

Beginners Ideas

Hello! I'm seven.

Topic	Functions	Grammar	Vocabulary
Personal information	Asking for information	What's your name? How old are you? How are you?	Numbers Names
Start	During	Close	
Warm up	Open the book to / at page 5	Just for fun	
Introduce yourself to the class. Say: Hello! My name is... Make these questions to some students: What's your name? How old are you? (Are you 7 or 8 years old?) When is your birthday? Write the questions on the board, on the left side and the answers about you (different order) on the right. Ask students to draw lines to match the questions with the correct answers.	Ask students to look at the pictures and read the dialogue. Draw students' attention to the speech bubbles – ask students to circle the examples of how the kids said their age. Ex. <ul style="list-style-type: none">• I am eight.• I'm eight. *Remind students about the importance of giving more complete answers: <ul style="list-style-type: none">• I am eight (years old). Ask students to answer the questions about themselves. Explain to students that it is really important that they know how to write numbers as words as they will have to write them that way in the future. Ask students to circle the number 3 with a blue colour. Then ask them to find the word for it and colour the boxes. Continue the same way with all the numbers.	Tell the class that they will play counting hunting. Divide the class into two teams. Get one kid from each team at the front at the time. Teacher says: <ul style="list-style-type: none">• I need 5 (red) pencils. Ss go collect the items. <ul style="list-style-type: none">• The student who gives the items to the teacher first gets a point for the team.	

Let's count

Topic	Functions	Grammar	Vocabulary
Numbers	Counting objects	How many ...?	Numbers Shapes

Start

Warm up

Ask two students to come to the front – ask them to count their fingers – how many fingers altogether.

Have the whole class counting up to twenty. Then ask some students to write the numbers as words on the board.

Ask students to help you check spelling.

During

Open the book to / at page 6

Ask students to look at the shapes in the boxes. Then make the questions:

- What are they?
- How many stars are there?

Have students count all the things loudly – one at the time. Once they know the numbers, have them spell the words and colour the circle with the number (the same colour).

Close

Just for fun

Students are standing in a circle and the teacher is walking around – at the outside.

Say the name of one student and a number.

The kid must repeat the number and the boy / girl next to him / her has to say the next number. If this boy / girl does not say the correct number, he / she will be out of the game.

The alphabet

Topic	Functions	Grammar	Vocabulary
Letters	Spelling words	Can you spell...? Is the spelling correct? That's the letter... It's the letter...	The alphabet

Start

Warm up

Write on the board the first 5 letters of the alphabet and ask students to say:

- That's the letter ...
- It's the letter ...

Continue writing some more letters.

Write a word starting with the letter a – ask students to spell it.

Continue the same way with some more letters.

During

Open the book to / at page 7

Ask students to look at the first picture and say:

- It's an apple.

Tell students to write the word and say as they write:

- **a** as in **apple**

Continue this way until you have covered all the words - make sure all students have a turn.

Close

Just for fun

Do some spelling dictation

Ask students to prepare a sheet of paper -the same way they do it for a word dictation. Then dictate some words - letter by letter, so that they can get familiarised with writing down words someone is spelling to them.

Colours

Topic	Functions	Grammar	Vocabulary
Colours	Talking about colours	This paint is (colour).	Colours
Start	During	Close	
Warm up	Open the book to / at page 8	Just for fun	
Ask students to open their pencil cases and show you the colours you name.	Ask students to look at the picture and read the words for the colours. Then make the question: <ul style="list-style-type: none">• What colour is circle 5?	Bring drawings about numbers and some water paints.	
Model for students to repeat: <ul style="list-style-type: none">• This pencil is (colour).	Cover all the circles	Show students how to get secondary colours by mixing the primary ones.	
Ask a volunteer to write on the board the name of the colour you have named - ask the rest of the class if it's correct or not.	Let students colour the circles as they read the colour words.	Have students writing some sentences about the paint mixing.	
	Walk around the classroom and make this question to several students: <ul style="list-style-type: none">• What's your favourite colour?	Ex. Mix (colour) and (colour) paint to get (colour).	

My grandpa's farm

Topic	Functions	Grammar	Vocabulary
The farm	Describing animals	What colour is your cow? It's ... My cow is ...	Animals and colours

Start

Warm up

Write words for farm animals and colours on the board – jumbled.

