

# Kidz A2 Ideas

## How does it make you feel?

### Topic

The senses

### Functions

Talking about how the senses work

### Grammar

What can you see, smell, etc.?  
I can see, smell, etc. ...

### Vocabulary

Senses  
Nouns

### Start

#### Warm up

Ask students to describe their town or neighborhood.

Ask students if they know the words for the senses. If so, ask them to spell them.

Write the words on the board and ask students to describe other scenes but this time using the sense words.

Ask students to think of some funny statements using the sense words.

Ex.

- I can smell my brother's socks.
- Let's try something nice. What about smelling flowers?

### During

#### Open the book to / at page 24

Ask students to look at the pictures and say what parts of the body are involved (related to the senses).

Ex.

The first image shows the sense of smell(ing) and the part of the body involved in it is the nose.

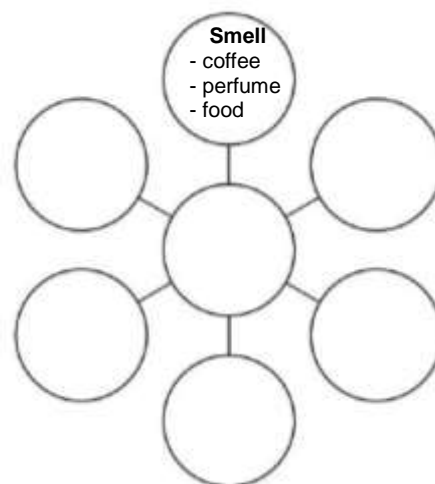
Ask students to write the words and number the pictures.

Explain to students that they have to answer some questions – point out that they can use the previous brainstorming to complete the activity.

### Close

#### Just for fun

Ask students to make a Bubble Map about the things they enjoy doing – regarding the senses.  
Ex.



Ask students to talk to their friends about the things they enjoy doing using the maps.

# Kidz A2 Ideas

## How does it make them feel?

### Topic

Feelings

### Functions

Talking about situations that make people feel sad, happy, etc.

### Grammar

When the baby cries all night, it makes mum tired.

### Vocabulary

Senses  
Feelings

### Start

#### Warm up

What's in the box?

Put a variety of small objects in a box:

Ex.

- pennies
- marbles
- cans
- paper
- clips
- etc.

Divide the class into three-four teams.

Move the container (shake it) and ask students to guess what objects you put in the box.

Point out that turn taking is important - ask them to do something in order to be allowed to try a guess.

Students get 1, 2 or 3 points for their teams for each correct guess.

### During

#### Open the book to / at page 25

Ask students to describe the pictures. Then ask them to think of different situations that make people feel bad – write these ideas on the board.

Ask students to read the sentences and decide what that bad feeling is exactly.

Ask students to compare the answers with the ideas they shared in the previous activity – any similar ideas?

### Close

#### Just for fun

Play a video – the suggested video is called “Kids Meeting Their Idols” Ask students to describe / explain how the kids felt when they met their idols.

It takes the class to further speaking practice.

[https://www.youtube.com/watch?v=V5fE7rhp\\_DQ](https://www.youtube.com/watch?v=V5fE7rhp_DQ)

# Kidz A2 Ideas

## This makes me feel...

Topic	Functions	Grammar	Vocabulary
Feelings	Explaining how people feel in specific situations	Insects make me feel... When I have to solve a problem at the board, I feel very nervous.	When -ing nouns Feelings

Start	During	Close
<b>Warm up</b>	<b>Open the book to / at page 26</b>	<b>Just for fun</b>
<p>Definitions</p> <p>Students explain what things are associated with particular feelings or events:</p> <p><b>Thunder</b></p> <ul style="list-style-type: none"> <li>• It is noisy.</li> <li>• It is in the sky.</li> <li>• It makes you scared.</li> <li>• It appears when it rains.</li> </ul> <p><b>Shiver</b></p> <ul style="list-style-type: none"> <li>• You do it when you are angry.</li> <li>• It makes a soft noise.</li> <li>• You stamp your feet "slightly."</li> <li>• It happens when you are angry or scared.</li> <li>• Your body moves.</li> </ul>	<p>Ask students to read the sentences.</p> <p>Explain to students that they have to identify singular or plural forms so that they can write the next part of the sentence correctly:</p> <ul style="list-style-type: none"> <li>• Insects <b>make</b> me</li> <li>• Math lessons <b>make</b> me</li> <li>• Watching the stars <b>makes</b> me</li> <li>• Going shopping <b>makes</b> me</li> </ul> <p>Ask students to complete the sentences – using real information / about themselves.</p> <p>Ask students to write the first part of the sentence – noun: Ex.</p> <ul style="list-style-type: none"> <li>• Reading comics</li> <li>• Hurting myself</li> <li>• Etc.</li> </ul> <p>Ask students to complete the sentences – using real information / about themselves.</p>	<p>Feelings - project</p> <p>Ask students to choose a place and a topic – for example, a haunted house.</p> <p>Students compete to design a poster and draw things that would prompt certain feelings. Ex.</p> <ul style="list-style-type: none"> <li>• ghosts</li> <li>• webs</li> <li>• spiders</li> <li>• etc.</li> </ul> <p>Point out that they will have 7 – 8 minutes to prepare and 2 – 3 minutes to explain what feelings the things they drew / designed are to prompt.</p>

