

Kidz A2 Ideas

Camping

Topic

Camping

Functions

Explaining the use of some camping items

Grammar

It is a large bag used to carry things on your back.

Vocabulary

Camping items

Start

Warm up

Divide the class into small groups and give a sheet of paper to each group.

Ask students to make a list of places where they can go camping.

Count up the places to find out which team got the longest list.

Write some of the options on the board and ask students to explain why those places are good for a camping trip.

Write on the board the following line:

There is only one thing I don't like about camping, it is...

Ask students to go with four / five friends to collect ideas.

During

Open the book to / at page 58

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

Make some questions about the dialogue:

Ex.

- What does the boy want to eat?
- What does the girl say about the night?

Ask students to name the camping items. Then invite some students to write the words on the board so you can check spelling.

Ask students to write the words below the pictures.

Ask students to read the definitions and draw lines to match them with the pictures.

Tip.

It is always useful to have students identify and underline key words.

Ex.

A small **controlled fire** that is used **for cooking**.

Close

Just for fun

Prepare some flashcards or pictures of camping items.

Form small groups and ask students to shuffle their pictures, and turn them face down.

Students take turns turning a picture over and saying:

- what it is.
- what it is used for.
- where you can get one.
- why you must never forget to bring one.

Kidz A2 Ideas

Camping items

Topic

Camping

Functions

Explaining the use of some camping items
Talking about camping events

Grammar

Something to light the path at night...

Vocabulary

Camping items

Start

Warm up

Write words for animals that can be seen at a camping area (scrambled).

Divide the class into two teams.

Invite one student from each team to unscramble the words.

The kid who finishes first will get a point for his / her team.

Ask students to talk to a friend about the animals.

- Which animals are friendly?
- Which animals are dangerous?

Prepare some images for the descriptions on page 59.

Stick one picture on the board and ask students to say what it is and what it is used for.

During

Open the book to / at page 59

Ask students to read the descriptions and decide on which word / image they can use for each gap.

The pictures are still stuck on the board.

Ask students to help you make a list of animals that can be seen in a cave and the things that can be seen at night in a camping site – this list will be used to answer the questions.

Close

Just for fun

Ask students to unscramble the letters and write the words on the lines.

Distribute post-its and ask students to price camping items – prepare flash cards for this activity.

Set up a department store in the classroom and have students go shopping for the camping items they will need for an upcoming school camping trip.

Tip:

You can write some lines (prompts) on the board as hints:

- We need a
- How much is the ...?
- Ok, I'll take it.
- Really! That's pretty expensive.

Kidz A2 Ideas

Adventure

Topic

Camping

Functions

Describing camping activity

Grammar

George whispered to me...
I smiled at him.

Vocabulary

Verbs

Start

Warm up

Prepare some images / pictures of camping activity.

Display the images / pictures of camping activity and ask students to explain what they can see in them.

Ask students to say what camping items are being used in each picture.

During

Open the book to / at page 60

Explain that the text on page 60 is about some kids who are talking about an adventure they had.

Ask students to help you identify and underline keywords.

Ex. 1
George walking to me? NO
George hurt to me? NO
George whispered to me? YES

Ex. 2
I walking at him? NO
I hurt at him? NO
I smiled at him? YES

Ask students to continue looking for key words. Then let them complete the activity on their own.

Ask students to describe the adventure – use students' ideas to make a list of key points on the board.

Make a final comment on the adventure.

Ex.

- So the adventure was great because they had snacks ...

Close

Just for fun

Divide the class into small groups.

Tell students that they have to create their own adventure.

Explain to students that they will have 10 minutes to prepare the scene. Then ask them to present it to the class.

Tip.

It is a good idea to always have chunks / lines / prompts on the board – those will work as reminders of the points or aspects that must be included in speaking activities.

Kidz A2 Ideas

Camping day

Topic

Camping

Functions

Telling stories

Grammar

The other children were telling stories.

Vocabulary

Verbs

Start

Warm up

Show students some items:

- that are necessary for a camping trip.
- that are obviously of no use at all.

Ask students to name the items.

