

# Kidz A1 Ideas

## Let's go to the beach

### Topic

The beach

### Functions

Describing what people are doing

### Grammar

A girl is making a sand castle.

A girl is feeding some ducks.

### Vocabulary

The beach  
Verbs

### Start

#### Warm up

Divide the board into two sections.

Write 7 words in each section – at the outer edges.

Show the images for the words you wrote and ask students to name the images as you show them. Then stick them on the board.

Divide the class into two teams. Then ask one kid from each team to come to the board and match the first word with the correct picture.

Explain to students that they have to pass the marker on to another friend so he / she can come to the board and match the second word with a picture.

### During

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

Ask students to look at the pictures and brainstorm - how those places are related to being on holiday at the beach.

Ex.

- People swim during the day and go to the cinema at night.
- People stay / sleep in a hotel.
- When you ran out of money, you go to the bank to get some.

Draw students' attention to the images below.

Explain to students that they show people doing some activities.

Ask students to read the first sentence and circle the action. Then ask students to find the image that shows that action and draw a line to match them.

### Close

#### Just for fun

Ask students to make a list of the things they like / don't like about being on holiday - in their notebooks.

They can also include a drawing – choose the one you like the most (from your list) and draw it.

# Kidz A1 Ideas

## Ordinal numbers

### Topic

Numbers

### Functions

Describing position in a line / on a list

### Grammar

Is the first person a man?

### Vocabulary

Ordinal numbers

### Start

#### Warm up

Tower building

Prepare a tower built with Color Jenga Blocks.

Follow the pattern:

- First: yellow
- Second: red
- Third: blue
- Fourth: brown
- Etc.

If you don't have a Jenga set, you can modify the activity and use colour pieces of paper.

Divide the class into three / four teams.

Explain to students that they have to build a tower following the same pattern.

Put the tower as far as it can be from students – it is to make it a little bit more challenging.

When students have finished building their towers, ask them to help you check if they followed the pattern – use ordinal numbers for the checking.

### During

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

Explain to students that the ordinal numbers are used for showing position on a list or in a group.

Write on the board:

- 1 – first
- 2 - second
- 3 – third
- 4 – fourth
- 5 – fifth
- Etc...

Explain to students that the numbers 1, 2 and 3 are the numbers that change completely; the other numbers still have similarities in the writing.

Ask students to read the questions and circle the ordinal numbers.

Ex.

- Is the **first** person a man?

Ask students to find the person and decide if the answer is YES or NO.

Walk students through the second question.

Ex.

- Is the **twelfth** person a girl?

Ask students to find the person and decide if the answer is YES or NO.

### Close

#### Just for fun

Ask students to read and complete the sentences.

#### Dancing matching

Give students a paper or card showing the words / pictures.

Play some music for students to dance to it.

When it is paused, students will have to go and find their matching word.

Get students gathered around you and ask them to provide the information – still using ordinal numbers.

Ex.

- Kids, what is the first pair?
- It's candy and sweets.
- Kids, what is the second pair?
- It's truck and lorry.

Draw lines to match.

# Kidz A1 Ideas

## Relative Clauses

### Topic

Things

### Functions

Giving additional information

### Grammar

The cap that Ben's dad wore at the airport was green.

### Vocabulary

Clauses  
Colours

### Start

#### Warm up

The secret image

Spread some cards on the floor – the cards should be put upside down.

Explain to students that you are going to give them some hints so they can find the secret image.

Invite some students to come to the front and get ready to be given the hints.

Ex.

- I need something that is red and juicy.
- I need something that can be seen in the park.
- I need something that is eaten in the mornings.
- I need something that can be bought in the cafeteria.

### During

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

Ask students to look at the pictures and describe them.

Explain to students that there are some things they have to find in the pictures and colour them.

Ask students to read and circle the hints.

Ex.

- The **cap** that Ben's **dad** wore at the **airport** was **green**.

Ask students to read and circle the hints for the second question.

Ex.

- The **kite** which **Ben** flew at the **beach** was **orange**.

Let students complete the activity on their own.

