

# Beginners Ideas

## The classroom

### Topic

The classroom

### Functions

Naming things in the classroom  
Explaining where things are

### Grammar

There is a – an / are...

### Vocabulary

Classroom items  
Prepositions

### Start

#### Warm up

Prepare some card with words (classroom items) written on them and some tape for students to stick the cards around the classroom.

Prepare three or four sets.

Divide the class into three or four teams.

Ask students to use the cards to label the things around the classroom.

Explain to students that you will keep track on the time it takes each team to do the labeling.

The team with the shortest time wins.

### During

#### Open the book to / at page 40

Ask students to identify the things in the picture by circling them.

Ex.

T: Where are the books?

Ss: They are on the tables.

T: Correct!

Circle the books yellow.

### Close

#### Just for fun

Play "Ball Passing!"

Give students some small balls.

Explain to students that they have to pass the ball to a friend quickly.

Ex.

- Pass the ball the boy that is next to you.
- Put the ball in front of the teacher.

Ask students to explain where the things are.

Explain to them that they have to use words in the red box to complete the sentences.

Ex.

T: Where are the books?

Ss: On the tables.

T: Good.

Now which word do you have to write on the line?

Ss: On!

T: Correct!

Write the word "on" on the line.

# Beginners Ideas

## Activities

### Topic

Activity

### Functions

Explaining what some people are doing

### Grammar

He / she / Anna is...

### Vocabulary

Verbs

### Start

#### Warm up

Play "Bingo with verbs"

Prepare some flash cards for verbs.

Show the flash cards to students so that they can name the actions.

Divide the class into four / five teams.

Give to all the teams the same number of flash cards.

Explain to students that they have to arrange the flash cards in the form of a bingo card.

Explain - if you have the picture for the word being called out, you have to stand on it.

The team that has the card completed first wins.

### During

#### Open the book to / at page 41

Ask students to look at the pictures and explain what the children are doing.

Ask students to read a sentence and find the picture for it.

Ex.

Ss: Oscar is drinking water.

T: What is the action?

Ss: Drinking water.

T: What is the picture for that?

Ss: Answers may vary.

"Third picture on the left – downwards."

### Close

#### Just for fun

Hand out blank sheets of paper.

Ask students to divide it into four sections.

Ask students to draw themselves doing something – four different things.

Explain to students that they have to write complete sentences at the top of each section.

Ex.

- In this picture, I am playing soccer.
- In this picture, I am sleeping.
- In this picture, I am having lunch.
- In this picture, I am watching TV.

# Beginners Ideas

## Lots of / some

### Topic

Unspecific amounts

### Functions

Determining the amount of something – without stating the exact number

### Grammar

There are a lot...  
There are some...

### Vocabulary

Classroom items

### Start

#### Warm up

Write some instructions on small cards for students to follow.

(6 – 8 instructions per card)

Ex.

- Collect a lot of colours and put them on the desk.
- Collect some sharpeners and put them under my chair.

Divide the class into five or six teams.

Give out a card to each team.

Explain to students that they will have 5 minutes to complete the task.

Teacher writes on the board three headings:

item / preposition / amount

Pick up an item from each bunch and ask students to say the name of the item, the preposition for the place it was at and the amount – Did you collect a lot or just some?

### During

#### Open the book to / at page 42

Ask students to look at the table and say what they can see on it.

Ask students to specify which goes with a lot / some.

Ask students to read and circle:

- a lot of rubbers - blue
- some pencils – green

Ask students to colour the items the same way.

### Close

#### Just for fun

Ask students to read, draw and colour.

Remind them about circling key information.

Ex.

- a lot of pens and pencils
- some pencils blue
- the other ones yellow

Ex.

- lots of letters and numbers

# Beginners Ideas

## Colouring time

### Topic

The classroom

### Functions

Explaining what I have in my backpack  
Describing classroom activity

### Grammar

There is a / an...  
There are...

### Vocabulary

Classroom items  
Verbs

### Start

#### Warm up

Play "Let's prepare my bag!"

Teacher puts an empty backpack in front of each row.

Teacher explains to students that they have to get their backpacks prepared.

Ask students to brainstorm - words for school items.

Teacher writes the words on small pieces of paper.

Teacher folds them up for students to randomly pick some.

- One student from each row stands and gets the item.

Once the kid puts it in the bag, says to the next students in the row "you're up!" so he / she can stand, find the item and put it in the bag.

