

# Beginners Ideas

## Let's eat

### Topic

Fruit

### Functions

Talking about likes

Naming fruit

Making offers

### Grammar

Would you like some watermelon?

This is a banana. It is yellow.

### Vocabulary

Fruit

### Start

#### Warm up

Have a review game about colours and shapes.

Ask two students to come to the front and listen to the instructions.

Teacher:

- Kids, go find something that is red / has a circle, triangle, etc.

Ss:

- Go find it and give it to the teacher.

Try this several times to review colours and shapes.

Teacher describes a fruit and students guess what fruit it is – use colours and shapes.

### During

#### Open the book to / at page 22

Ask students to look at the pictures. Then ask them to name all the fruits around the words.

Ask ss to match the words with the pictures.

Share answers with the class.

Ex. 1

- This is a banana. It is yellow

Keep working on the activity the same way.

Ex. 2

- This is a pineapple. It is yellow and green.

### Close

#### Just for fun

Prepare some flashcards for fruits.

Ask students to go around the classroom making offers.

Ex.

Student 1:

- Hi, Maria. Would you like some watermelon?

Student 2:

Suggested answers:

- Yes, please.
- No. I prefer a banana.

#### Follow up:

You can ask students to help you discover:

- The most popular fruit.
- The least popular fruit.

You can also ask students to prepare some fruit salad.

They will have to explain to the class what fruits it has.

# Beginners Ideas

## Delicious vegetables

### Topic

Vegetables

### Functions

Talking about likes

Making offers

### Grammar

Would you like...?

Yes, please.

No, thank you!

### Vocabulary

Vegetables

### Start

#### Warm up

- Use real vegetables for this activity.

Ask one student to come to the front. Then blindfold him/her.

Teacher picks one of the vegetables and asks the student at the front to either smell or touch it.

Students have to guess what it is.

When the student guesses what it is, ask the whole class to spell the name of it.

Teacher writes students' spelling on the board.

### During

#### Open the book to / at page 23

Once students have guessed all the items and spelt all the words, ask them to take a look at the pictures on page 23 and name the vegetables.

Ask students to check the spelling – is the spelling correct / incorrect?

Ask students to write the words on the lines.

Ask students to share answers with the class, and then tell them to describe the vegetables by using colours, shapes or adjectives like long, big, etc.

Ex.

- The corn is yellow and green.
- It is a small vegetable.
- It is long.

### Close

#### Just for fun

Write some sentences on pieces of paper – one word on each paper.

Teacher sticks the papers on the board – scrambled.

Ask students to help you put the words in the correct order.

Ex.

- like / corn / ? / Would / some / you
- Would you like some corn?

Answers:

- please / , / Yes / .
- thank / . / No / . / you
- Yes, please.
- No. Thank you.

Ask students to complete the questions in the boxes and then answer them.

# Beginners Ideas

## More food / My meals

Topic	Functions	Grammar	Vocabulary
Food	Asking for information	Spelling	Food
Meals	Giving information	What would you...?	Meals
	Talking about food		

Start	During	Close
<b>Warm up</b>  Write some chains of words on the board.  Ask students to find the words.  Students have to explain which letters have to be crossed out. Ex. <ul style="list-style-type: none"><li>• iet<b>bread</b>kun<b>pizza</b>kif<b>rice</b>o rit</li><li>• icr<b>salad</b>kos<b>milk</b>oun<b>water</b> msi</li></ul>	<b>Open the book to / at page 24-25</b>  Ask students to unscramble the words.  Students share answers with the whole class – spelling.  Ask students to describe some pictures in (more) detail: Ex. The burger has tomato, meat, American cheese, lettuce, etc. <ul style="list-style-type: none"><li>• The salad has...</li><li>• The chicken comes with...</li><li>• You can eat cereal with...</li></ul>	<b>Just for fun</b>  Ask students to circle all the words for food in the speech bubbles.  Practise the conversation.  Ask students if the food is good for breakfast, lunch or dinner.  Teacher: <ul style="list-style-type: none"><li>• Kids, are potatoes good for breakfast?</li><li>• Kids, is ice cream good for dinner?</li></ul> Teacher explains to students that they must write complete sentences to answer the questions– they have to specify what they usually have for breakfast, lunch and dinner.  <b>Tip:</b> Explain to students how the words <b>food</b> and <b>meal</b> are different so they can answer questions 4 and 5 correctly.

# Beginners Ideas

## My clothes / Let's practice

**Topic**  
Clothes

**Functions**  
Describing what I am wearing

**Grammar**  
I am wearing...

**Vocabulary**  
Clothes  
Adjectives

### Start

#### Warm up

Teacher asks students to help him / her write a list of clothes - on the board.

Teacher asks students to tell what colour they like for the items.

Ex.

- I like green tennis.
- I love pink skirts.

Divide the class into small groups and give each group a blank sheet of paper.

Ask students to draw how they would like their uniform to be.

