

Beginners Ideas

What do you do every day?

Topic	Functions	Grammar	Vocabulary
Common activities	Talking about routines	In the morning I go to school.	Verbs

Start	During	Close
Warm up	Open the book to / at page 54	Just for fun
Divide the board into four sections.	Ask students to read the sentences in the box.	Ask students to write some sentences in their notebooks:
Write the headings: morning / afternoon / evening - night (one in each section)	Ask students to compare the sentences with the words they brainstormed – are they similar / the same?	<ul style="list-style-type: none">• Divide a page into four sections – the same way the teacher did on the board.• Write the four headings – one in each section.• Write some sentences about you – organise the activities according to when you do them.
Ask students to brainstorm - words for activities – according to the headings.	Ask students to look at the pictures and name the things.	Ex. <ul style="list-style-type: none">• I read a book at night.• A read a book in the afternoon.
	Explain to students that they have to form the words for the pictures using the letters.	
	Once students have finished writing the words, teacher asks students to spell them as he / she writes them on the board.	
	Ask students to help you guess what verbs the words can be combined with: Ex. <ul style="list-style-type: none">• play soccer• read a book• have breakfast	

Beginners Ideas

Make sentences

Topic

Common activities

Functions

Talking about routines

Grammar

In the evening I don't watch TV.

Vocabulary

Verbs

Start

Warm up

Teacher sticks some flash cards on the board – images related to the parts of the day.

Ex.

- sunrise – morning
- kids doing homework – afternoon
- sunset – evening
- moon – night

Ask students to name the images.

Teacher writes the words morning, afternoon, evening and night at the bottom of the board.

Invite some students to come to the board and draw lines to match the images with the parts of the day.

During

Open the book to / at page 55

Ask students to look at the pictures and the way they were labeled.

Ask students to explain why / how the first picture is related to the morning.

Do the same with the other pictures.

Draw students' attention to the auxiliary word "**don't**" and explain how it works / what it is for.

Ask students to read the activities and guess which verbs they can be combined with.

Ask students to draw lines to match them – use different colours.

Ask students to think of when they do the activities.

Ask students to share some ideas. Then let them complete the activity.

Remind students about using the "**I don't**" option.

Close

Just for fun

Explain to students that they are going to write about a friend.

Draw students' attention to the verbs in purple - write on the board the first verb:

Ex.

- Have -----has

Explain to students that they must make this change because they will be writing about another person.

Write on the board the other verbs and the changes:

Ex.

- listen ----- listens
- go ----- goes

When you have finished writing the list, erase the bare forms and ask students to use the ones with the changes only:

Ex.

- listens
- goes
- walks

Ask students to go and interview a friend and write his / her answers using the verbs in the way you wrote them on the board.

Beginners Ideas

What do we do every day?

Topic	Functions	Grammar	Vocabulary
Common activities	Talking about routines	In the evening I do my homework.	Verbs

Start	During	Close
Warm up Show some flash cards about common activities and ask students to name them. Scramble the flash cards and spread them around the classroom. Divide the class into four teams and give each team a name. (Morning, afternoon, evening and night.) Explain to students that they have to go and find the images that are related to their team. One team goes at the time and they will have a minute to find as many images as possible.	Open the book to / at page 56 Ask students to look at the pictures – ask students to describe what they can see in them. Ask students to read the first sentence and find the picture that shows that example. Explain to students that it is really important that they read all the sentences first. Then they can look for the appropriate picture for each sentence.	Just for fun Divide the class again into four teams – the same way you got them for the warm up activity. Ask students to think of a way to explain why the images they have are related to the name of their team. Remind students that they can ask for any language / vocabulary they need to complete the activity.

Beginners Ideas

Let's remember

Topic

Topics

Functions

Explaining what a reading is about
Grouping words

Grammar

It is about eating...

Vocabulary

Verbs
Topics

Start

Warm up

Prepare in advance some small booklets –fold some papers and staple them together.

Ask students to bring some old books, magazines or newspapers to get cut outs from.

