

# New Faces Ideas

## Hello! What's your name?

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
New friends	Introducing myself Greeting	What's your name? Hello! I am Anna.	Names

### **Start**

#### **Warm up**

Introduce yourself to the class.

Say:

- Hello! I'm (your name).

Make the question to several students.

- What's your name?

Encourage students to make the question to several kids in the class.

### **During**

#### **Open the book to / at page 5**

Ask students to look at the picture and read the dialogue.

The teacher will read the first bubble and students will repeat it (ss follow the words in the book while saying it).

Explain that there are three pieces of information in the bubble:

- 1.- a greeting
- 2.- a name
- 3.- a question

Students go round the classroom asking their partners what their names are.

Tell students to write their new friends' names in the book.

Tell students that they will take their books home so they can paste a photo of them in the box.

### **Close**

#### **Just for fun**

Give students a piece of paper and ask them to draw their favourite fruit and their favourite animal.

When they have finished, tell them to modify their names - the fruit will be their first name and the animal will be their last name.

Ask students to come to the front and introduce themselves using this information.

I'm Apple Cat.

What's your name?



# New Faces Ideas

## Numbers

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
Numbers	Counting objects	How many ...? Let's count!	Numbers and colours

### *Start*

### *During*

### *Close*

#### **Warm up**

Ask students to count their fingers.

Write the number 1 on the board - T says and students repeat (up to 10).

Write the words for the numbers on small pieces of paper and have some students labeling the numbers.

#### **Open the book to / at page 6**

Ask students to look at the shapes. Tell them that they have to count them in order to find out what number they have to match each group to.

Use **How many ...?** to get answers from students.

Ask students to count the shapes loudly.

Tell students to spell the words to a friend.

Tell students to circle number 1 and the word for this number using the same colour. Then colour the correct shape(s).

#### **Just for fun**

Ask students to sit in a circle – walk around students' backs – suddenly, say a name and a number.

The student will repeat the number and the kid who is at his / her left must continue with the counting.

If he / she gives a wrong number or says nothing, he / she will be out of the game.

# New Faces Ideas

## Colours

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
Colours	Counting Writing words for numbers	What colour is ...? It's ...	Colours and numbers

### **Start**

#### **Warm up**

Paste circles around the classroom - different colours.

Give instructions:

- Run to the yellow circle.
- Jump to the blue circle.

Ask students to take the circles off the walls and give them to you – one at the time.

Stick the circles on the board and write the letters for the words – jumbled.

Invite some students to come to the board and write the words correctly.

### **During**

#### **Open the book to / at page 7**

Ask students to look at the circles and say the colours.

Let students colour the circles.

Ask students to read and find the balloon with the number. Then ask them to take out / show you the colour they have to use for that balloon – students can't start colouring; they have to wait till they have taken out / showed all the colours.

Let students colour the balloons.

### **Close**

#### **Just for fun**

Distribute magazines for students to find and cut out images – things the same colour.

Distribute cardboard – ask students to choose a colour and write it as heading.

Tell students that they are going to make a collage.

Ask students to help you decide where to display the collages.

# New Faces Ideas

## Colours and colours

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
Colours	Describing pictures	This part is green.	Colours and numbers
	<b>Start</b>	<b>During</b>	<b>Close</b>

### Warm up

Write this on the board:

- This pencil is (colour).

Ask students to open their pencil cases and show you the colours you name.

Divide the class into two teams and make a colour dictation.

Point at different things in the classroom and make the question:

- What colour is (...)?

### Open the book to / at page 8

Ask students to look at the picture - make some questions:

- What colour is the girl's face?

Let students colour the picture as they read the words.

Ask some students to show you their pictures and say:

- These trousers are (colour).

### Just for fun

Ask the children to draw and colour 5 spots – different colours – any colours.

Call out the colours in random order - if a child has the colour you called out, he/she crosses it out.

The kid who crosses out all his / her spots first, wins the game.

You can try this game three or four times using one worksheet per student.

Make the work sheet with the spots and the words for students to colour quickly as they read.

# New Faces Ideas

## Unscramble

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
Numbers	Writing numbers as words	How many ...?	Numbers

### *Start*

#### Warm up

Ask students to count different things around the classroom.