Remind students to include:

- sweater
- pants / trousers
- skirt
- shirt / blouse
- shoes / tennis
- sportswear
- accessories

Ask students to present their designs to the class.

### During

#### Open the book to / at page 26-27

Ask students to look at the pictures and say the names of the items.

Ask students to help you find the missing letters.

Teacher explains how to use **I am / He is / She is wearing...** for students to describe the picture below.

Students describe what the kids are wearing and write it in the speech bubbles.

Teacher writes a sentence on the board:

- Katy is wearing a blue dress and pink shoes.

Students help the teacher find and underline the adjectives.

Students read and write the names on the lines.

### Close

#### Just for fun

Students do the same with the sentence in the box.

Ask students to write about what they are wearing.

Students draw a picture of them wearing those clothes.

# Beginners Ideas

## Look at that messy room / Where are my things?

### Topic

Location

### Functions

Explaining where things are

### Grammar

Where is my...?  
Where are my...?

### Vocabulary

Prepositions  
Clothes  
Adjectives

### Start

#### Warm up

Teacher brings some toys to the class.

Show the toys and ask students to name them.

Ask students to cover their eyes so you can hide the toys around the classroom.

Ask two or three students at the time to go find the toy you call out for.

Once students have found all the toys, draw some circles to show prepositions.

Write some words – prepositions- randomly around the circles. Then ask students to come and match the drawings with the correct words.

### During

#### Open the book to / at page 28-29

Ask students to read and circle the words for the items they have to find.

Ask students to pay attention to the singular or plural forms.

Explain to students how to start the sentences:

Ex.

- jeans - They are...
- T-shirt – It is...
- hat – It is ...

Ask students to find the items in the picture.

Explain to them that they have to decide which preposition has to be used in each answer.

Ask students to add them:

- jeans – They are **on** ...

Let students finish writing the answers on their own.

### Close

#### Just for fun

Tell students where the things are (p 29).

Ex.

- I have a green rucksack. It is next to the sofa.

Students draw a line to the place it is at – using the same colour.

Divide the class into small teams.

Explain to students that they have to find the words and write them in the correct column – game-like.

# Beginners Ideas

## Parts of the body

### Topic

The body

### Functions

Naming parts of the body

### Grammar

This is my...  
These are my...

### Vocabulary

Parts of the body

### Start

#### Warm up

Teacher brings two posters to the class – posters of kids or characters that can be used to identify body parts.

- Prepare them in advance – cut them in such a way that each cut out shows a bit of two parts of the body.

Show the cut outs and have students name the parts they can see.

Divide the class into two teams – ask students to put the pieces together to get the image complete – game-like.

### During

#### Open the book to / at page 30

Ask students to read the words and match them with the correct parts of the body.

Ask students to use the words as reference to label the lion's body parts.

- You may need to include the word mane – hair.

### Close

#### Just for fun

Prepare photocopies – different monsters.

Explain to students that they are going to colour the picture of a monster.

After colouring the pictures, students will have to write a short paragraph / some sentences describing their monsters.

Ex.

- My monster has got pink hair.
- My monster has got two orange hands.



# Beginners Ideas

## Imagine it!

### Topic

The body

### Functions

Talking about a drawing

Describing a creature

### Grammar

It' got a...

It's got two...

### Vocabulary

Parts of the body

Numbers

Adjectives

### Start

#### Warm up

Play some songs or videos about parts of the body.

Ask students to vote on their favourite song or video.

You can ask students' parents to play them at home too.

Encourage students to memorise the lyrics– they can get a reward.

#### Some options:

<https://www.youtube.com/watch?v=9UG0g9YOR8>

<https://www.youtube.com/watch?v=QkHQ0CYwial>

<https://www.youtube.com/watch?v=SUt8q0EKbms>

[https://www.youtube.com/watch?v=7y\\_TUJy2TY8](https://www.youtube.com/watch?v=7y_TUJy2TY8)

<https://www.youtube.com/watch?v=N2pUxxM8W3g>

### During

#### Open the book to / at page 31

Explain to students that they are going to draw a weird creature.

Ask students to read and circle the parts of the body that must be included.

Ask students to circle the adjective for each part of the body – using a different colour.

### Close

#### Just for fun

Students draw their creatures.

#### Tip:

Explain to students that once they have drawn and coloured one part, they can tick or mark it somehow in the text so that they can make sure that they have included all the parts.

# Beginners Ideas

## My doll

### Topic

Toys

### Functions

Talking about toys

Describing toys

### Grammar

Do you have a doll?

My doll has got...

### Vocabulary

Parts of the body

Numbers

Adjectives

### Start

#### Warm up

At the top of the board draw one circle (this will be the head of a doll).

Draw parts of the face (one at the time and using different colours and sizes) – ask students to guess what you are drawing.

Ask students to specify the colour and the size of each part.

Do the same with another circle (this time different sizes and colors).

Ask students to compare the faces.

