

Kidz A2 Ideas

Jobs for everyone

Topic	Functions	Grammar	Vocabulary
Jobs	Describing jobs - activity	I am a painter. I paint landscapes and sell the paintings at the park.	Jobs

Start	During	Close
Warm up	Open the book to / at page 39	Just for fun
Change places if... (otherwise known as Fruit Salad).	Ask students to look at the pictures and name the jobs.	Explain to students that they are going to make some description cards about jobs.
Chairs should be arranged in a horseshoe.	Ask students to explain: <ul style="list-style-type: none">* where each person works.* what they are wearing.* what tools they are using.* what specific activities they are doing.	Write on the board the following prompts: I am a I work for The tools I need are I usually work in / at I have to wear I am responsible for
Ask students to brainstorm words for jobs.	Ask students to write the words below the pictures.	Ask students to write these as notes in their notebooks – you decide on the number of jobs to write about.
Explain to students that they must stand and change place if the following statement is true for them: Change places if your father is a police officer.		
Attempt to take one of the empty chairs. The last student standing must now say “Change places if ...” and attempt to get a seat. Repeat as many times as you need – try to cover all the words on page 39.		

Kidz A2 Ideas

What work would you like to do?

Topic	Functions	Grammar	Vocabulary
Jobs	Talking about the jobs I'd like to do / have Giving reasons why I'd like to do / have a certain job	I would like to be a / an... It is...	Jobs Verbs

Start	During	Close
Warm up	Open the book to / at page 40	Just for fun
Divide the class into two teams and ask them to line up to the board. The first student in each line has a marker (a different colour for each team). Write the letters A-Z on the board - in two or three columns and the category "JOBS." Ask students to race to write up a word for each letter: A- architect B – builder C – clown Etc. After writing a word, pass the marker to the next kid in the line. They don't have to do the letters in order. Stop the race after 3 minutes. Count the words to find out which team got the longest list.	Ask students to discuss and decide: Which are the three most popular jobs for men and women? Ask students to talk to a friend – why people like these jobs. Draw students' attention to the speech bubble and ask them to explain what they boy is trying to say. Still working on the speech bubble – ask students to underline the "situation" and the reason(s). Ex. I wouldn't like to be a police man. They wear uniforms. I don't like uniforms.	Ask students to use the description cards to think and decide on what jobs they would like to do / have. Walk students through writing complete sentences based on the pictures on the left. Ex. <ul style="list-style-type: none">I'd like to be a soccer player / footballer because they play in different cities. I love travelling.

Kidz A2 Ideas

Where do you work?

Topic Work place	Functions Explaining where people work	Grammar I am a doctor. I work in a hospital.	Vocabulary Places Verbs
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Start	During	Close
Warm up	Open the book to / at page 41	Just for fun
Running dictation - pairs	Ask students to name the places. Then ask them to read and match the places with the words.	Ask students to think of the job of their dreams.
Write descriptions of jobs on sheets of paper and stick them somewhere far from the students - but within your sight.	Ask students to write words for jobs:	Explain to them that they have to write about it – why is it so wonderful?
Student A sits, with a paper and a pen.	Ex. <ul style="list-style-type: none">• waiter – restaurant – manager• teacher – classroom – instructor• chef – kitchen – cook	Ask students with the same job to work together and ask them to explain to their friends: <ul style="list-style-type: none">• This is the job of my dreams because...• This job is wonderful because...
Student B goes to the description card, reads the first bit, runs back to their partner and tells it for him / her to write it down.		
Student B goes back to the description card for the next bit and so on.		

Kidz A2 Ideas

Who is it?

Topic

Jobs

Functions

Describing jobs

Grammar

He works in a restaurant.

He asks you what food you would like to eat.

Vocabulary

Jobs

Verbs

Start

Warm up

Shouting Dictation

Student A and student B have different texts to dictate to each other. But they stand / sit at opposite sides of the room, so they must speak loudly.

Students may get louder as they realise that they must speak over the other students. It is good for pronunciation as they must enunciate clearly.

Tip.

You can use the descriptions on page 42.