Divide the class into small groups.

Write on the board some headings:

- food
- sports
- school
- clothes

Ask students to go / look through the materials they brought and find and cut out pictures related to the topics.

Teacher puts some small containers on the desk for students to sort out the images.

During

Open the book to / at page 57

Ask students to look at the pictures and name all the things.

Explain to students that each thing belongs to a specific group. Then go over the grouping:

- A fish – food
- An orange – fruit
- An onion - vegetables
- A dog – animals

Draw students' attention to the section on the right and explain to them that they have to complete the sentences by using the first letter of the word for each thing.

Ex.
It's about eating food.

Close

Just for fun

Ask students to decide what they want to make their pocket dictionaries about.

Give out the small booklets.

Explain to students that all the images must be related to the same topic.

Explain to students that they have to write what the topic is on the front page and glue one image on each page – they also have to write the words below the images.

Beginners Ideas

How do you get there?

Topic	Functions	Grammar	Vocabulary
Transportation	Explaining how people move round	I go to school by bus.	Vehicles

Start	During	Close
Warm up Clay modeling Invite one student to come to the front and show him / her a flash card – a picture of a vehicle. Explain to students that the kid at the front is going to model some clay into a shape. The rest of the class has to guess what vehicle the boy at the front is trying to make.	Open the book to / at page 58 Explain to students that nine words for means of transportation are hidden in the puzzle. Ask students to find the words and circle them using different colours. Ask students to share the answers by spelling. Ask students to use those words to label the pictures. Ask students to put a tick next to the pictures that show the vehicles they can make use of to go to school. Ask students to think of places they can go to by using the other means of transportation. Make emphasis on: <ul style="list-style-type: none">• I go to school by bus.	Just for fun Explain to students that they are going to make some posters about means of transportation. Explain to students that you need: <ul style="list-style-type: none">• air vehicles• land vehicles• water vehicles Ask students to decide what kind of vehicle they want to draw. Explain to students that they will have about 8 minutes to finish their drawings. Stick some cardboard sheets on the board and write a heading on each. Let students come and glue their pictures on the appropriate cardboard. Ask students to help you decide where they want their posters to be displayed.

Beginners Ideas

Let's practice

Topic

Actions – happening now

Functions

Explaining what someone is doing now

Grammar

These boys are cleaning a motorbike.

Vocabulary

Verbs
Vehicles

Start

Warm up

Write some example sentences on small pieces of paper – using the information on page 59 - one word on each paper.

Explain to students that they are going to put the papers with words on them in the correct order.

Divide the class into two teams.

Invite one student from each team to come to the front and give them out the set of papers – the same sentence.

Explain to them that they cannot see / look at the way in which the other kid is ordering the papers.

The teacher reads the sentences - the kid who finishes putting the papers in the correct order first gets the point.

During

Open the book to / at page 59

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

Students draw lines to connect the first sentence.

Tell students to use another colour for the second sentence.

Let students complete the activity on their own.

Check answers with the whole class.

Close

Just for fun

Play a song about actions

- Some options:

<https://www.youtube.com/watch?v=HrHqq8xJiU4>

<https://www.youtube.com/watch?v=jeZ40aFoJPw>

<https://www.youtube.com/watch?v=moUvVuLQu90>

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

<https://www.youtube.com/watch?v=DI8g2pZ82ME>

Beginners Ideas

Adjectives

Topic

Shopping

Functions

Describing things

Grammar

It's a very old shop.

You need new shoes.

Vocabulary

Adjectives

Start

Warm up

Prepare some images for adjectives – 2 sets.

Prepare some tape for students to stick the images on the board.

Show students the images and write the words for those images on the board (randomly).

Teacher spreads / puts the images on the floor.

Invite two students to come to the front – explain to them that you are going to say a word – students will have to find the image, pick it up and put it on the board (covering the word).

During

Open the book to / at page 60

Explain to students that they are going to work with adjectives – adjectives are used to describe people or things.

Ask students to circle different things in the pictures – ask them to describe those things.