- windows
- girls
- boys
- etc.

Divide the class into two teams and make a number dictation – numbers and words (spelling).

### *During*

#### Open the book to / at page 9

Tell students that they have to unscramble the letters to find a word for a number. Then they'll have to match the words with the numbers.

### *Close*

#### Just for fun

Divide the class into groups of four.

Distribute magazines and scissors.

Tell students to look for letters to form (write) words for numbers.

Distribute cardboard – ask students to use the letters they cut out to make a poster.

Ask students to help you decide where to display the posters.



# New Faces Ideas

## At school

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
School	Talking about the things I use at school	What's this? It's a / an ...	School items

### Start

#### Warm up

Show students different school supplies as you model the question:

- What is this?

Elicit answer:

- It's a / an .....

Repeat this several times so students can memorise the words.

Use flashcards with images for the words you are practising and make cards with the words - the same size.

Paste them on the board and play memory.

Leave the flashcards and the words on the board so students can use them – for the first activity in the book.

### During

#### Open the book to / at page 10

Ask students to look at the pictures and tell you the names of the school supplies.

Encourage students to complete the words by using the ones on the board.

Remind students that they have to write one letter on each line.

Once students have finished completing the words, make questions:

- What colour is the book?

Elicit answers:

- It's yellow.

Encourage students to do the same activity with a friend - pair work.

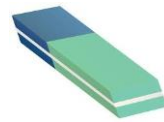
### Close

#### Just for fun

Picture dictation.

Give students a sheet of paper and explain the way in which they'll do the dictation.

Students write and draw.



1. It's a blue rubber.

#### You can make a worksheet.

1. It's a / an \_\_\_\_\_ .

2. It's a / an \_\_\_\_\_ .

3. It's a / an \_\_\_\_\_ .

# New Faces Ideas

## What colour is your backpack?

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
School	Asking for information Making questions	What is this? What colour is it?	School items Colours

### **Start**

### **During**

### **Close**

#### **Warm up**

Hold up a backpack and say:

- This is a backpack.

Ask students to touch their backpacks as they repeat the model sentence.

Write the word on the board and make the question:

- What colour is your backpack?

Elicit answers:

- It's (colour).
- My backpack is (colour).

Do the same with different school supplies.

#### **Open the book to / at page 11**

Ask students to look at the first picture and read the dialogue.

Walk students through completing the second and third dialogues.

Have students read and complete the other dialogues – in pairs.

Check answers with the whole class.

#### **Just for fun**

Ask the children to draw and colour 5 school supplies.

Then call them out - in random order.

- A blue pencil.

If a child has that object the same colour, he/she crosses it out.

The kid who crosses out all his / her drawings first, will win the game.

**\*You can make bingo cards with the same school supplies in different colours.**

# New Faces Ideas

## I like drawing

<b>Topic</b>	<b>Functions</b>	<b>Grammar</b>	<b>Vocabulary</b>
School	Following written instructions for drawing.	There is a / an... There are...	Numbers, colours and school supplies

### Start

#### Warm up

Show some flash cards and describe them – singular forms.

- There is a red book.

Show some flash cards and describe them – plural forms.

- There are five yellow pencils.

Show different images and make questions:

- How many pencils can you see?

Elicit answers:

- I can see three yellow pencils.
- There are three yellow pencils.

Divide the class into two teams - ask one student from each team to come to the board and draw what you say.

- There are eight rubbers.

### During

#### Open the book to / at page 12

Ask students to read the first sentence and explain what they have to draw.

Tell students to read carefully – circle the numbers, the colours and the items, then draw.

### Close

#### Just for fun

Ask students to sit in a circle.

Give each kid a small piece of paper with some words (colours) written on them.

Teacher says:

- I only have red pencils in my bag.

The students who got that colour stand and change place.

Continue like this – cover as many colours and school items as you can.

Include:

Teacher says:

- Multicolour!

Everybody stands and changes place.



# New Faces Ideas

## School material

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
School	Talking about the school items I have in my pencil case	There is a / an ... There are ...	School supplies

### Start

#### Warm up

Divide the group into two teams.