### Close

#### Just for fun

Ask students to circle the words: baseball, magician, witch and cowboy. Then ask them to draw lines to match the sentences with the images.

Get some photocopies – templates for hats.

Distribute some paper, glue, scissors and colours.

Get students decorating their hats.

Tell students to put on their hats and talk about them – following the pattern seen in this session.

This hat that I'm wearing...

# Kidz A1 Ideas

## Where

### Topic

Places

### Functions

Giving additional information about places

### Grammar

This is the house where Daisy had breakfast.

### Vocabulary

Relative clauses  
Places  
Verbs

## Start

### Warm up

Write on sheets of paper some verbs in the past – scrambled.

Stick the papers on the board and write the simple forms of the verbs next to the papers.

Explain to students that they have to unscramble the letters and write the verbs in the past - correctly.

Give students some small pieces of paper and call out a verb for them to discover it in its past form.

The student who gets it written correctly gets the point.

## During

### Open the book to / at page 45

Ask students to write the past forms of the verbs below the simple ones.

Ask students to read the sentences and circle the words for places.

Ex.

Sentence 1 – house – draw a line from that word to the correct picture.

Sentence 2 – sports centre – draw a line from that word to the correct picture.

Try the following talking guide:

#### Teacher:

In sentence 1 the place is “house” and the action is missing.

It says “breakfast,” so which verb can go with breakfast?

- Swam breakfast?

Students:

- No

Teacher:

- Watched breakfast?

Students:

- No

Teacher:

- So?

Students

- Had breakfast!

If students say HAVE BREAKFAST, say “Correct but, the past form is...

HAD BREAKFAST!

Correct!

Walk students through sentence 2.

Then let them complete the activity on their own.

## Close

### Just for fun

Ask students to draw something: a school, a park, a club, etc.

Then ask them to write three or four sentences about it.

Ex.

- This is the school where I learned English.
- This is the club where I played soccer.

# Kidz A1 Ideas

## Places and vehicles

### Topic

Moving around

### Functions

Explaining how to get to a place

### Grammar

I want to go by helicopter.  
It's better to go by helicopter.

### Vocabulary

Clauses  
Vehicles  
Place

### Start

#### Warm up

What is it?

Stick some images / flash cards on the board:

- hut / hotel
- swimming pool
- home / house
- supermarket
- cinema
- sports centre
- play ground
- bedroom / room

Ask students to brainstorm - activities related to the places – write some ideas on the board – 3 for each picture.

Divide the class into teams.

Ask students to read the sentences on page 46, and write the words.

The places are on the board so make sure you stuck them at a random / in a different order.

### During

#### Open the book to / at page 46

Draw students' attention to the words in the box.

Explain to them that those are the words for the vehicles in the pictures below.

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

Then ask them to write the words.

### Close

#### Just for fun

Ask students to help you make a list of places they can go to - on the board first.

Ex.

Places I can go to **by plane**:

- I can go to the beach or to another country.

Places I can go to by **helicopter**:

- I can go to another state or to the beach.

Ask students to copy these lists in their notebooks.

# Kidz A1 Ideas

## Stories I read

### Topic

Stories

### Functions

Completing sentences using hints / words given

### Grammar

There was a boy who lived in the jungle.

### Vocabulary

Places  
People

### Start

#### Warm up

Guess the name

Write the names of some stories or movies on small pieces of paper – one letter on each paper - four / five sets.

Explain to students that you are going to talk about a story / movie / cartoon / etc. - and that they will have to guess the name of it and write it using the papers.

Once they find a name, ask them to keep it formed; this way, it gets easier and easier.

### During

#### Open the book to / at page 47

Ask students to look at the pictures and guess what the story (ies) may be about.

Explain to students that they have to read and complete the beginning of a story by using the letters in parenthesis.

Students read the first beginning and the teacher says "It is a place!"

Students continue reading and the teacher gives the second hint.

Walk students through completing the second beginning.

Let students complete the activity on their own.

Check answers, and then number the pictures.

### Close

#### Just for fun

Ask students make a poster of their favourite story, movie, cartoon, etc.