Ask students to classify them into:

animals / colours

Make the questions:

- Where do these animals live?
- Have you ever visited a farm?
- What is your favourite farm animal?

Draw some animals on the board – little by little – and ask students to guess what animal it is before you finish drawing it.

Ex.

- Is it a / an ...?

During

Open the book to / at page 9

Ask students to look at the pictures and read and spell the names of the farm animals.

Tell students what colour to use for each animal - if they want to colour them in a different way, let them do it.

Walk around the classroom and make the question:

- What colour is your cow?

Ask students to make the same question to some friends.

Close

Just for fun

Make a longer list of farm animals – on small pieces of paper – one word on each.

Get a picture for each word you write.

Spread the papers and the pictures on the floor and have students match them.

Divide the class into two teams and ask students to close their eyes.

Pick up one paper and ask students to open their eyes and say which word – animal is missing.

Look and count

Topic	Functions	Grammar	Vocabulary
The farm	Explaining location	Where is the ...? He is on the ...	The farm Animals Prepositions

Start

Warm up

Ask a student to come to the front and help him/her to stand on a chair. Then model:

- He is on the chair.

Make the question:

- Where are you sitting?
- On a chair

Use similar examples to show the prepositions: in, on, next to.

Ask students to take out a rubber and give them instructions:

Ex.

- Put the rubber on your head.
- Put the rubber in your backpack.

Spell some words for farm animals – as fast as you can – and ask students to guess which words you have just spelt.

During

Open the book to / at page 10

Ask students to tell you the names of the animals.

Ask students to read the first question and count the animals – then answer the questions.

Encourage students to write the numbers as words.

Ask students to read the sentences in the section below – circle the nouns:

- farmer
- sheep
- horse

Ask students to spot them in the picture. Then complete the sentences – draw on the board and write the words for some prepositions – have students choose the correct words.

Answer the questions.

Close

Just for fun

Drawing dictation

Give students a sheet of paper and describe a farm scene for students to draw.

At home – My room

Topic	Functions	Grammar	Vocabulary
Home	Explaining location	Where is the...? It's next to the ...	Furniture Colours Prepositions

Start

Warm up

Write on the board the word:
Living room

Students brainstorm – words you can use to describe the living room – write them on the board.

Do the same with other rooms:

- Bedroom
- Kitchen
- Etc.

Describe the classroom using the words:

- between
- under
- behind
- in front of

Try some commands.

- Please, stand behind the door.

During

Open the book to / at page 11-12

Ask students to look at the picture and write the words.

Use the words in the box to check spelling.

Make some questions – encourage the use of prepositions:

- Where is the lamp?

Ask student to circle nouns and prepositions.

- lamp - between
- pillow - on
- picture - next to
- vase - on
- table - next to

Ask students to spot the information in the picture and answer the questions.

Do the same with the words and the questions on page 12 – individual work.

Close

Just for fun

Ask students to make a drawing of the living room or the bedroom in their houses.

Ask students to write five sentences – describing location – where things are.

Beginners Ideas

Prepositions

Topic	Functions	Grammar	Vocabulary
Location	Asking where things are Describing location	Where is the...? It is between...	Prepositions Home

Start

Warm up

Divide the class into two teams. Then write some words with spelling mistakes:

- furniture – zofa, television
- animals – gooat - rooster
- rooms – kitcheen - batrom
- etc.

Ask students to find and correct the mistakes – one kid from each team at the time.

During

Open the book to / at page 13

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

Then ask them to identify where the dog is located.

Write some students' ideas on the board. Then the whole class decides on the option to write.

Do the same with all the questions.

Close

Just for fun

Play Simon Says.

Simon says, "**Juan**, sit under the desk."

Explain to students that they must listen carefully as you will be calling for names differently:

- Juan
- Juan and Maria
- All the boys
- All the girls
- Girls with long hair
- Etc.

If it takes the kid(s) longer than 5 seconds to do the action, he / she / they will be out of the game.

My home

Topic	Functions	Grammar	Vocabulary
Rooms	Describing rooms Explaining which rooms furniture should be put into	Where should I put the...? It goes in...	Rooms Furniture

Start

Warm up

Divide the group into two teams - invite one student from each team to come to the board and draw a picture of an item of furniture or a household item.

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

During

Open the book on Page 14

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

- what rooms they can see
- what things they can see in each room

Make some questions – encourage the use of prepositions:

- Where does mum cook?
- Where is the TV?