# Kidz A2 Ideas

## Pair words

### Topic

Lexical sets

### Functions

Explaining why some words belong to a certain group / set

### Grammar

This is a...  
It goes with...  
They belong to the same group.

### Vocabulary

Clothes  
People  
House items

### Start

#### Warm up

Stop!

Divide the board into two columns.

Ask students to brainstorm – groups of words.

Divide the class into two teams and ask one student from each team to come to the board and select a topic.

Explain to students that they will have a minute to write as many words as possible.

Keep record on the points gotten – on the board.

Try this several times.

### During

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

Ask students to write the missing words.

Invite some students to write them on the board – one at the time – so you can check spelling.

Ask students to tell you the group – topic – each word belongs to:  
Ex.

- Which group does the word “shoe(s)” belong to?

Possible answers:

- It goes in the clothes group.
- It is clothes.
- Write it in the group for clothes.

### Close

#### Just for fun

Draw students' attention to the activity below. They have to pair words.

Ask them to work in groups of two or three - it can be done as a writing race.

Check the pairing on the board and ask students to say three more words for the same group.

Ex.

shoes – socks – jeans – T-shirt  
– gloves

# Kidz A2 Ideas

## My school

### Topic

School subjects

### Functions

Explaining why I like / don't like some school subjects

Explaining why some school subjects are easy / difficult for me

### Grammar

Which is your favourite subject?

History isn't easy for me. It has a lot of information.

### Vocabulary

School subjects

### Start

#### Warm up

Divide the board into two columns and write the headings: Easy – Difficult (one on each side).

Ask students to brainstorm school subjects. Then ask students to decide where to write them.

Ex.

Easy	/	Difficult
Spanish	/	Math
PE	/	English

Ask students to work in pairs – explain why you think the subjects are easy or difficult.

### During

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

Ask students to look at the pictures and say what subjects they are – encourage students to explain their answers:  
Ex.

- In the first picture I can see a man wearing old clothes and history is about people or events from the past.

### Close

#### Just for fun

Write the following questions on the board:

Which is your favorite subject?  
Which subject isn't easy for you?

How do you feel when you have a (math) exam?

Ask students to ask the questions to different friends.

Ask students to make a suggestion box – what can we do to:

- learn English?
- understand math?
- etc.

Give students some cards / sheets of paper and ask them to write their suggestions.

On one side, the subject the suggestion is for and, on the other side, the suggestion **explained**.

# Kidz A2 Ideas

## What time do you...?

### Topic

The time

### Functions

Telling the time / when  
you do certain activities  
Talking about habits

### Grammar

From Monday to Friday  
I...

### Vocabulary

Numbers  
Verbs

### Start

#### Warm up

Bingo Time

Prepare some grids / cards with  
9 grids with different times.

Ask students to work in pairs –  
the teacher calls out a time and  
the students who have that time  
on the card put on it a small ball  
of paper.

Remind students that they have  
to shout “BINGO” when their  
cards have been covered  
completely.

You can try one round using  
**after** and **before**, another round  
using **past** and **to**, etc...

### During

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

Write the verbs on the board  
(then ones above the clocks)  
and ask students to brainstorm  
the time they usually do the  
activities.

Choose one of the times  
students brainstormed and ask  
them to draw it on the clock and  
write it on the line.

Draw students' attention to the  
second activity. Explain to them  
that they have to pay attention  
to the words that must be  
included in each sentence – it is  
flag writing using the activities in  
the previous task.

Ex.

- I get up at
- I go to school at
- I have lunch at
- etc.

### Close

#### Just for fun

Ask students to make a weekly  
schedule card on which they will  
have to write about all the  
activities they do in a week and  
the times – not school related  
activities.

Mon	Tue	Wed
<b>Soccer training</b>	<b>Sports Club</b>	
<b>4 pm</b>	<b>6 pm</b>	

If students don't have / do those  
kinds of activities, ask them to  
write about the ones they would  
like to do and the times they  
would like to do them.

# Kidz A2 Ideas

## What time is it?

### Topic

The time

### Functions

Telling the time

### Grammar

It's seven o'clock.

