bowl, bears, chair, bed* • *One, two, three* • Past tense

TIMING: 40 mins

GROUP SIZE: Group

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.94). Paper. Pens. Pictures of bears, bowls, beds. Pictures showing differences in size e.g. a big book, a small book, a tiny book.

WHAT YOU DO:

See Activity 4A Steps 1-3.

4 Ask the children to look carefully at the verses. Ask what is different in each verse (the things she sees e.g. bowl, chair, bed). Split the class into groups of four/five and ask each group to think of other things she might see in the bear's house, e.g. cups, forks, mirrors, toothbrushes etc.

5 Each group chooses three new things (with one noun) to create a new verse, e.g. a book that was big, a book that was small, a book that was tiny. They practise singing it a couple of times.

6 Each group sings their new verse for the rest of the class.

FOLLOW-UP ACTIVITY:

Write all the new verses down and give the children a copy, or have a copy of 'their' song on the wall. See if you can keep making verses for the song over a number of lessons.

★★★ ACTIVITY 4C: WRITING A STORY □

AIMS: To write stories in English using story markers • To draw a picture to illustrate a story

LANGUAGE: Past tense verbs

• *I, she, he* • *Once upon a time, then, so, but, happily ever after*

TIMING: 20-30 mins

GROUP SIZE: Ind

WHAT YOU NEED:

Photocopy 4 (bottom) per child. Pens. Colours. Some simple stories on the board divided into beginning, middle and end, e.g. *Beginning — Once upon a time there was poor boy called Jack; Once upon a time there was a boy and a girl, Hansel and Gretel; Middle — The beans grew into a beanstalk. Jack climbed it and found a rich giant; They pushed the witch into the oven and got out of the house; End — Jack took a goose that laid golden eggs and Jack and his mother were never poor again; They ran home and lived happily ever after.*

WHAT YOU DO:

1 Ask the children to think of a story they know. Using the example on the board, point out how your story is divided into three parts, the *beginning*, *middle* and *end*.

2 Elicit as many *beginnings* of stories from the children as you can. Introduce *Once upon a time*. Tell the children that stories often continue with *then*, *but*, *so* and end with *happily ever after*.

3 Tell the story on the board to the children emphasizing the story markers.

4 Hand out photocopy 4 (bottom) and show the children where to write the beginning, middle and end of their story. Children can now write a simple story they know or create their own.

5 Using the boxes, the children can draw a picture for the three parts of their story and then write the story in a few simple sentences. As they write go round and help where necessary.

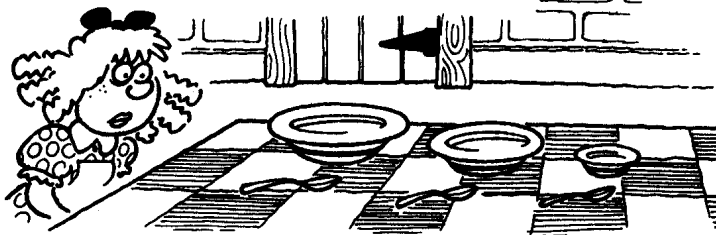
6 When they have finished ask some of them to read out their stories.

FOLLOW-UP ACTIVITY:

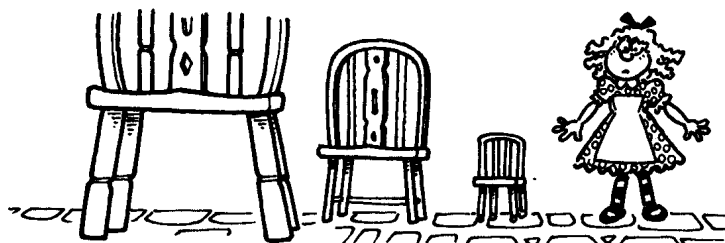
Put all the stories in a 'Class Story Book' and keep it in the classroom.