In pairs, ask students to discuss on why the items should / should not be taken to a camping trip.

During

Open the book to / at page 61

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

Ask students to match the pictures with the lines.

Remind students about underlining key words:
Ex.

- The other children were telling stories ...
- We were walking through the woods.

Ask students to read the story and choose a line for each gap.

Close

Just for fun

Divide the class into small groups – ask students to think of some movies that tell the story of a camping trip.

Tip:

Not all the kids like horror movies so be careful with the way students use the information.

Kidz A2 Ideas

Hidden words

Topic

Secret words

Functions

Explaining how a puzzle was solved

Grammar

First we... Then...

Last week we went camping.

We packed our clothes in rucksacks.

Vocabulary

Verbs

Start

Warm up

Collect some items from students.

Show the items and ask students to name them.

Ask students to try making up words by using the first letter of the word for each item.

Ex.

- **S** harpener
- **E** raser
- **A** pple

During

Open the book to / at page 62

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

Tell students that they are going to use the strategy they used in the previous activity – the only difference is that the items have been arranged already.

Step 1.

- Say the word.

Step 2

- Write the first letter of the word “only.”

Ex.

- **F** ridge
- **I** ce cream
- **R** ucksack
- **E** lephant

Ask students to read and complete the text by using the words they found.

Remind students about considering complete ideas and underlining key words:

- I forgot to carry a torch which is very important when you go camping because you need it in the night.

Close

Just for fun

Divide the class into groups of three – ask students to create their own stories using the same words.

Tip:

Tell students that it is possible to add other words, but they will have to create puzzles with the words they add and present them to the class.

Ex.

- **R** ose
- **I** gloo
- **V** ictor
- **E** nter
- **R** ice

Kidz A2 Ideas

The camping report

Topic

Camping

Functions

Telling stories

Grammar

George and I went into
the cave.

I was very frightened
because I don't like
insects.

Vocabulary

Verbs

Start

Warm up

Ask students to brainstorm -
what things can be scary about
a camping trip.

Invite some students to talk to
the class about those things.

Ex:

Insects –

- I just think that insects or
spiders are horrible and
it is possible that you find
big spiders at green
areas.

During

Open the book to / at page 63

Ask students to look at the
picture and think of what this
new story may be about – write
their ideas on the board.

Explain to students that the
story must be completed by
using the paired words in the
box.

Walk students through finding
and underlining key words for
the first gap:

Ex.

We sat on the floor but suddenly
we saw some **eyes**, **they were**
looking at us.

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

Ask students to compare their
ideas (on the board) with the
story (they just read it).

- Were your guesses
right?

Close

Just for fun

Write on small pieces of paper:

- Your turn!
- You're up!
- Skip!
- Pass!

Write on the board the title:

This was a great camping trip!

Put the papers into a plastic bag
and start telling a story. Then
walk around the classroom and
ask students (randomly) to pick
a paper and, if it reads "Your
turn!" or "You're up!" they must
continue with the story, but if it
reads "Skip!" or "Pass!" they
won't have to say anything.

Kidz A2 Ideas

Favourite activities

Topic

Favourite activities

Functions

Talking about the activities I like doing

Grammar

She likes to walk in the woods.

She likes to buy new clothes.

Vocabulary

Verbs

Start

Warm up

Draw four charts on the board to show information about the activities people like doing the most.

Girls		
Favourite activity	Second favourite activity	Third favourite activity

Boys		
Favourite activity	Second favourite activity	Third favourite activity

Women		
Favourite activity	Second favourite activity	Third favourite activity

Men		
Favourite activity	Second favourite activity	Third favourite activity

Ask students to discuss and reach an agreement on what activities people like doing – tell them that they have to explain their choices.

During

Open the book to / at page 64

Ask students to look at the pictures and tell what the people are doing.

Students think of words that can be used to complete the activity descriptions.

Ex.

- The boy likes to walk / go up hills.
- The girl likes to throw snowballs.

Close

Just for fun

Divide the class into small groups – distribute cardboard, scissors, colour pens, magazines, glue, and any other materials you have available.

Ask students to make a collage on the group's favourite activities.