Ask students to circle the words for:

- furniture
- prepositions
- rooms

“Use different colours.”

Ask students to read sentence 1 and tick or cross the picture - where they can see the information. Then write yes or no.

Students complete the activity individually – check answers with the whole class.

Close

Just for fun

Ask students to draw a picture of their houses and write the names of the rooms it has.

Ask students to describe their houses to their friends – using the drawings.

My family – What about your family?

Topic	Functions	Grammar	Vocabulary
Family	Talking about my family	Who is that? That is my ...	Family members

Start

Warm up

Students brainstorm – words related to family.

Make this question as students brainstorm:

Students:

- brother

Teacher:

- What is your brother's name?

Students:

- My brother's name is ...
- I don't have brothers.

Invite some students to tell the class about their families:

- I have two sisters.
- I have one little brother.

During

Open the book to / at page 15 - 16

Ask students to look at the pictures - explain that these are pictures of Ben and Anna's families.

Ask a volunteer to read the first sentence and encourage the rest of the class to point at the correct person.

Ask students to colour as they read.

Ask students to circle the words for family members and spot the people in the picture. Then ask students to complete the sentences.

Pair practice:

Make questions about the pictures:

Student 1.

- Who is this?

Student 2.

- This is Ben's mum.

Close

Just for fun

Ask students to read the dialogue on page 16.

Chain practice – ask students to sit in a circle. Then ask them to make a question to the student on their right.

- How many brothers have you got?
- What are their names?
- How many sisters have you got?
- What are their names?

Ask students to paste a picture or make a drawing of their families.

Remind students that they must write about their families on the lines below.

Adjectives

Topic	Functions	Grammar	Vocabulary
People	Describing people	This is Alex. He is seven years old. He is short.	Adjectives

Start

Warm up

Write some names on the board.

- Nick
- Grace
- Ben
- Lucy
- Alex
- Sue

Ask students to talk and decide on which names are for boys / girls – include some that can be used for both.

Invite some students to write the personal pronouns they can use instead of the names.

- Nick is tall. - He is tall.
- Grace is happy. – She is happy.

During

Open the book to / at page 17

Explain to students that they have to describe the people using the information:

- Have students choose a name for each person – write it below.
- Have students decide on the age for each person – write it below.
- Have students find 2 words to describe the each person – write it below.

Students say:

This is Nick. He is 6 years old.
He is short and thin.

Invite some students to share – provide this information about themselves.

Ask students to look at the pictures and name the things / people.

Tell students to choose the appropriate adjectives for the pictures.

Close

Just for fun

Write the names of your students on small pieces of papers. Then ask one student to pick a paper – make the questions:

- **Who is that?**
- This is (name). –
- **How old is he / she? ***
- He / she is ...
- **What does he look like?**
- He / she is ...

Reading and writing Page 18

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

Ex.

- Which room - the living room
- Things - table, books, cat, TV, Mum, Dad, Etc.
- Colours - sofa - It is blue.
- Where is it? - The sofa is between the plant and the table.

Ask student to read the questions – then find and circle key words.

1.- Who – the girl – next to?

2.- What – on – table?

Let students complete the activity on their own.

Listening Page 19

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

Make some questions about the picture:

Ex.

- What animal was drawn several times?
- Where can you see it?

Ask students to explain location:

- There is a bird on the roof.

Explain to students that in this part of the test they will be asked to colour some things in the picture so it is really important to understand / identify:

- what to colour
- what colour to use

Listen to the track – tell students to point to the bird being mentioned and say the colour they have to use.

Explain to students that sometimes the people on the track mention two colours, but only one will be used.

Listen again and students colour - check answers with the whole class.

Reading Page 20

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

Ask students to read and circle key words – then elicit answers.

Ex.

- This is a cat.
- This is a fish.

Explain to students that they must put a ✓ for YES or an X for NO.

Let students complete the activity on their own – students explain their choices.

Listening Page 21

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

Make some questions:

- Where is the painting?
- Where is the vase?
- Where is the TV?

Ask students to think of a good place for each item:

- What is a good place for the telephone?
- Next to the TV

Explain to students that the answer for the previous question is an example of the kind of instructions they must listen for.

Play the track and do the first item as an example - walk students through understanding the answer.
(Students draw lines to show where they were asked to put the things.)

Ask students to listen and show you with their fingers where they must put each item.

Let students complete the activity on their own – students explain their matching.