When Goldilocks went to the house of the bears

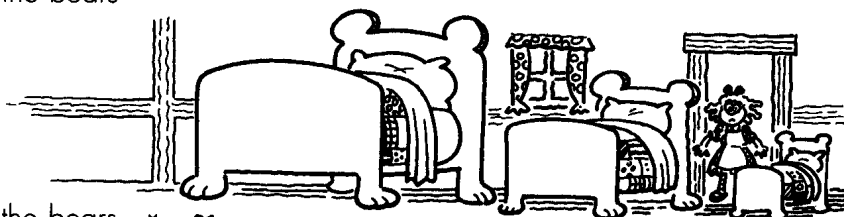
When Goldilocks went to the house of the bears
 What did her blue eyes see?
 A bowl that was big
 A bowl that was small
 A bowl that was tiny
 And that's not all
 She counted them one, two, three.



When Goldilocks went to the house of the bears
 What did her blue eyes see?
 A chair that was big
 A chair that was small
 A chair that was tiny
 And that's not all
 She counted them one, two, three.



When Goldilocks went to the house of the bears
 What did her blue eyes see?
 A bed that was big
 A bed that was small
 A bed that was tiny
 And that's not all
 She counted them one, two, three.



When Goldilocks went to the house of the bears
 What did her blue eyes see?
 A bear that was big
 A bear that was small
 A bear that was tiny
 And that's not all
 She counted them one, two, three.



Finish the Story

Once upon a time

Then

So

lived happily ever after.

1

2

3

Tapescripts

FAMILIES 1A

Hello. // My name is Susan. // Can you see me in the picture? // This is a picture of my family. // The girl next to me is my sister. // The boy next to me is my brother. // The woman next to my brother is my aunt. // She is holding the baby. // Next to my aunt is my mother. // Next to my mother is my grandfather. // Next to my grandfather is my grandmother. // Next to my grandmother is my cousin. He's playing football. // Next to my cousin is my father. // Next to my father is my uncle. // Next to my uncle is my cousin.

FAMILIES 1B

Hello. // My name is Susan. This is a picture of my family. // I am standing in between my brother and sister. // They are twins. // My grandfather is sitting behind the table. // My mother is behind my grandfather. // My aunt is next to my mother. // She is holding a baby. // The baby is my baby cousin. // My grandfather is sitting next to my grandmother. // Next to my grandmother is my cousin. // My father is next to my cousin. // Next to my father is my uncle. // My cousin is next to my uncle.

FAMILIES 1C

Hello. My name is Susan. // This is a picture of my big family. // I'm going to tell you who they are. // Sitting down behind the table is my grandfather. // His name is Tom. // My grandmother is also sitting down. // Her name is Mary. // Behind my grandfather is my mother. // Her name is Anne. // My aunt is holding the baby. // My aunt's name is Sandra. // The baby's name is Alex. // Next to my grandmother is my cousin Sam. He's playing football. // Next to Sam is my father. // His name is John. // Next to my father is my uncle. // His name is Robert. // My cousin, Jane, is next to my uncle. // My brother and sister, who are twins, are standing each side of me. // My brother's name is Nicholas. // My sister's name is Nancy. // How old do you think we all are?

FAMILIES 4A

There are three in my family: my father, my brother and me! What about you? // There are five in my family: my father, my mother, my sister, my brother and me. What about you? //

There are four in my family: my mother, my grandmother, my sister and me! What about you?

FAMILIES 4B

The farmer wants a wife
The farmer wants a wife
Ey-ay-adio
The farmer wants a wife.

The wife wants a child
The wife wants a child
Ey-ay-adio
The wife wants a child.

The child wants a dog
The child wants a dog
Ey-ay-adio
The child wants a dog.

We all stroke the dog
We all stroke the dog
Ey-ay-adio
We all stroke the dog.

ANIMALS 1A

Hello! My name's Sammy. I'm a snail.
Come with me! // I say Hi! to my friend the spider and then I go around a tree. // I say Hello to the bee, then I go over a small bridge and along a log. // Next, I go up, up, up and down down, down. // I go round the rocks and say Hello to the worm. // Good! Here's my house.

ANIMALS 1B

Tapescript 1
Sammy Snail, Sammy Snail
Follow Sammy's slimy trail.
He goes up and he goes down
He goes round and round and round.
Sammy Snail, Sammy Snail.
Follow Sammy's slimy trail
He goes left, he goes right
He goes out by day and night.