During

Open the book to / at page 42

Explain to students that they must identify two pieces of information in each box:

1. The place
2. The specific activities

Ex.

- Place – in a restaurant
- Activities – takes orders – brings food
- He is a waiter.

Do the same with the next description – 2.

- Place – in a hospital
- Activities – helps people
- She is a doctor.

Let students complete the activity on their own.

Ask students to write numbers to match the descriptions with the pictures.

Close

Just for fun

Role play

Divide the class into groups of four.

Explain to students that they must prepare a 2-minute scene to further explain / demonstrate what people do at work "exactly":

- choose a job
- gather ideas
- make a plan
- revise the plan
- make changes
- present

Kidz A2 Ideas

Find someone who!

Topic	Functions	Grammar	Vocabulary
Jobs	Talking about jobs	I'd like to be a / an... because...	Jobs

Start	During	Close
Warm up	Open the book to / at page 43	Just for fun
<p>Classmate Bingo</p> <p>This is to review adjectives—start by giving students a blank bingo board / card.</p> <p>Ask students to fill in the spaces with adjectives that might describe all the people in the classroom and other teachers.</p> <p>Then, instead of pulling adjectives randomly, show random pictures of your students or other teachers.</p> <p>Write on the board the word "Doctor." Then ask students to think of words that can be used to describe a person who has that job.</p> <p>Do the same with five or six more jobs.</p>	<p>Ask students to find and circle the jobs.</p> <p>If those jobs were not mentioned in the previous activity, ask students to think of words for those jobs.</p> <p>Ask the whole class to tell what jobs they'd like to have.</p> <p>Once you spot a kid with the job, ask him / her to stand at the front so the class can ask some questions to get information to complete the cards.</p> <p>Do the same for all the cards.</p>	<p>Ask students to write a short paragraph about their dream job – similar to the ones they just completed.</p> <p>Pair work – ask students to write descriptive cards about jobs.</p> <p>Ex. * Engineers are intelligent, patient, etc. * Engineers may not like ...</p> <p>3 – 4 different jobs</p>

Kidz A2 Ideas

My homework

Topic

Jobs

Functions

Describing people's activity at work

Grammar

They work in...
They write stories for...

Vocabulary

Jobs
Verbs
Nouns

Start

Warm up

Word elimination

Divide the class into two teams.

One at the time, students come to the front.

Remind them that they should not try to see what the other kids are writing.

To play one round, show the two students (and the class) a picture of a job.

For the next sixty seconds, each person must write as many verbs related to the job and adjectives to describe the picture as he / she can think of.

At the end of the minute, have students compare their lists.

Any word both students listed gets crossed off.

Each student gets one point for every remaining word and minus one point for every word which is not a verb or an adjective for his / her team.

Continue until everyone has had a turn up at the front.

During

Open the book to / at page 44

Ask students to look at the pictures and think of nouns they may be showing / illustrating.

Ask students to verify if they can be written on the lines – make sure the stories continue naturally.

Ask students to use the words in the boxes to complete the paragraphs.

Close

Just for fun

Do a survey

Divide the class into small groups.

Explain to students that they have to find the most and the least popular jobs among boys and girls.

Ask students to interview as many students as they can around school:

- What is your dream job?
- Why do you like that job?
- What job would you never do?
- Why not?

Ask students to use their notes to come to a conclusion – they must present their results to the class.

Tips:

They can use graphs or pictographs - speaking is promoted this way.

Kidz A2 Ideas

Jobs and places

Topic

Jobs

Functions

Talking about the places where people work

Grammar

I'd like to be a baker.
Bakers work in a bakery.
Bakers make / bake cookies and cakes.

Vocabulary

Jobs
Places

Start

Warm up

Lip reading

Divide the class into three teams.

Ask one student from each team to come to the front and command them to remain absolutely silent at all times during the game.

Reveal a sentence on paper to them. They must try to silently say it to their teams – the team that guesses or repeats the sentence correctly gets a point.

Ex.

- I would like to be a baker.
- Bakers always make / bake cookies and cakes.
- I love cookies and cakes.