Invite some students to come and draw other parts of the body.

Ask students to describe what they just drew.

### During

#### Open the book to / at page 32

Ask students to look at the picture at the top.

Explain that the girl in the picture described her doll:

- It has got short black hair and blue eyes. It's beautiful!

Ask students to draw / colour to make those characteristics noticeable.

### Close

#### Just for fun

Ask students to read the descriptions (one at the time).

Ask students to find and circle the characteristics:

Ex.

- My doll has got short pink hair. It has got a beautiful pink dress and red shoes.

Ask students to identify the doll that matches the description.

Help students with the second description.

Let students work on their own – they have to find the pictures that match the other two descriptions.

# Beginners Ideas

## Your toys

### Topic

Toys

### Functions

Describing my toys  
Talking about my toys

### Grammar

What's your favourite  
toy?  
It's got...

### Vocabulary

Toys  
Parts of the body  
Adjectives

### Start

#### Warm up

Play Drawing Race

Divide the class into two teams.

Ask one student from each team to come to the board to draw something.

Give instructions for what to draw:

Ex.

- Draw a small elephant
- Draw a pink spider
- Draw a fat snake
- Draw an animal that is very strong / fast

The student who finishes first / draws what you said gets the point.

### During

#### Open the book to / at page 33

Show some flashcards for toys.

Ask students to say the names of the toys and two words that can be used to describe them.

Stick the flashcards on the board. Then write the question:

- What is your favourite toy?

Ask students to interview some friends.

Remind students that they have to describe their favourite toy.

Ex.

- What is your favourite toy?
- It's my spider. It's got (a) black and green body and red eyes.

### Close

#### Just for fun

Ask students to match the pictures with the words.

Ask students to share answers with the class :

- saying the word
- spelling the word
- saying the word again

Ask students to draw their favourite toy in their notebooks.

Ask students to write 2 or 3 short sentences describing the toy.

# Beginners Ideas

## A / An

### Topic

Singular items

### Functions

Explaining the use of a  
– an - singular item /  
noun

### Grammar

Determiner a / an

### Vocabulary

Parts of the body  
Animals  
Toys  
Fruit  
Vegetables

### Start

#### Warm up

Print / prepare some small cards with the images on page 34.

Write the words for the images on small pieces of paper – one word on each card.

#### Play memory

- If possible, prepare two or three sets and have the class divided according to the number of sets you have prepared.

### During

#### Open the book to / at page 34

Ask students to say the words for the pictures.

Write the words on the board – one at the time.

Ask students to write the words in their books and circle the first letter in each word.

Make sure students leave some space for them to add a / an.

- a r m
- e a r
- l e g

Explain the use of a / an.

Ask students to use the letters they circled as reference to identify what they have to write (a / an).

- an a r m
- an e a r
- a l e g

### Close

#### Just for fun

Divide the board into five columns. Then write the headings:

- parts of the body
- animals
- toys
- fruits and vegetables

Ask students to help you sort out / categorise the words by having them stick the cards you used in the warm up activity in the correct column on the board.

# Beginners Ideas

## Spelling

### Open the book to / at page 35

Ask students to look at the pictures and say the names of the things.

Explain to students that they have to use the letters in the circles / on the right to write the words.

Explain to them that an easy and simple strategy is:

- say the word
- find the first letter
- say the word
- find the last letter

Set up a time limit for students to get used to working with the exam design / format.

## Listening

### Open the book to / at page 36

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

Write on the board some suggested topics for students to infer what the listening is about.

Explain to students that they have to answer some questions by listening to some people talking.

Explain to students that it is really important that they focus on key words which will help them find / get specific information.

### Examples

- numbers of basketball shirts
- which school – go to

### Questions

- number of medium size shirts
- teacher's name
- name of team
- boy's name
- where / train

# Beginners Ideas

## Listening

### Open the book to / at page 37

Ask students to look at the pictures and explain how they are different – in each set / question.

Explain to students that they are going to listen to some people talking and that they have to answer some questions about the listening.

Write on the board some ideas for the first 3 pictures.

Explain to students that they may hear words about the three pictures.

Point out that they have to listen to the people on the track carefully (for details) because only one picture shows the correct answer.

## Reading and writing

### Open the book to / at page 38

Explain to students that they are going to complete a short text using the words in the box below.

Ask students to identify where each image (option) is – in the picture.

Ask students to cross out the images (options) that don't appear in the picture.

Explain to students that there are some words they can use as hints:

- wearing ...and a blue... (what) = T-shirt
- playing ...(what with) = ball
- next to... (what) = home
- four... (what) = windows
- green... (what's green?) = door

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

# Beginners Ideas

## Listening

**Open the book to / at page 39**

Ask students to describe the picture – name all the things in it.

Explain to students that they have to write numbers – it is to identify the order in which the things were mentioned.

- 1 Tell students to listen and say the words when they hear them.
- 2 Listen and number. Then check answers with the whole class.