ANIMALS 1B

Tapescript 2
Poor Sammy Snail's lost. He can't remember which way to go. Listen and trace. First he goes straight to the frog, then round to the spider and then left round the bee. // Then he goes right over the small bridge, and right again, over the log. // Next, he goes left, up the hill and down again. // He turns left again and goes right between the worm and the rocks. Hooray! He's home!

ANIMALS 1C

Sammy Snail: I'm Sammy Snail. Which way is my home? Can you help me? // Er ... Yes, I go along here and I go straight. Who can I see?
Spider: Frog.
Sammy Snail: And I go right. What can I see?
Spider: A tree.
Sammy Snail: Now I go round here and then I turn left and go over the big bridge and over the stones. // Who can I see?
Spider: Rabbit.
Sammy Snail: I turn right and I go along the log. I turn right again and I see some rocks. // I turn right and go over the rocks and down to my house.

ANIMALS 4A

Five little speckled frogs
Sit on a speckled log
Eating most delicious bugs, munch, munch
One frog jumps in the pool
Now he is nice and cool
So now there are four frogs
... eating bugs for lunch!

Four little speckled frogs ...
Three little speckled frogs ...
Two little speckled frogs ...
One little speckled frog ...

OUR WORLD 1A

Tapescript 1
Planet 1 is green. Planet 2 is yellow. Planet 3 is red. Planet 4 is purple. Planet 5 is black. Planet 6 is brown. Planet 7 is white. Planet 8 is orange. Planet 9 is blue. Planet 10 is pink.

OUR WORLD 1A

Tapescript 2
Beep, beep! My name's X. I come from spaceship A. This is my journey. From spaceship A I go to planet 5 ... to planet 6 ... to planet 2 ... to planet 3 ... to planet 10 ... and here I am. // Sssss. My name's Y. I come from spaceship B. I go to planet 4 ... to planet 6 ... to planet 9 ... and to your world. Sssss. How do you do? // Glurg, glurg, gloop, gloop! My name's Z and I come from spaceship C. I go to planet 5 ... to planet 1 ... to planet 8 ... to planet 9 ... and then to planet Earth. Hello!

Tapescripts

OUR WORLD 1B

X has got a red head. X has got green arms and legs. X has got red feet. X's hands are pink. // Beep! Beep! Hello, I'm X! //

Y's blue with yellow feet and hands. // Ssssss. Hello, I'm Y. Ssssss!

Z is green but he's got black feet. // Glurg, glurg, gloop, gloop! Hello, I'm Z. Glurg, glurg, gloop, gloop!

OUR WORLD 1C

Tapescript 1

Beep, beep! My name's X. I flew to your world in spaceship A. First I went to planet 5. After that I visited planet 6, then planet 2 and planet 3. Finally I went to planet 10 and then I came to planet Earth. //

Ssssss. My name's Y. I came to planet Earth in spaceship B ... I flew to planet 4 and then to planet 6. Next I went to planet 9 and then your world. Ssssss // Glurg, glurg, gloop, gloop! My name's Z and I travelled in spaceship C. First I went to planet 1 and then I went to planet 7. After that I went to planet 10, planet 8 and planet Earth.

OUR WORLD 1C

Tapescript 2

Hello, my name's Z. Glurg, glurg, gloop, gloop! I'm red. I've got yellow eyes. I've got green hands. I've got blue feet and black ears. Gloop ... I'm very beautiful!

OUR WORLD 3A

Canada, Canada, the United States of America

South Africa, South Africa, South, South Africa

Australia, Australia, New, New Zealand

Ireland, Ireland, Great, Great Britain

People speak English, English everywhere!

OUR WORLD 4A

I've got the whole world in my hands
I've got the whole world in my hands
I've got the whole world in my hands
The whole world in my hands.

You've got the whole world in your hands ...

She's got the whole world in her hands ...

He's got the whole world in his hands ...
They've got the whole world in their hands ...

We've got the whole world in our hands ...

OUR WORLD 4B

I've got the whole world in my hands
I've got the whole world in my hands
I've got the whole world in my hands
The whole world in my hands.