During

Open the book to / at page 45

Explain to students that there are two lists to be completed - jobs and places.

Ask students to find the first job – then the place for that job.

Ex.

Doctor – hospital

Ask them to write the pair on the first lines – point out that they won't be allowed to say words which haven't been paired.

Close

Just for fun

Ask students to write three paragraphs in their notebooks:

- one about himself / herself
- one about a friend – boy
- one about a friend – girl

Ex.

- I'd like to be a baker.
- Bakers work in a bakery.
- Bakers always make / bake cookies and cakes.
- I love cookies and cakes.

Tip:

You can write the script / prompt on the board and point out what words / information must be changed.

Kidz A2 Ideas

I am a king

Topic

Movies

Functions

Telling stories

Grammar

The king was...

The story was...

Vocabulary

Kingdom characters – components

Start

Warm up

My school kingdom

Write some words on small pieces of paper - the words on page 46 – you may need three sets.

Give each student a word – remind them that they cannot tell what word they got.

It is the task of each student to find the other two kids who have the same word – they have to make questions.

Write on the board the heading-

I am a king and this is my kingdom– explain what a kingdom is.

Ask students to explain how the words (people and things) are related to the heading.

During

Open the book to / at page

Ask students to look at the pictures and name the people and things in them.

Ask students to write the words – encourage students to spell the words or write them on the board so you can check spelling.

Close

Just for fun

Ask students to brainstorm names of movies with a story of:

- queens
- kings
- princesses
- princes

Divide the class into small groups and ask students to:

- describe the scene where they could see the things - things on page 46.
- describe the queens, kings, etc. - personality and appearance.
- retell the story to the class– briefly – using all the words.

Kidz A2 Ideas

The costume party

Topic

Costumes

Functions

Talking about costumes people usually wear

Grammar

Are you going to go to the party?
Are you going to wear a new costume?

Vocabulary

Costumes

Start

Warm up

Does it really look like it?

Ask students to brainstorm - common, popular or funny costumes for parties.

Divide the class into small teams – explain to students that one kid in each team will be wearing a costume created by the team.

Explain to students that they will have three minutes to think of how they can create the costume using anything they can find in the classroom – they have to dress their friend in that costume.

Remind students that they must be careful and avoid getting hurt – another thing we can teach students is the difference between laughing because something is funny and laughing at somebody.

- When something is funny, laughing is great.
- When people laugh at somebody, it hurts.

When the time is up, ask the teams to describe their costumes.

During

Open the book to / at page 47

Ask students to read the whole conversation – ignoring the gaps.

Tell students to choose the word that fits the first gap.

Are you going to go to the party, Clare?

Explain to students that they must find the words for all the gaps first.

Divide the class into pairs – tell students to find out what bubble goes next.

Remind them that the ordering changes sometimes.

Once students have found the ordering, tell them to practise the conversation.

Close

Just for fun

Ask students to talk to their friends about the last time they wore a costume:

- set of clothes
- additional accessories
- event / party
- why you chose it

Invite some students to share / talk about it to the class.

You can ask students to bring a picture of them wearing the costumes.

They could write a short text about it – like a caption.

Kidz A2 Ideas

Reading and writing

Topic

The party

Functions

Talking about what people did at a party

Grammar

Last weekend we went to a party.

Vocabulary

Verbs

Start

Warm up

Presents!!!

Each student receives a magazine picture of an object.

Students must decide who they would give it to, on what occasion and why it would be appropriate.

Tip.

Some students may feel sad if they are not chosen to be given a present – have some extra pictures prepared and be ready to intervene and explain who you would give it to, on what occasion and why it would be appropriate.

During

Open the book to / at page 48

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

Explain to students that they are going to read a story about a party - the words in the box will be used to complete it.

Point out that it is really important to identify key words – links.

Ex.

1. a party

we ~~make~~ / ~~drank~~ / ~~asked~~ / ~~ate~~ / ~~were~~ / ~~wasn't~~ / ~~gave~~ / ~~won~~ / ~~lived~~ / ~~danced~~ / had / ~~came~~ a party.

2. contrast

(negative) ... but we decided ...

Try the same word elimination strategy.