Give out sheets of paper and remind students about writing a short description of it:

Ex.

- Spiderman

This is the story of a boy who lives in the city.

He started as a fighter.

His costume is red and blue.

# Kidz A1 Ideas

## Crossword

### Topic

Puzzles

### Functions

Writing descriptions

### Grammar

This person works on a farm.

### Vocabulary

Overall review

### Start

#### Warm up

Divide the class into three / four groups.

Ask students to choose a topic:

- people
- places
- vacation items
- vehicles

Give some small pieces of paper to each group.

Ask students to write on the papers some words related to the topic they chose.

Ask students to write three adjectives to describe the things they wrote on the papers.

One student reads out the adjectives and the kids in the other teams have to guess the word.

Only two opportunities to guess.

### During

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

Explain to students that they have to read some descriptions to find out what words have to be written in the puzzle.

Write on the board - different order:

Across:

- farmer
- camera
- centre

Down:

- handbag
- camp
- doctor

Ask students to read the first description and choose the word for it.

- farmer

Do the same with two more descriptions.

Let students complete the activity on their own.

### Close

#### Just for fun

Prepare some pictures (cards) to colour - for the vocabulary you have been working on.

Ask students to help you colour them and write a short description.

Ask students to help you decide where to display the description cards.

Ex.

- This person works on a farm = farmer.

# Kidz A1 Ideas

## Comparing

### Topic

Stories

### Functions

Comparing stories

Classifying stories

### Grammar

The Ugly Duckling is

more exciting than...

### Vocabulary

Adjectives

### Start

#### Warm up

Prepare some cards with adjectives, comparative and superlative forms.

Ex.

- happy / happier / the happiest – one per card.

Write on the board some gapped-sentences:

Ex.

- I am **happy**.
- I am **happier** than my friend.
- I am **the happiest** kid in the classroom.

Ask students to stick the cards on the board – in the correct gap.

Do the same with 5 or 6 more adjectives.

### During

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

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

Ask students to help you rank the stories from 1 to 6:

- 1 – like the most
- 6 – don't like / like it a little

Draw students' attention to the words at the end of the sentences (1-6).

Ask students to use their ranking to complete the sentences.

Walk students through comparing the stories and writing according to their ranking.

### Close

#### Just for fun

Divide the board into six sections and write the headings:

- A good movie
- A better movie
- The best movie
- A bad movie
- A worse movie
- The worst movie

Ask students to help you make a movie review.

Ex.

- A good movie is ..... The characters are funny.

Ask students to write it in their notebooks.



# Kidz A1 Ideas

## Do something for me!

### Topic

Help

### Functions

Asking for help

Making requests

Making offers

### Grammar

Can you open the window?

### Vocabulary

Verbs

### Start

#### Warm up

Divide the board into four sections.

Draw a face in each section. Then explain to students that there are some people who have something to say.

The first person is Mum. She needs help.

Ask students to brainstorm - what mum may need.

Write the ideas and repeat them using the infinitive form.

Students:

- Mum needs help with the chores.
- Mum wants you **to help** her with the chores.

Do the same with the other faces – two or three ideas for each face might be enough.

### During

#### Open the book to / at page 50

Ask students to read and circle key words – what the people want or need:

- draw a flower
- open the window
- go to the park
- make a cake

Ask students to circle the names for the people who need help.

Ask students to read and complete the sentences by using the words they got circled.

### Close

#### Just for fun

Explain to students that they are going to write a letter to their friends, parents, siblings and teachers.

Divide the board into four sections.

Write the first heading – friends.

Write the first example and ask students to help you write two more:

Ex.

Friends

- I need **you to respect** me.
- I need **you to protect** me.
- I need **you to help** me.

Write the second heading and have students come up with three examples.

Do the same with the other two headings – one at the time.

Ask students to write this on a card – they may want to give it out – you can also ask students to copy it in their notebooks.

# Kidz A1 Ideas

## All, most, some, one

### Topic

Descriptions

### Functions

Describing and comparing faces / characteristics

### Grammar

All of the clowns have got a red nose.