I've got the rivers and mountains in my hands ...

I've got the houses and families ...

I've got the birds and animals ...

I've got the flowers and trees ...

OUR WORLD 4C

This is the key of the kingdom:

In the kingdom, there's a city,

In the city there's a town,

In the town there's a street,

In the street there's a house,

In the house there's a room,

In the room there's a bed,

On the bed there's a basket,

In the basket there's a ...

There's a ... in the basket,

There's a basket on the bed,

There's a bed in the ...,

There's a room in the ...;

There's a house in the ...,

There's a street in the ...,

There's a town in the ...,

There's a city in the kingdom:

This is the key of the kingdom!

CHRISTMAS 1A

Tapescript 1

Picture 1. Colour the presents red, orange and green.

Picture 3. Colour the door green.

Picture 6. Colour Father Christmas's boots black.

Picture 7. Colour the presents blue and yellow.

Picture 9. Colour the door green.

CHRISTMAS 1A

Tapescript 2

Picture 1: It's December 24th. It's Christmas Eve. Father Christmas packs Christmas presents.

Picture 2: He flies very fast through the sky.

Picture 3: He stops at house number 12.

Picture 4: He climbs down the chimney - Oof!

Picture 5: Oh no! He's stuck! Help!

And the children wake up!

Picture 6: The boy and the baby pull Father Christmas's boots.

Picture 7: Hello! Father Christmas!

Picture 8: Father Christmas gives the children presents.

Picture 9: Father Christmas opens the door and waves goodbye!

CHRISTMAS 1C

Picture 1: It was December 24th. It was Christmas Eve. Father Christmas packed his Christmas presents.

Picture 2: He flew very fast through the sky.

Picture 3: He stopped his sleigh at house number 12.

Picture 4: He climbed down the chimney.

Picture 5: Oh no! He got stuck! Help! And the children woke up!

Picture 6: The boy and the baby pulled Father Christmas's boots.

Picture 7: Father Christmas laughed and laughed.

Picture 8: He gave the children their presents. He gave the boy a kite and the baby a bear. Thank you!

Picture 9: But he didn't go up the chimney. Oh no. He opened the door and waved goodbye.

CHRISTMAS 4A

We wish you a Merry Christmas

We wish you a Merry Christmas

We wish you a Merry Christmas

And a Happy New Year!

HOLIDAYS 1A

On Monday the Smiths go to the mountains. // On Tuesday they go to the farm. // On Wednesday they go to the swimming pool. // On Thursday they go to the zoo. // On Friday they go to the park. // On Saturday, they go to the beach. // On Sunday, they go to the lake.

HOLIDAYS 1B

Mum: Let's go to the zoo on Monday.

Dad: Good idea!

Child 1: Let's go to the swimming pool on Tuesday.

Child 2: NO! Let's go to the farm.

Child 1: Swimming pool!

Child 2: Farm!

Mum: Stop it, children! Let's go to the island on Tuesday, the swimming pool on Wednesday and the farm on Thursday.

Children 1 and 2: Okay!

Dad: And let's go to the beach on Friday.

Child 3: And let's go to the lake on Saturday.

Mum: Great! So where are we going today? Let's go to the park!

Everyone: Hooray!

Narrator: Can you guess which day of the week they go to the park? // Yes, it's Sunday.

Tapescripts

HOLIDAYS 1C

Dad: Right, children, what we can do this week?

Child 1: Can we go swimming today, daddy?

Dad: No, but we can go to the swimming pool on Friday. //

Child 2: Can I ride a horse today?

Mum: No, but you can ride a horse at the farm on Wednesday.

Child 3: Well, can we play in the park today?

Dad: No, we can't, but we can play in the park on Thursday, Okay?

Child 3: Oh good!

Mum: I'd like to go to the zoo today but we can't. We can only go to the zoo on Tuesday. That's tomorrow.

Dad: I'd like to sail a boat on the lake but we can't do that until Saturday.

Mum: Can we play tennis today?

Ch 1: No, the tennis court is closed. We can play tennis on Sunday.