Let students complete the activity on their own.

Close

Just for fun

Prepare photocopies with 5 – 6 images.

Ask students to:

- invent a story using the images (orally).
- write it in their notebooks.
- cut out the images and glue them to illustrate the story - similar to the one on page 48.

Kidz A2 Ideas

Directions

Topic

Directions

Functions

Giving directions

Grammar

We have to go to the north.

Vocabulary

Location
Places

Start

Warm up

Did you find it?

Hide a few items around school – make sure they can be found by following directions such as:

- go to the north
- go to the south
- etc.

Divide the class into three teams and give each team a paper with some directions written on them.

Ex.

Stand by the bathroom.

Five steps to the north. Now you are by the stairs, go upstairs.

Now you are by the fire extinguisher, twelve steps to the south, now you are by the 3rd grade classroom. Etc.

The first team that finds the item gets the points – you can try this by hiding several objects and having students collect an item from each stop.

Make sure students have a reference point to identify where the north, the south, the east and the west are – you can draw a compass at a visible area – or even use a compass.

During

Open the book to / at page 49

Ask students to look at the picture and explain what the situation is – use the questions as prompts.

Students brainstorm - what a compass can be used for.

Ask some questions for students to locate the places on the map:

Ex.

- Where is the sports centre?
- It is to the east.
- Where is the grocery store?
- It is to the west.

Ask students to read and complete the sentences :

- find the reference point
- look at the compass to find the direction

Close

Just for fun

Ask students to draw a map – how to get to my house.

- draw arrows along the way – from school to my house
- draw a compass at the right – upper side of the paper
- give directions – how to get to my house

Ex.

- You are at school.
- Walk two blocks to the north.
- Walk six blocks to the east.

Kidz A2 Ideas

A great competition

Topic

The past

Functions

Describing events in the past

Grammar

Last month we had an excellent day...

Vocabulary

Verbs

Start

Warm up

Odd one out

Write some groups of words on the board and have students discuss on which words do not belong in the group.

Try adding more difficulty by making each odd word belong to another group.

Ex.

- monkey, cow, brown, octopus

Tip

The groups of words can be about the images on page 50.

During

Open the book to / at page 50

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

Explain to students that they have to complete some short paragraphs using the words in the box.

Ask students to help you find key words:

Ex.

1.

- participate in – what?
- sport – in the picture – golf

Do the same with paragraph 2.

Let students complete the activity on their own.

Close

Just for fun

Ask students to write about the last time they participated in the Olympics Day– at their school.

If they don't have an event like this at school, ask them to write about the last time they practiced a sport.

You can ask them to illustrate it with a picture they took at the event.

Kidz A2 Ideas

Tags

Topic

Sports

Functions

Checking information

Grammar

He is a very good
baseball player, isn't
he?

Vocabulary

Sports
Question tags

Start

Warm up

The When Chain

Using only the present simple tense, use the word "when" to start a sentence.

Ex.

When I am lonely, I see my friends.

Then write:

When I see my friends, I ...

Encourage students to continue the sentence – add as many ideas as you can.

You can try this as a competition on the board to find out who / which team can get the longest When Chain.

During

Open the book to / at page 51

Ask students to explain what the words in the middle mean.

Ask students to label the words:

Ex.

baseball – tools

score – number of goals

winner - person

goal – points

Ask students to read the descriptions and match them with the words in the middle – point out that the labeling they just did can be used to identify the pairing easily.

Ex.

baseball – You use a bat and wear a big glove in this game.

Draw students' attention to the sentences below – ask them to identify and circle the words that make the sentences affirmative or negative.

He is a very good baseball player, isn't he?

Then explain to students that they can check / verify information by:

1. switching the words over.
2. transforming it into the opposite.

Let students complete the activity on their own.

Close

Just for fun

Ask students to make a poster of a sport – It must show:

- items needed to play it.
- some rules.
- unfair activity – explained.

They can either draw or glue cut outs.

Ask students to present their posters to the class – then display the posters on the walls.

Kidz A2 Ideas

Unscrambling

Topic
Activity

Functions
Describing (sports)
activity

Grammar
Sophia has just made a
sand castle.