It's half past eleven.

### Vocabulary

The time

Numbers

### Start

#### Warm up

Ticking Ticking

Write numbers on small pieces of paper – from 1 to 12 – two sets.

Draw two big clocks on the board – just with the hand for the hour – pointing at any hour.

Divide the class into two teams and explain to students that you hid the numbers around the classroom. One student from each team stands and looks for the number 1.

When they find it, they have to draw the hand for the minutes pointing to the number 1 and say the time. When they say the time, another student stands and looks for the next number.

Continue like this until they get to the next hour.

The team that gets to the next hour first wins.

### During

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

Ask students to read the times in the box.

Explain to them that they have to write the times under the clocks.

You may want to review some vocabulary for telling the time before working on the task.

- a quarter past
- It's a quarter past 4.
- half past
- It's half past 9.
- a quarter to
- It's a quarter to 12.
- AM
- It's 7:50 AM.
- PM
- It's 11:20 PM.
- noon
- midnight

### Close

#### Just for fun

Ask students to draw a clock in their notebooks and write the vocabulary - in the area that shows when it must be used.



# Kidz A2 Ideas

## What is it made of?

### Topic

Materials

### Functions

Explaining what materials things are made of

### Grammar

A toy duck is made of plastic.  
A fork is made of metal.

### Vocabulary

Materials  
Different items

### Start

#### Warm up

Hoop my stuff

Put some hoops around the classroom – 5 for each team – two teams.

Explain to students that they have to collect 5 things which are made of the same material and put them in the correct hoop.

Ex.

- wood

pencil, ruler, colours, toys, small box

Label the hoops and let students collect the items for the first material.

When they have them all collected, they will have to put them in the hoop and shout:  
Pencils, rulers, colours, toys and boxes are made of wood.

The team that gets the items for the first hoop and shouts gets the point.

Continue like this – one material at the time until you have covered all the materials.

### During

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

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

Ask students to write the material each thing is made of – next to the word – on the right.

Ask students to draw lines to match the items with the words – encourage students to say the answers in full sentences:

Ex.

Picture 1

- The fork is made of metal.

Tips.

Some students may say that forks can also be made of plastic – if it happens, use it as a way to take the talking further.

### Close

#### Just for fun

As a race game – ask student to write the words in the correct columns – the “different answers” thing may arise again so let them do it as long as they can “orally” prove they are right.



# Kidz A2 Ideas

## Let's go out

### Topic

Places

### Functions

Explaining what things can be seen in certain places

### Grammar

You can see clowns at the circus.  
You can see wild animals at the zoo.

### Vocabulary

Places

### Start

#### Warm up

Extreme makeover

Write some words for places on the board.

Ask students to vote on their favorite place – the place which was more voted on will be used for the makeover.

Divide the class into four teams and explain to students that they will have three minutes to use anything they can to transform their area into the place selected.

Let students choose a specific area to work at.

When the time is up, ask students to explain what elements – of the place selected – they included in their makeover.

### During

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

Draw students' attention to the words in the box and explain that those words are for the names of the places and things and people that can be seen in those places.

Ask students to select the options for the first place.

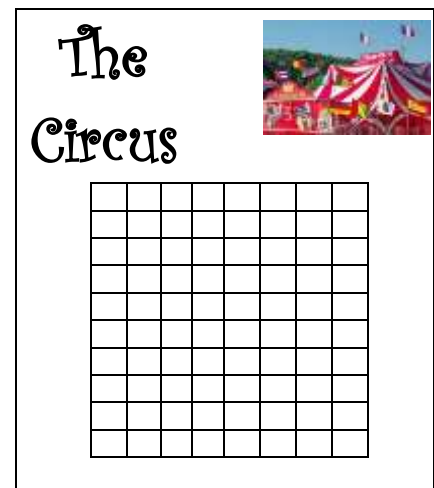
Check with the whole class.

Let students complete the activity on their own.

### Close

#### Just for fun

Prepare photocopies for students to make / create a word search puzzle.  
Ex.



Students can ask a friend to find all the words.

# Kidz A2 Ideas

## When?

### Topic

Plans

### Functions

Talking about future activities – plans

### Grammar

Kim is going to wake up at 6:30 in the morning.

### Vocabulary

Parts of the day  
Verbs

## Start

### Warm up

Human knot

Make circles of 7 – 8 students.

Instruct them to hold right hands with the person opposite them and then hold left hands with a different person in the group.

Without anyone letting go of each other's hands, they must try to untangle the human knot that is created.

Ask students to say a word related to the morning, the afternoon, the evening or night.

The kid who says a word first, will get 15 seconds for his / her team to untangle the knot.

Continue like this until a team has gotten their knot completely untangled.