Narrator: Now can you guess which day of the week it is? // Yes, it's Monday. // Listen again. What can the Smith family do on Monday? (Argument breaks out)

Dad: Oh dear!

Narrator: Where can they go? Choose a place and stick Monday on the place.

HOLIDAYS 3A

It's Joe's holiday and he's going to the circus. Joe leaves his house and walks to A, then turns left. He goes between the zoo and the playground. He goes to C and then turns right. He turns left at D and F. He turns left at G and he runs to I. He turns right at I and goes past the swimming pool. He goes to K. He turns left at K and goes to the circus.

HOLIDAYS 4A

Mum says we're going on holiday
She says it's time to pack
Dad is waiting in the car
And baby's SLEEPING in the back.

Don't forget your toothbrush
Don't forget your socks
Please don't forget anything
Oof! Is your suitcase full of rocks?

Mum says we're going to Granny's
She says it's time to pack
Dad is waiting in the car
And baby's CRYING in the back.

Don't forget your toothbrush
Don't forget your socks
Please don't forget anything
Oof! Is your suitcase full of rocks?

Mum says we're going to be late
She says it's time to pack
Dad is waiting in the car
And baby's SCREAMING in the back!

HOW THINGS WORK 1A

One. Put these on at night to see.

Two. Open this to get in.

Three. Sit on this.

Four. Put luggage in this.

Five. Hold this to turn the car.

HOW THINGS WORK 1B

One. Put these on at night to see.

Two. Open this to get in.

Three. Sit on this.

Four. Put luggage in this.

Five. Hold this to turn the car.

Six. Look through this.

Seven. Listen to the radio when this is up.

Eight. These move round and round and move the car along the road.

Nine. This makes the car go.

Ten. These move from side to side on the windscreen.

HOW THINGS WORK 1C

One. Put these on at night to see.

Two. Open this to get in.

Three. Sit on this.

Four. Put luggage in this.

Five. Hold this to turn the car.

Six. Look through this.

Seven. Listen to the radio when this is up.

Eight. These move round and round and move the car along the road.

Nine. This makes the car go.

Ten. These move from side to side on the windscreen.

Eleven. This goes round us and keeps us safe in the car.

Twelve. Open this to look in the engine.

Thirteen. Open this to put in the petrol.

Fourteen. These flash and tell which way the driver is going, left or right.

Fifteen. These go on the wheels and make them look good.

HOW THINGS WORK 4A

The wheels on the bus go round and round

Round and round, round and round

The wheels on the bus go round and round

All day long.

The bell on the bus goes ting-a-ling-a-ling

Ting-a-ling-a-ling, ting-a-ling-a-ling

The bell on the bus goes ting-a-ling-a-ling

All day long.

The doors on the bus go open and shut
Open and shut, open and shut
The doors on the bus go open and shut
All day long.

The wipers on the bus go swish swish swish

Swish swish swish, swish swish swish

The wipers on the bus go swish swish swish

All day long.

The driver on the bus shouts 'Move along, please'

'Move along, please, move along, please'

The driver on the bus shouts 'Move along, please'

All day long.

The horn on the bus goes beep beep beep

Beep beep beep, beep beep beep

The horn on the bus goes beep beep beep

All day long.

HEALTH AND FITNESS 1A

Vegetables // fruit // cereal // yoghurt
// milk // rice // eggs // pasta //
beans // fish // salad // bread //

HEALTH AND FITNESS 1C

1. Here is a list of the things I eat in a day.// I eat lots of crisps//, and biscuits.// I like to eat lots of chips and I love sweet drinks.// I sometimes eat an apple// but I don't like them much.// Oh! and I have lots of pizzas, too.//

2. I like to eat lots of fruit. // I like cereal. // I eat salad // and sometimes chips. // I eat lots of beans and drink lots of water. // I love bread // and eat lots of yoghurt. // I sometimes eat a little chocolate. //

HEALTH AND FITNESS 4A

Head, shoulders, knees and toes, knees and toes

Head, shoulders, knees and toes, knees and toes

And eyes and ears and mouth and nose

Head, shoulders, knees and toes, knees and toes.