### During

#### Open the book to / at page 43

Ask students to find the school items in the picture and colour them – they have to follow the instructions.

### Close

#### Just for fun

Teacher writes on the board the question:

- Who is drawing, writing, etc.?

Ask students to think of people who might be doing those activities at the moment.

Explain to students that they are going to write the names of the kids in the picture.

Ask students to read and underline the activity.

Ex.

Ss: The teacher is helping Tony.

Stop the reading right here "Tony," so students can spot this information in the picture and write the name.

# Beginners Ideas

## Sports

### Topic

Sports

### Functions

Talking about the sports I can do

### Grammar

Can you...?  
Yes, I can.  
No, I can't.

### Vocabulary

Sports

### Start

#### Warm up

Ask students to brainstorm - words about sports.

Teacher writes them on the board and has students think of three words related to each sport.

### During

#### Open the book to / at page 44

Explain to students that there are seven words for sports in the puzzle.

Ask students to find them – they have to circle the words using different colours.

Ask students to use the words to label the pictures below.

### Close

#### Just for fun

Prepare some photocopies – a format for students to run a survey about the sports they can / can't do.

Include the following sections:

- Interviewer
- Date
- Name of / Options for Sports
- Results

Ask students to summarize the information and write sentences about it in their notebooks.

Ex.

- Five kids in the classroom can play soccer.
- Four girls in the classroom can do karate.
- Six kids in the classroom can't play baseball.

# Beginners Ideas

## Let's play

### Topic

Sports

### Functions

Explaining what someone is doing

### Grammar

Jill is...

### Vocabulary

Sports  
Verbs

### Start

#### Warm up

Play Random Scrabble

Prepare some papers with the letters of the alphabet written on them - one letter on each paper.

Explain to students that they have to form words and that they will get points for each word they get formed as follows:

- Sports – 5 points
- Sports equipment – 4 points
- Verbs – 3 points
- Words not related to sports ½ a point.

Divide the class into three groups.

Ask students to sit in circles.

Remind students that there is a limit time – 8 – 10 minutes will be ok.

Check scores – ask students to help you do the math.

### During

#### Open the book to / at page 45

Ask students to look at the pictures, count and say how many of each there are.

Ask students to interview some friends:

Ex.  
Can you play tennis?

Ask students to say what sports each kid can / can't play.

Ex.

- Anna can play tennis.
- Anna can't play ping pong.

### Close

#### Just for fun

Ask students to identify and circle the names.

Ask students to write the names below the pictures.

As students write the names, ask them to say which sport each kid is playing.

Ask students to read the options and decide which of them can be used to complete the sentence correctly.

# Beginners Ideas

## Find the differences / Which is your hobby?

Topic	Functions	Grammar	Vocabulary
Hobbies	Describing differences	In this picture...	Hobbies
Favourite activities	between two pictures	What's your favourite...?	
	Talking about things I like doing / hobbies	I like / love... I prefer...to...	

Start	During	Close
<b>Warm up</b>	<b>Open the book to / at page 47</b>	<b>Just for fun</b>
<b>Page 46</b>		
As a competition, ask students to find the differences and explain what they are.	Ask students to look at the first picture and say what the hobby is. Then write the name of it below the picture.	Ask students to read the sentences in the speech bubbles.
Teacher monitors to make sure all students have them circled.	Ask students to draw lines to match the halves for the second picture.	Draw students' attention to the verbs and the hobbies mentioned.
Ask students to think of the words that can be formed by looking at the pictures and the letters provided.	Tell students to write the number of the pairing below the picture.	Ask students to talk to some friends about their favourite hobbies.
Make the following question:	Help students complete pairings 3 and 4. Then let them complete the activity on their own.	Explain what to use for: <ul style="list-style-type: none"><li>• the one I like – I like playing the guitar.</li><li>• the one I love – I love jumping.</li><li>• the one that is the same for me – me too!</li></ul>
Do you think that solving puzzles can be a hobby?		
Students must explain their answers.		Ask students to look at the pictures of hobbies again and select the ones they like doing (4).
		Ask students to use the hobbies they selected to write complete sentences in their notebooks.

# Beginners Ideas

## Who loves playing?

### Topic

Favourite activities

### Functions

Explaining what kids like doing

### Grammar

Bill likes playing baseball.

### Vocabulary

Verbs  
Hobbies

### Start

#### Warm up

Play "Pen Talk"

Divide the board into four sections.