Invite one kid from team one to come to the board and draw - school supplies.

Tell the other team to guess the word before the picture is finished.

Show new school supplies – real items.

Invite some students to write the words for the new school items on the board.

Play memory or looping with the new words.

### During

#### Open the book to / at page 13

Ask students to look at the pictures and name the items.

Explain the use of There is / are.

Ask students to read and circle the items – then ask them to write S if it is a singular example or P if it is a plural one.

Ex.

There is a paint brush. S

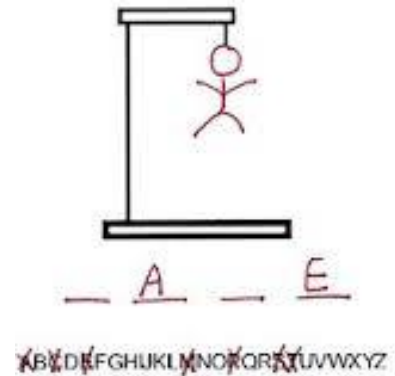
Ask students to match the sentences with the drawings.

Invite some students to come to the front and tell the class about the things they have in their pencil cases.

### Close

#### Just for fun

Play hangman - use all the words for school items.



# New Faces Ideas

## Actions

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
School	Describing school activity	What do you do at school? I read books.	Verbs

### *Start*

### *During*

### *Close*

#### **Warm up**

Students brainstorm – school activity - write students' ideas on the board.

Tell the class that they are going to make a mimic train.

Ask students to stand in line behind you. Then walk around the classroom as the children follow you.

Teacher says:

- We read books.

Mimic the action so students can imitate what you are doing.

Let some students be the mimic train leader.

#### **Open the book to / at page 14**

Ask students to look at the first picture and tell you the action word. Then ask them to find it in the box and write it below the picture.

Do the same with the other pictures.

#### **Just for fun**

Tell students to choose (circle or tick) three pictures – the ones that show their favourite school activities.

Students make a picture of themselves doing one of those activities.

# New Faces Ideas

## I can

<b>Topic</b>	<b>Functions</b>	<b>Grammar</b>	<b>Vocabulary</b>
School	Talking about the things I can do...	I can read books. I can paint dragons.	Verbs

### Start

### During

### Close

#### Warm up

#### Open the book to / at page 15

#### Just for fun

Play charades

Ask students to look at the pictures and tell you what the children can do.

Divide the group into four teams.

Divide the group into two teams.

Make emphasis on using the correct personal pronouns. (He can... She can... They can...)

Distribute cardboard and pictures of:

- boys
- girls
- babies
- dogs
- cats
- etc.

One kid from each team comes to the front and tries to communicate to the others a particular word or phrase using silent actions – Their teams will have 30 seconds to guess.

Invite some students to read the sentences – aloud (one at the time).

Tell students that they are going to make a can / can't do poster.

The team that guesses the word first, gets the point.

Tell them to find the action or verb on the previous page.

Show students a picture of a dog and say:

- A dog can run.
- A dog can't read.

Before students write the words, ask them to check if the number of letters in the word matches the number of lines.

My can / can't do poster
I can run.
I can write stories.
Babies can't drink juice.

Make some questions:

- Can you sing?
- Can you swim?

Ask students to present their posters to the class.

Elicit answers:

- Yes, I can sing.
- No, I can't sing.

## Listening Page 16

Ask students to look at the picture and describe it in detail.

Tell students that they are going to listen to someone giving instructions:

- Listen
- Find
- Colour

Try some examples on the board for students to get familiarised with these instructions.

- Colour the (item) (colour).

Play the track – ask students to say what items and what colours were mentioned.

Play the track again – ask students to colour as they listen.

Check answers with the class.

## Reading Page 17

Ask students to look at the pictures and name the items.

Ask students to read the example sentences and explain:

- Does the sentence have information about the picture?
- What school item word is in the sentence?
- Is that word good / correct / right for the picture?

Tell students that they must put a tick when the sentence has information about the picture.

Tell students that they must put a cross when the sentence does not have information about the picture.

Ask students to complete the activity on their own – students explain their choices.