PEOPLE 1A

I've got long, black hair. I wear small yellow glasses. I've got a black moustache and I've got a long nose. I'm Mr Black. //

Tapescripts

I've got short, black hair. I've got big blue eyes and a small nose. I'm Miss Blue. //

I've got a long red beard, short red hair and a small round nose. I wear small round glasses. I'm Mr Red. //

I've got a short black beard, small green eyes and a long nose. I'm Mr Green //

I've got short brown hair, a long brown moustache and a long nose. I'm Mr Brown. //

I wear big round brown glasses. I've got long brown hair and I've got a small nose and big ears. I'm Mrs Brown. //

I've got long yellow hair, a long yellow moustache and a long yellow beard. I'm Mr Yellow. //

I'm the Queen. I've got short pink hair and a long nose. I wear big round pink glasses. I'm the Queen.

PEOPLE 1B

Tapescript 1

I've got long black hair. I wear small glasses. I have a black moustache and I've got a long nose. I'm number 1. //

I've got short black hair. I've got big eyes and a small nose. I'm number 2. //

I've got a long red beard, short red hair and a small round nose. I wear small round glasses. I'm number 3. //

I've got a short black beard, small eyes and a long nose. I'm number 4. //

I've got short brown hair, a long brown moustache and a long nose. I'm number 5. //

I've got long white hair, a long white moustache and a long white beard. I'm number 6. //

I've got short white hair and a long nose. I wear big round glasses. I'm number 7. I'm the queen, but I can't wear my crown. //

PEOPLE 1B

Tapescript 2

And who's got my crown? Well, she's got big round glasses, long hair, a small nose and big ears. She's got my crown.

PEOPLE 1C

Tapescript 1

I'm the queen. I've got short curly hair and a long nose. I wear big round glasses. I'm very sad because somebody stole my ring. Can you help me find the thief? //

I'm Mr Black. I have a black moustache and I've got a long nose. I've got long, black hair. The thief's hair is shorter than mine. //

I'm Miss Blue. I've got short, black hair. I've got big eyes and a small nose. The

thief's nose is smaller than mine. //

I'm Mr Green. I've got small green eyes and a long nose. I've got a long black beard but the thief's beard is longer than mine. //

I'm Mr Brown. I've got short brown hair, a long brown moustache and a long nose. The thief's nose is smaller than mine. //

I'm Mrs Brown. I've got long brown hair and I've got a small nose and big ears. I wear big round blue glasses. The thief's glasses are smaller than mine. //

I'm Mr Yellow. I've got long yellow hair, a long yellow moustache and a long yellow beard. My beard is longer than the thief's beard. //

PEOPLE 1C

Tapescript 2

I'm the Queen. Do you know who the thief is? Who's got my ring? Listen!

The thief has got short hair. He wears small round glasses. He's got a long red beard, small ears and a small round nose. // Yes! He's Mr Red.

PEOPLE 2A

Colour Winnie's hair orange. // Colour Winnie's hat green. // Colour Winnie's eyes blue. // Colour Winnie's ears and face pink and her mouth orange.

PEOPLE 2B

Colour Winnie's hair orange. // Colour her hat green. // Colour her eyes blue. // Colour her nose pink. // Colour her ears pink and her mouth orange. // Colour Winnie's dress yellow. Colour Winnie's cheeks and chin red.

PEOPLE 3C

Teacher A is 25. // Sailor A is 2 years older than the teacher. // Police officer A is 10 years older than sailor A. // Popstar A, is 21. // Soldier A is 22. // Fire fighter A is 10 years older than soldier A. // Popstar B is 30. // Doctor B is 45. // Sailor B is the same age as doctor B. // Astronaut B is 36. // Secretary B is 20 years older than astronaut B. // Soldier B is the same age as Secretary B. // Chef B is 21 years old. // Nurse B is 27. // Zookeeper A is 3 years older than nurse B. // Chef A is 40 years old.

PEOPLE 4A

The sky is black, the moon is white
Do you know tonight's the night
When witches fly above the street
And boys and girls say Trick-or-treat!

Trick-or-treat, trick-or-treat,
This is the rhythm of the street

Trick-or-treat, trick or treat
This is the rap with the spooky beat.