Write the following headings – one in each section:

action / food or item / time / number of people

Divide the class into three teams.

Explain to students that they have to write words related to the hobby called out by the teacher – according to the headings.

Give out some blank sheets of paper.

Remind students about working quietly so the other teams can't hear what they are saying.

"You can change or modify the headings."

Ex.

- Hobby – painting  
paint / paintbrush / on Saturdays / one

### During

#### Open the book to / at page 48

Ask students to look at the pictures and say the hobbies – or you can say a hobby and students point at it.

Ask students to read the first sentence.

Ask them to circle playing baseball. Then explain to them that they have to circle the picture using the same colour.

Ask students to do the same with the sentences 2, 3 and 4 but using different colours.

Check answers.

Let students complete the activity on their own.

### Close

#### Just for fun

Prepare photocopies in advance - a grid for students to make their own word puzzles.

Ask students to hide some words for hobbies in the puzzles – explain that they must write one letter in each box.

Ask students to exchange puzzles and try to find the words.

Explain to them that they should not say which words were hidden.



# Beginners Ideas

## Where is it?

### Topic

My room

### Functions

Describing where things are

### Grammar

There is a clock under the lamp.

### Vocabulary

Toys  
Prepositions

### Start

#### Warm up

Play "the egg hunt"

Hide several plastic eggs around the classroom.

On your call, students start looking for the eggs.

When someone finds an egg, he / she should tell the class where it was:

- I found an egg. It was under the desk.

### During

#### Open the book to / at page 49

Ask students to say what they can see in the picture.

Help students identify what they have to colour.

Ex.

- There is a lamp on the drawer. It is blue.

Find the lamp, colour it blue and choose a preposition.

- There is a rabbit on the shelf. It is white.

Find the rabbit, make it white and choose a preposition.

### Close

#### Just for fun

Have students draw a picture - any topic.

Explain to students that you are going to write some instructions on the board.

Those instructions will specify what students have to include in the picture and how / where things should be placed.

Write some instructions on the board – write the prepositions with a different colour:

Ex.

This is a forest.

- There is a big blue house in the middle.
- There is a small tree next to the house – on the right.
- There are six yellow flowers next to the house – on the left.

Teacher monitors to make sure students are drawing according to the instructions.

# Beginners Ideas

## Reading

Open the book to / at page 50

Ask students to look at the pictures and tell you the words for the things.

Explain to students that in this part of the test, they have to put a tick or a cross.

- The tick means, it is the correct word for the picture.
- The cross means, it is not the correct word for the picture.

Ask students to look at the examples and say why the first picture has a cross and why the second picture has a tick.

Tell students to read and circle key words. Then look at the pictures and put a tick or a cross.

Ex.

- 1 coconut = It is not a coconut. It is an onion. So a cross for this one.

Let students complete the activity on their own.

Try to get students explaining their answers.

# Beginners Ideas

## Writing

**Open the book to / at page 51**

Ask students to describe the pictures in detail.

Write some words from the descriptions students made:

Ex.

- Trees

– Teacher says, how many trees – Students give the answer – Teacher writes it.

- Children

– Teacher says, how many children – Students give the answer – Teacher writes it.

- Boys

– Teacher says, how many boys - Students give the answer – Teacher writes it.

Explain to students that in this part of the test, they have to answer some questions according to the pictures provided.

Ask students to read the examples – Teacher asks students to specify what information is needed.

Ask students to read the questions – Teacher asks students to specify what information is needed.

1. what playing with
2. place
3. feeling
4. activity
5. number of girls

Let students complete the activity on their own.

Check answers with the whole class.

It is important that students understand what a certain question is being used for – what information is needed.

# Beginners Ideas

## Writing

**Open the book to / at page 52**

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

Ask students to read and spot key words – teacher walks students through (talking teaching):

- Decorating = what?
- houses or schools
- Those people can be at a school party?
- No!
- So the correct option is... houses!

Point out that, for some gaps, two options may seem appropriate but only one is correct.

Get students spotting key words for the second line.

Let students complete the activity on their own.

Check answers with the whole class.

## Listening

**Open the book to / at page 53**

Ask students to look at the picture and tell what the listening might be about.

Ask students to read the example question and say why the answer to the question is a name.

Explain to students that they are going to listen to some people talking – the questions must be answered according to the talk.

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

Ex.

- which class - spanish
- friend's name – Richard
- number of cats – six
- name of dog – Skippy
- number of turtles – three