Ask students to present their collages to the class.

Kidz A2 Ideas

The perfect time

Topic

The seasons of the year

Functions

Talking about favourite activities
Explaining when I like doing each

Grammar

I like swimming in the sea during the summer.

Vocabulary

Seasons of the year
Verbs

Start

Warm up

Organise a team spelling contest with the words on page 64.

Ask students to try taking it further by spelling complete sentences:

Ex.

- The girl likes to throw snowballs.

During

Open the book to / at page 65

Ask students to look at the pictures and spot things / characteristics of each season.

Ex.

- Spring: the flowers, the bees, etc.

Explain to students that the lines are for them to write what their favourite activities are but according to when they prefer doing them.

Divide the class into groups of three – ask students to talk about the activities they like doing during the year.

Ex.

- I like swimming in the sea during the summer.
- I prefer having dancing lessons in the spring.

Close

Just for fun

Divide the class into teams and distribute paper, colour pens and scissors.

Have students imagine that their school is going to organise activities for an after school club – the activities will vary - considering the seasons of the year.

Tell students that they have to design a giant flyer to promote the club.

Suggest activities for the Spring, Summer, Autumn and Winter.

Ask students to present their flyers to the class.

Ex.



Kidz A2 Ideas

Information charts

Topic

Weather

Functions

Making plans based on weather conditions

Grammar

If it is cold, I put on a sweater.

If it is sunny, I go swimming.

Vocabulary

Weather

Verbs

Start

Warm up

Write the words for the seasons of the year on the board – as charts. Then ask students to help you complete them by brainstorming.

Ex.



Invite some students to write the words.

During

Open the book to / at page 66

Make questions like:

- What do you do when it rains?

Students look, read and match the pictures with the weather words.

Students use the information from the matching to complete the sentences below.

Tell students to use the information from the warm up activity to write about their favourite season.

Close

Just for fun

Divide the class into small groups – distribute cardboard and ask students to make a chart – it will be used to show what the weather was like this month.

Ex.



Reading

Open the book to / at page 67

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

Not everything but I still have time to do that.

Yes, I had a great time, thanks.

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Students ideas

Have you finished yet?

Did you have fun?

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

Ex.

Is “Have you finished yet?” similar to “Have you done all your summer homework?”

Let students complete the activity on their own.

Conversation:

- When do you go back to school, Harry?
In two weeks, Michael.
- Did you enjoy your summer holidays?
Yes, I had a great time.
- Etc.

Listening

Open the book to / at page 68

Students to look at the pictures and name the items.

Students spell the names.

In pairs, students answer the following question:

- Which item do you think each person chose?

Explain to students that they must identify what item was chosen by each person in the family.

Play the audio – students listen and mark possible answers.

Check choices with the class – students have to explain their choices.

Play the audio – students listen, verify their choices and answer.

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

Reading

Open the book to / at page 69

Ask students to look at the picture 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 She **is planning** to get a new one. (right combination)
- 1 She **is plan** to get a new one. (If you use **is**, you will need an –ing form)
- 1 She **is plans** to get a new one. (**is** can't be there when you use the third person)

Do the same with the second gap.

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 70

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

Ask students to describe the pictures in detail – how they are different.

Ask students to write hints below each picture.

Ex.

1- What should the boy put on the desk?

A. There are two pairs of scissors and two bottles of glue.

B. There are two bottles of glue only.

C. There are two pairs of scissors, two bottles of glue and a palette.

Explain to students that it is really important that they identify these details on the track.

Play the audio – students listen and mark their choices.

Check choices with the class – students must explain their choices.

Play the audio – students listen, verify their choices and answer.

Check answers with the class – students must explain their answers.

Reading and writing

Open the book to / at page 71

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. Then ask students to make a list of **possible words** to write in the gap.

Ex.

- Which is the correct option?

1 ... she helps her grandfather to **buy**
bring cheese from the sheep's milk, and ...
eat
make

- Which is the correct option?

2 Katy **go**
going back home in the evenings, but...
goes
went

Let students complete the activity on their own.

Check answers with the class – students explain their answers.