The wind is cold, the stars are bright
Do you know, tonight's the night
White ghosts say BOO! when they meet
And boys and girls say Trick-or-treat!

Trick-or-treat, trick-or-treat,
This is the rhythm of the street
Trick-or-treat, trick or treat
This is the rap with the spooky beat.

TRAVELLING 1B

1. It's South of the town but East of the mountains. Where is it?
2. It's North of the volcano but West of the lake. Where is it?
3. It's West of the volcano. Where is it?
4. It's North of the waterfall but East of the mountains. Where is it?

TRAVELLING 1C

1. It isn't B3 or B4. // It isn't D1. // It isn't B1. // It isn't D2. // It isn't A2. // It isn't D3 or D5 or C2 or C5. // Where is it?
2. It isn't C5 or D2. // It isn't B4 or C4. // It isn't B3 or D5. // It isn't A2 or C2. // It isn't B1 or D1. // Where is it?

STORIES 1A

One day a man wanted some water from the well. // He went to the well to pull up the water // but he fell in with a splash! // He called for help. 'HELP! 'HELP!' // A woman walking past heard him. // So the woman held onto the man // and she pulled and she pulled but she couldn't pull the man out. // A man was walking past. // The man held on to the woman // and the woman held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull the man out. // A boy was walking past and came to help. // The boy held onto the man. // The man held on to the woman // and the woman held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull the man out. //

A girl was walking past. // The girl held onto the boy. // The boy held onto the man. // The man held onto the woman. // The woman held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull the man out. // A dog was walking past. // The dog

Tapescripts

held onto the girl. // The girl held onto the boy. // The boy held onto the man. // The man held onto the woman // and the woman held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull the man out. //

A cat was walking past. // The cat held onto the dog. // The dog held onto the girl. // The girl held onto the boy. // The boy held onto the man. // The man held onto the woman // and the woman held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull the man out. //

A mouse was walking past. // The mouse held onto the cat. // The cat held onto the dog. // The dog held onto the girl. // The girl held onto the boy. // The boy held onto the man. // The man held onto the woman // and the woman held onto the man // and they pulled and they pulled and they pulled // and they pulled the man OUT! //

He was very happy to be out of the well and he thanked everyone. He wanted to give them all a drink of water. He went to the well to pull up the water, but he fell in again with a splash. // 'Oh no,' said the mouse!

STORIES 1B

One day a man wanted to get some water from the well. // He went to the well to pull up the water // but he fell in with a huge splash! // He called for help. HELP! // HELP! //

A woman ran to the well. // She held on to the man // and she pulled and she pulled and she pulled // but she couldn't pull him out. //

She called for her husband. // He ran to the well. // He held onto his wife // she held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him up. //

The husband called for his son. // He ran to the well. // He held onto his father. // His father held onto his wife. // She held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him up. //

The boy called for his sister. // She ran to the well. // She held onto her brother. // He held onto his father. // His father held onto his wife. // She held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him up. //

The girl called for her dog. // The dog ran to the well. // The dog held onto the girl. // She held onto her brother. // He held onto his father. // His father

held onto his wife. // She held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him up. //

The dog called for the cat. // The cat ran to the well. // The cat held onto the dog. // The dog held onto the girl. // She held onto her brother. // He held onto his father. // His father held onto his wife. // She held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him up. //

The cat called for the mouse. // The mouse ran to the well. // The mouse held onto the cat. // The cat held onto the dog. // The dog held onto the girl. // She held onto her brother. // He held onto his father. // His father held onto his wife. // She held onto the man // and they pulled and they pulled and they pulled and they pulled him out of the well. //

Everyone was very happy. Then the man said 'I want some water!' // He went to the well but ... splash!