Ask students to read the conversations – one at the time.

Ask them to circle the adjectives – they also have to say what the adjectives are describing.

Close

Just for fun

Ask students to rewrite the conversations in their notebooks – but they have to change the adjectives.

You can write the scripts and leave the spaces for the adjectives blank.

Ex.

- Where are we going?
- We're going to the candy shop.
- It's a big shop.

- Where are we going?
- We're going to the sweet shop.
- It's a great shop.

Beginners Ideas

Irregular plurals

Topic

Plurals

Functions

Changing writing patterns when talking about plural nouns

Grammar

The people over there are teachers.

Vocabulary

Singular and plural nouns

Start

Warm up

Play Secret Code

Write the alphabet on the board – ask students to say it along.

Number the alphabet – ask students to say the numbers along.

Explain to students that they are going to play a game – they have to discover what the secret words are:

Use the words for the nouns on page 61 – only the singular forms.

- 13 / 1 / 14 = man
- 3 / 8 / 9 / 12 / 4 = child

During

Open the book to / at page 61

Ask students to complete the words – point out that they are singular noun forms.

Ask students to read the sentences – help them identify that a singular form is needed:

- My dad is a good man.
= singular

Ask students to skip the sentences that have plural forms – they will work on them later.

Ask students to complete the sentences – only the ones with singular forms.

Close

Just for fun

Write Secret Codes – this time for the plural forms.

- 13 / 5 / 14 = men
- 3 / 8 / 9 / 12 / 4 / 18 / 5 / 14 = children

Ask students to complete the words – point out that they are the plural forms.

Ask students to read the sentences again – the ones with plural forms only.

Ask students to complete the sentences – help them identify that a plural noun form is needed.

Beginners Ideas

I miss my grandparents

Topic

Missing someone

Functions

Talking about my family

Grammar

These are my grandparents.

Vocabulary

Family
Verbs

Start

Warm up

Crazy story

Prepare some tape to stick some papers on the board.

Teacher writes on the board – These are my grandparents.

Draw the faces for the grandparents.

Explain to students that they have to write a word on a piece of paper – a word related to their grandparents.

Give out two pieces of paper to each student.

Give students two minutes to think of the words and write them down.

Ask students to come to the board and stick the words in line – like if it were a sentence.

If possible, let students think of how they could order the words to create a story.

If not possible, just stick them on the board and tell the story – sometimes it turns into funny / crazy sentences – you can also translate some into L1.

During

Open the book to / at page 62

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

explain to students that this is a story about a girl who misses her grandparents.

Explain to students that they have to complete the sentences with the words from the box.

Ask students to pay attention to what is being said – the information is always related.

Ex.

In the first picture, I can see grandpa and grandma.

- These are my grandparents.

In the fourth picture, I can see a boy with his bike.

- My brother and I can ride our bikes and have fun.

Now you can ask students to find an option that may be similar or related to what they have just said.

Close

Just for fun

Ask students to draw a picture of their grandparents and write a list of the activities they like doing together.

Beginners Ideas

More adjectives

Topic

Descriptions

Functions

Describing people and things

Grammar

My grandma is an old woman.

Vocabulary

Adjectives

People

Clothes

Food

Names

Start

Warm up

War of adjectives

Write some words / adjectives on small pieces of paper.

Ball-roll the papers.

Explain to students that they must be careful in this activity – they are going to throw balls randomly – at no specific person or target – it is about throwing balls randomly and not hitting someone intentionally.

Give out the balls and ask students to throw the balls – count up to five and stop the throwing.

Teacher says a word – students look at the words written on the papers - the student (s) who has (have) that word is out the game.

During

Open the book to / at page 63

Ask students to look at the pictures and name the people and things – ask them to think of words that can be used to describe those people and things.

Ex.

- In picture one - there is a girl. Her hands are dirty.
- In picture two - there are two boys. They are drinking hot chocolate.

Ask students to read the sentences – ask them to find and circle the adjectives.

Ask students to match the images with the sentences.

Close

Just for fun

Ask students to draw lines from the words to their opposites.