## During

### Open the book to / at page 33

Ask students to look at the pictures and say what they show. Then ask them to write the words – unscramble the letters.

Invite some students to write sentences about the morning on the board – habits.

Explain to students that they are going to add “am - is- are” and “going to” to talk about future activities.

Write on the board the following sentences and ask students to explain how they are different.  
Ex.

- I wake up at 6 am.
- I am going to wake up at 6 am.

Ask students to read the sentences below and identify and circle singular or plural forms.

Kim – singular – is

My neighbors – plural – are

My friends – plural – are

I – only form – am

Draw students' attention to the lines and explain that the lines show the number of words that must be included.

Ask students to write about them – next weekend.

## Close

### Just for fun

Draw a chart for students to write about their friends' plans:

My Friends' Plans		
Mario is	going to	.....
Sophia is		.....
Andres is		.....
Laura is		.....
George is		.....

Ask students to interview their friends so that they can complete the sentences – what are you going to do next / for the / at the / on the next weekend?

# Kidz A2 Ideas

## Reading

### Topic

Descriptions

### Functions

Describing experiences  
and feelings

### Grammar

The movie was very  
boring.  
The kids were bored.

### Vocabulary

Adjectives  
Gerunds as adjectives

### Start

#### Warm up

Kidnap

Stand your students in a line.

Have one of them stand facing the board at the front of the class. Instruct the rest of the class to change position in the line and quietly take one student out of the room. Tell the one at the front to turn around and give him / her 10 – 15 seconds to guess which person has been kidnapped.

The student at the front can get a hint of who the kidnapped kid is by saying three things which are:

- boring
- exciting
- entertaining
- interesting
- etc.

Tip:

Encourage students to ask for hints.

Write on the board the sentences:

- The class is entertaining.
- The kids were entertained.

Ask students to explain how the sentences are different.

Ex - Students may say:

The first sentence describes the class and the second sentence describes the kids.

### During

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

Ask students to look at the pictures and say what they can see in them.

Ask students to read and identify what is being described.

- math class
- kids

Students share answers.

Ex.

- The first picture is for the class so you use interesting.
- The picture on the right is for the kids so you use interested.

Do the same with the second pair of pictures. Then ask students to talk about the pairs of pictures 3 and 4 the same way and complete the words.

### Close

#### Just for fun

Ask students to help you write a list about "interesting things or events and things that get me interested" - on the board.

You can use different options:

- Boring, exciting, entertaining, interesting, etc.
- Things that get me bored, excited, entertained, interested, etc.

Ask students to copy the lists in their notebooks.

## Reading

**Open the book to / at page 35**

Ask students to look at the picture and say what they can see in it.

Ask students to brainstorm titles for the story – what it may be about.

Explain to students that, in this part of the test, they will have to complete a story using the words in the box below.

Ask students to help you identify key words:

1. couldn't go out – why ? it snowed ...
2. road closed – so couldn't (what) – drive ...

Let students complete the activity on their own.

Ask students to compare their ideas for the title with the ones below – any similar ideas?

Ask students to choose the best name for the story – if possible, based on their brainstorming.

## Listening

**Open the book to / at page 36**

Ask students to describe the picture in detail.

Explain to students that, in this part of the test, they will be asked to either colour, draw or write something.

Listen and write what students have to do:

Colour – What?

Write – What word?

Draw – What? Where?

Listen again and do.

Check answers with the class.

## Reading

**Open the book to / at page 37**

Ask students to look at the pictures and say what they can see.

Ask students to read the first line and find the information to complete example 1.

Write the information, the way it is in the text, on the board and the answer.

Ask students to explain why it is the same idea.

Explain to students that, in this part of the test, they will have to complete some sentences according to the story – it is about providing information in different ways – without changing the meaning or the main idea.

Ask students to help you identify key words:

Ex.

1. stole – What ?
2. run – Where? Holding what?
3. someone saw him – Who?

Guide students in completing questions 1 and 2.

Let students complete the activity on their own.

Check answers with the whole class.

## Vocabulary

Open the book to / at page 38

Explain to students that, in this part of the test, they will have to match some definitions, which are in the middle, with the words around them.

Write the words on the board (one at the time) and have students brainstorm - what they are / mean – description-like sentences.

Ex.

1 – What is a torch?

It is a thing that produces light.

It is a thing you use at night.

Ask students to find out which description is similar to the ideas you got on the board.

1. When it is dark, this can help you to see.

Ask students to help you find key words – the same way – for any other description.

2 - What is history?

It is a school subject.

It is about events and people from the past.

It is a study of the past.

2. This subject teaches you about people who lived a long time ago.

Let students try definitions 1, 2 and 3.

Check with the whole class.

Let students complete the activity on their own.

Ask students to write the words under the places.