STORIES 1C

One day a man went to get some water from a well. // He held onto the rope to pull the water up // but slipped and fell down into the well with a splash! // He called for some help. // His father heard him // and ran to the well. // The father held onto the man // and he pulled and he pulled and he pulled // but he couldn't pull him out. //

So he called for his wife. // She held onto her husband. // He held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him out. //

So she called for her grandson. // He held onto his grandmother. // She held onto her husband. // He held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him out. //

So the boy called for his sister. // She held onto her brother. // He held onto his grandmother. // She held onto her husband. // He held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him out. //

So the girl called for the dog. // The dog held onto the girl. // She held onto her brother. // He held onto his grandmother. // She held onto her husband. // He held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him out. //

The dog called for the cat. // The cat held onto the dog. // The dog held onto

the girl. // She held onto her brother. // He held onto his grandmother. // She held onto her husband // He held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him out. //

The cat called for the mouse. // The mouse held onto the cat. // The cat held onto the dog. // The dog held onto the girl. // She held onto her brother. // He held onto his grandmother. // She held onto her husband. // He held onto the man // and they pulled and they pulled and they pulled and they pulled him out of the well! Everyone was very happy and the mouse said 'Oh I am strong!'

STORIES 4A

When Goldilocks went to the house of the bears

What did her blue eyes see?

A bowl that was big

A bowl that was small

A bowl that was tiny

And that's not all

She counted them one, two, three.

When Goldilocks went to the house of the bears

What did her blue eyes see?

A chair that was big

A chair that was small

A chair that was tiny

And that's not all

She counted them one, two, three.

When Goldilocks went to the house of the bears

What did her blue eyes see?

A bed that was big

A bed that was small

A bed that was tiny

And that's not all

She counted them one, two, three.

When Goldilocks went to the house of the bears

What did her blue eyes see?

A bear that was big

A bear that was small

A bear that was tiny

And that's not all

She counted them one, two, three.

Story summaries

CINDERELLA

Cinderella lived with her stepfather and did all the cleaning in the house. Her stepsisters were nasty to her. The prince was having a big dance and Cinderella wanted to go. A fairy godmother helped her by turning a pumpkin and some mice into a coach and horses, and by giving her a new dress. She went to the dance and the prince danced with her, but at 12 o'clock she had to go home as she promised. As she left she lost one of her shoes and the prince picked it up. He tried the shoe on every woman in the land until he found Cinderella and married her.

GOLDILOCKS

Goldilocks was a naughty little girl who went into the wood and walked into the house of the three bears while they were out. She tried their bowls of porridge. One was too hot, one was too cold and one was just right. She tried their chairs. One was too hard, one was too soft and one was just right. She tried their beds. One was too hard, one was too soft and one was just right and she fell asleep. The three bears came back and saw that their porridge had been eaten, their chairs had been sat in and their beds had been slept in. They found Goldilocks asleep and frightened her and she ran all the way home.

SLEEPING BEAUTY

Sleeping Beauty was a lovely princess with a stepmother who wanted to kill her. She gave Sleeping Beauty a poisoned apple, a poisoned comb and finally she poisoned the needle on the spinning wheel. Sleeping Beauty pricked her finger on the spinning wheel and fell asleep for a hundred years, until a handsome prince found her and kissed her. The kiss woke her up and they were married and lived happily ever after.

HANSEL AND GRETEL

Hansel and Gretel were two naughty children who went walking in the woods and found a house made of gingerbread and sweets. A witch lived in the house and told them to come into the house and they could eat all the sweets they wanted. When they got inside they realised that the witch wanted to kill them and eat them. So they tricked the witch and pushed her into the oven and ran away.

BILLY GOATS GRUFF

The three Billy goats gruff lived in a field by a river. Over the river was a lovely field of juicy grass, but a troll lived under the bridge and frightened them. One day they decided to trick the troll. One by one they went over the bridge and told the troll to wait for the next goat. Eventually they all got over the bridge and pushed the troll into the river. They went into the field and ate all the juicy grass and could walk back over the bridge any time they wanted.

THE UGLY DUCKLING

One day in spring, a duckling hatched by the river bank. He was fluffy and brown, but all the other ducklings were yellow. Mother duck and the other ducklings said he was ugly and didn't include him in any of their games. The duckling got very lonely and all through the winter hid in the weeds by the river bank. Next summer he looked in the lake at his reflection and he had turned into a beautiful swan. Now all the other ducks said he was very handsome and the duckling/swan was very happy.