### Vocabulary

Parts of the face  
Accessories

### Start

#### Warm up

Prepare some containers with different things in them:

- small pieces of foam
- small pieces of colour paper
- marbles
- small pebbles
- bottle caps
- etc.

Teacher writes on the board the words all, most, some and one.

Explain to students that these words are used to express the amount of something – not an exact number but one.

Ask some students to put one piece of foam on the desk, some pieces of foam on a chair, most of the pieces in a basket and all the pieces of foam in a bag.

Give similar instructions for the other things.

### During

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

Ask the following questions:  
How many clowns have got:

- a red nose?
- a funny hat?
- a tie?
- no hats? \*

As students give the answers, ask them to circle the words in the example sentences:

Ex.

Teacher:

- How many clowns have got a red nose?

Students:

- The eight clowns
- All
- All the clowns

Teacher:

- Great. Circle the words All of the clowns.

Write on the line:

8 = All of the ...

### Close

#### Just for fun

Ask students to colour the clowns.

Once students have finished coloring the clowns, ask them to write the words according to their colouring.

#### Note:

You might need to include the word none for the last activity – you can just illustrate it with a 0.

## Listening

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

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

Make some random questions about where some things are.

Explain to students that they will have to colour or draw things, and that they must do it by listening to a conversation.

Tell students that they don't have to colour the whole picture or draw many things – usually 6 things in total.

Play the audio – students listen and make a list of the things they have to colour and draw.

Check students' notes.

Play the audio – students listen, verify their guesses and colour and draw.

Check answers with the whole class.

## Reading

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

Ask students to look at the picture and brainstorm:

- Is the cat a boy or a girl?
- What name could you give the cat?
- How a kid can get a cat
- What it eats
- Where it can sleep
- Etc.

Students read the example question and teacher helps them analyse the options – here L1 can be used.

Walk students through questions 1 and 2 the same way – keep using L1 – L2 if necessary.

Let students provide the answers for questions 3, 4 and 5 – have them explain their choices.

Note:

If your students can handle this, try it. It is important that they can spot key words:

- Whose – mine
- Is he – he is
- Who – need a name
- pet's name – shadow

## Listening

**Open the book to / at page 54**

Ask students to look at the first three pictures and tell you what they can see in them.

Explain to students that it is possible that the people talking on the track mention the three options. However, only one picture shows the correct answer.

Listen to the audio – example only – ask students to pay attention to details.

Play the audio – students listen and mark choices somehow.

Check marking – get students sharing what details they got and what details could help them choose an option.

Play the audio – students listen, verify their marking and choose the correct answer.

Check answers with the whole class – get students explaining their choices.

## Reading

**Open the book to / at page 55 - 56**

Ask students to look at the pictures and describe them in detail.

Ask students to brainstorm - what the story may be about.

Explain to students that this activity is about giving information in different ways (same idea using different words or using them in a different order).

Ask students to read the sentences - to identify key words.

Ex.

- when – last weekend
- brothers' age - older
- event when arriving - raining
- etc...

Walk students through spotting the information in questions 2 and 3 in the text. Then get students providing the information for the gaps.

Walk students through completing questions 4, 5 and 6.

Let students work on their own on questions 7, 8, 9 and 10.

Check answers with the whole class – get students explaining their answers / choices.

## Listening

**Open the book to / at page 57**

Write the names on the left side of the board.

Write the activities all the people in the picture are doing on the right side of the board.

Explain to students that they must match the names with the activities mentioned on the track.

Tell students that they must identify / understand descriptions and actions.

Tell students that they will need 6 names only.

Play the audio – students listen and take notes.

Check notes – students match the information on the board.

Play the audio – students listen and draw lines.

Check answers with the whole class.

## Reading

**Open the book to / at page 58**

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

Explain that there are three options for each gap, but only one of the options fits the gap.

Help students identify key words:

Ex.

- cats – general – All
- cats – plural – are
- live – where – in
- etc.

Ask students to read the story and fill in the gaps.

**Note:**

L1 can be used here for getting students analysing and understanding why the other two options don't fit the gap.