Vocabulary
Verbs
Adverbs

Start

Warm up

Is it it?

Write some verbs on pieces of paper – regular and irregular – 3 sets.

Divide the class into three teams and give a set of papers to each team.

Explain that the verbs must be categorized into regular or irregular verbs– students will have 2 minutes to discuss and decide.

Divide the board into two columns, Regular and Irregular verbs – ask students to tell you a short phrase to remember the categories by:

Add -ed
The writing changes

Invite students to stick the papers on the board (one team at the time) - once the three teams have had a turn, check and make corrections – if necessary.

Ask students to help you transform the verbs into the past participle form – on the board:
Ex.

travel – travelled
sing – sung

During

Open the book to / at page 52

Explain to students that unscrambling activities are not difficult – they secret is to follow a pattern.

Ask students to help you identify how the pattern for this activity is formed – use the sentences below first:
Ex.

Katty	has	just	made	a sandwich.
Tom	has	just	scored	two points.
William	has	already	won	the race.

Ask students to unscramble the words by following this pattern.
Ex.

has / Mrs Brown / school / just / at / arrived				
Mrs Brown	has	just	arrived	at school.

Close

Just for fun

Read the sentences below and match them with the pictures.

Ask students to help you make a list of the activities they have done during the day.

Ask students to follow the pattern to write full sentences in their notebooks.

Reading and writing

Open the book to / at page 53

Explain to students that in this part of the test, they will have to order a conversation.

This activity is about finding appropriate answers – these answers let the conversation continue and flow naturally.

Ask students to read the options A-H to find out what questions they may be answers for.

Ex.

Options A-H

A man who gets lost in a storm.

You can buy them there. That's not a problem.

Fine, thanks. I've been busy.

I'm going to see a film at the cinema.

Students' ideas

What is the story?

Where can I buy that?

How are you?

What are you going to do?

Ask students to find out if their ideas are similar to the questions in the conversation.

Ex.

How are you? --- How are you, Sarah?

Let students complete the activity on their own.

Conversation:

- Hello! How are you, Sarah?
 - Fine, thanks. I've been busy.
- Oh, what are you going to do tonight?
 - I'm going to see a film at the cinema.

Reading and writing

Open the book to / at page 54

Ask students to read the title and think of what the story may be about.

Explain to students that there are three options for each gap in the text, but only one option is correct.

Ask students to read the text – ignoring the gaps. Then ask them to analyse the options:

1. ... the **number off words** in one of the books. (off -- away from or removed)
1. ... the **number to words** in one of the books. (to -- direction, infinitive, receive, until etc.)
1. ... the **number of words** in one of the books. (of -- amount, contain, position, etc.)

Do the same with the second gap. Then let students complete the activity on their own.

Check answers with the whole class – have students explain their answers.

Listening

Open the book to / at page 55

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

Ask students to talk to a friend – where would you put the things?

Explain that it is really important to identify the things first, then the place for each of them.

Play the audio – students listen and mark their answers somehow.

Students share and explain their marking.

Play the audio – students listen and verify and write their answers.

Check answers with the whole class.

Listening

Open the book to / at page 56

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

Make some questions like:

- Can you see what's around the gate?
- What are they?
- What shape are they?

Make emphasis on the importance of understanding location – prepositions.

Explain to students that they will be told what to colour – so identifying the things to be coloured and the colours to use is the key.

Play the audio – students listen and select the colours to be used and mark the things to be coloured.

Students share – colour choices and list of things to colour.

Play the audio – students listen and verify choices and colour.

Check answers with the whole class.

Reading and writing

Open the book to / at page 57

Explain to students that in this part of the test, they won't be given any options to choose from.

Because of that, they will have to think of words that can be used to join / continue the ideas.

Write the first idea on the board and have students analyse the options below.

- Which is the correct option?

1 ... Saturday and we went **a**
in the circus with my mum and dad.
to

Do the same with the second gap – this time let students explain the options and choose the correct one.

Let students complete the activity on their own.

Check the answers with the class and ask students to explain their answers.