Teacher writes some sentences on the board – leave the space for the adjective blank.

Ask students to guess and write the adjectives in the correct gap – use the adjectives from the previous matching activity.

Ask students to write these sentences in their notebooks.

Beginners Ideas

Review

Topic

The house

Functions

Naming things

Explaining what can be found in different rooms

Grammar

In the living room, there is a / an ...

Vocabulary

Furniture

Rooms

Start

Warm up

Chains

You can play this game by rows or in teams.

Teacher writes on the board some topics for students to think of and say words related to those topics.

Ask one row / team to come to the front and choose a topic.

The first student in the line has to say a word, the second student says a different word, then third student, and so on.

The student who can't say a word is out the game.

Continue until you get one row / team with surviving members.

During

Open the book to / at page 64

Ask students to name all the things in the box.

Ask students to say where they can find a clock.

If students say "in the bedroom," ask them to check if there is a space to write the word in that section. If there is no section for that word, ask them to find it in a different section.

Ask students to say where they can find a sofa.

Try the same process above.

Close

Just for fun

Prepare some photocopies – rooms in a house and furniture.

Ask students to colour some items and write complete sentences about it.

You can write instructions first.

- Colour the sofa green.

Then write the sentence and ask students to complete it by writing the word for the room.

- There is a green sofa in the living room

Beginners Ideas

Where is it?

Topic

The city

Functions

Explaining where the vehicles are

Grammar

There is a red plane next to the trees.

Vocabulary

Vehicles
Prepositions

Start

Warm up

The obstacles race

Prepare an obstacle track in the playground – to practise prepositions.

You may need some help so ask your coordinator or other teachers if they can help you out.

Write some instructions for students to follow.

Ex.

- Go under the chair, step on the box and jump the rope three times.

Explain to students that they are going to have / do an outdoor activity.

Explain to them that they have to read some instructions.

Explain to them that they have to do what the paper says quickly so the other kids in the team can have a go.

Divide the class into teams.

The team whose completing time is the shortest will be the champs.

You can modify this activity according to your needs – you could prepare a small obstacle track and have the activity in the classroom.

During

Open the book to / at page 65

Ask students to find some things in the picture and colour them – write them on the board.

- plane – red
- helicopter – orange
- submarine – green
- train – brown
- car – yellow

Explain to students that they were asked to colour those things because they will use them as clues to complete the sentences below.

Ask students to read the sentences and guess what prepositions they have to write.

- **You can write the answers on the board - randomly or scrambled, but students are the ones who have to think and decide – teachers just walk them through.**

Close

Just for fun

Ask students to colour five more things in the picture.

Tell students to write sentences about the things they coloured in their notebook.

Ex.

I am a blue plane. I am next to a big boat.

I am a red and black train. I am below a blue plain.

I am a big boat. I am in front of a red and black train.

Beginners Ideas

Writing

Open the book to / at page 66

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

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

- smell with... nose
- run on my... legs
- live in... a house
- drink... water
- the ... garden

Open the book to / at page 66

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

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

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.

Beginners Ideas

Reading

Open the book to at page 67

Ask students to describe the picture in detail.

Write on the board:

- The family
- Dad
- Apple
- Boy
- Girl
- Mum
- Boy

Ask students to say something about the words you wrote.

Ex.

- Family – eating
- Dad – eating

Explain to students that these ideas will be helpful for them to answer the questions below.

Walk students through analysing the examples:

Ex.

- The family is having breakfast.
- The children's dad is reading.

Ask students to compare the questions with the ideas you wrote on the board.

- The first one is similar and it shows the answer is YES.
- The second one is not similar and it shows the answer is NO.

Give students sometime to complete the activity on their own. Then walk them through analysing their answers using the ideas on the board.

Beginners Ideas

Listening

Open the book to / at page 68

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 may be about.

Explain to students that they are going to listen to some people talking and 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.

- girl's name
- how old she is

Questions

- brother's name
- name of school
- dog's name
- food for the dog
- number of friends