

Beginners Ideas

Animals

Topic

Animals

Functions

Talking about animals

Grammar

Which animal would you like to choose?
I love giraffes.

Vocabulary

Animals

Start

Warm up

Teacher reads descriptions of animals for students to guess – what animal am I describing?

Write on the board some words for animals and some verbs (fly, swim, jump, run, etc.)

Invite some students to come to the board and draw lines to match the animals with the verbs.

During

Open the book to / at page 69

Ask students to name the animals. Then ask them to spell the words to you.

Write on the board the spelling and ask the whole class to check if it is correct or incorrect.

Ask students to write the words.

Close

Just for fun

Present the questions:

- Which is your favourite animal?
- How does it move around?
- Which animal don't you like?

Ask students to interview some friends. Then invite some students to come to the front and talk about themselves.

Teacher writes some descriptions (3-4) on the board.

Ask students to copy the descriptions in their notebooks.

Students have to write the name of the animal and draw it.

Ex.

I am a crocodile.

- I am green.
- I have got a long mouth and many teeth.
- I eat meat.
- Sometimes I swim.

Beginners Ideas

Guess the place

Topic

Places

Functions

Explaining where people do certain activities

Grammar

Alex flies a kite in the park.

Vocabulary

Places
Verbs

Start

Warm up

Is it really a zoo / shop / etc.?

Divide the class into four teams.

Explain to students that they are going to transform their area into another place.

Explain to students that they will have two minutes to gather things that could be useful for the building.

Write on the board the following options:

- zoo
- shop
- home
- park

Ask each team to choose a place.

Explain to students that they will have five minutes to turn their area into that place using the things they gathered.

When the time is up, ask students to explain why their area may now be a zoo, shop, etc.

During

Open the book to / at page 70

Ask students to circle the word school green.

Ask students to look at the pictures and put a green tick next to the pictures that show a school.

Ask students to circle the word zoo blue.

Ask students to look at the pictures and put a blue tick next to the pictures that show a zoo.

Do the same with the other words but using different colours.

Ask students to read the sentences and decide if the place matches the idea. If so, write the word on the line – Every time they find a correct matching, ask them to draw a line - match.

Close

Just for fun

Ask students to put another tick next to the pictures that show their favourite place.

Tell students to explain to a friend why those are their favourite places.

Ask students to write 3 sentences about their favourite places in their notebooks.

Beginners Ideas

Must / mustn't

Topic

The right thing to do

Functions

Expressing what things must be done

Grammar

You must water the plants.
You mustn't give chocolate to your dog.

Vocabulary

Verbs

Start

Warm up

Divide the board into two sections (must / mustn't).

Prepare small pieces of paper – write things students must do / must not do.

Tell students that they will form sentences, and then stick the papers on the board – in the appropriate section.

Divide the class into groups of four or five.

Get each group some pieces of paper.

Students try forming the sentences – teacher monitors – then asks students to stick all the papers and have a quick review - Are all the papers in the correct section?

During

Open the book to / at page 71

Ask students to read the first two sentences – identify the action. Then students circle the words must and mustn't.

Ask students to explain why the actions go with must or mustn't.

Do the same with the second pair of sentences.

Ask students to look at the pictures and read the sentences to identify the action.

It is similar to the previous activity, but this time, students have to decide what to write (must or mustn't).

Close

Just for fun

Prepare photocopies.

Give students a photocopy of rules in the classroom (or any other topic - include two images to illustrate must and mustn't).

Ask students to read the rules and write must or mustn't on the lines. Then ask them to glue the paper in their notebooks and colour the images.

Beginners Ideas

Would you like...?

Topic

Places and actions

Functions

Explaining what people can see or do at a certain place

Grammar

Would you like...?
I would like to go home.
I would like to see...

Vocabulary

Places
Verbs

Start

Warm up

Write on the board some words for places and actions (randomly) - the words on page 72.

Have a loop game – ask students to come to the board and draw lines to match a place with an action.

Every time students get a pair matched, write it in the form of a list at the upper right side of the board.

During

Open the book to / at page 72

Ask students to compare the list on the board with the options in the box.

Explain to students that the word “would” is used to ask someone if they’d like to do something – invitations or offers.

Draw students’ attention to the first example – write it on the board and circle the word **home**.

Explain to them that a good option for home is **make a sandwich**.

Write the second sentence on the board and circle the word **zoo**.

Ask students to find a good option for the word **zoo**.

Ask students to help you form the example answer for it. Then ask them to write it in their books.

Do the same with the other questions.

Close

Just for fun

Ask students to look at the pictures and write the words.

Ask students to draw themselves doing one of the things mentioned in the previous activity.

Ex.

- Would you like to go home?
- Yes. I want to make a sandwich. I’m hungry.
- I am at home.
- I am making a sandwich.

Beginners Ideas

More animals

Topic

Animals

Functions

Talking about animals

Grammar

I would like to go to the
zoo.
I love animals.

Vocabulary

Animals

Start

Warm up

Guess the animal mask

Get some paper / cardboard
animal masks.

Explain to students that they are
going to put on some animal
masks but they will not know
what animal the mask is.

Invite one student to come to
the front – looking at the class.
Then ask him / her to put the
mask on – they must not see it.

Ask the rest of the class to make
faces, gestures or use body
movements to help their friend
guess what animal the mask is,
but they cannot speak or make
any other sound.

During

Open the book to / at page 73

Ask students to name the
animals – one at the time.

Explain to students that they
have to find the words for the
animals in the puzzle.

When a student finds a word,
ask him / her to spell it – teacher
writes it on the board.

Ask the class to help you decide
if the spelling is correct or
incorrect.

Do the same with all the words.

Close

Just for fun

Get templates for animal masks
photocopied.

Ask students to decorate their
masks. Then ask them to write a
small description card (tag) -
include a price on the card.

If you have the time, you can try
some **dogme**; a communicative
approach designed by Scott
Thornbury: transform your
classroom into a pet shop.

Beginners Ideas

It's my birthday

Topic

Parties

Functions

Talking about birthday presents

Grammar

This year I got...

Vocabulary

Birthday presents

Start

Warm up

Ask students to help you make a birthday cake using their backpacks (remind students about being safe and making sure my friends are safe too – there is no need to play recklessly).

Brainstorm - ingredients, extras or decorations for a cake – write them on the board.

While making the cake, ask students to explain what they are putting on the cake:

Ex.

- This is some strawberry jam.
- This is some sweet milk.
- This is a cherry.

During

Open the book to / at page 74

Ask students to look at the pictures and read.

Ask students the following questions:

- Why is the party fantastic?
- How old is the girl?
- The boy says that a party always needs balloons, what other things are always needed in a party?

Close

Just for fun

Explain to students that the pictures below show birthday presents.

Ask them to help you write the words – you can try some hang-man.

Ask students to put a tick next to their favourite birthday presents (3) or the presents they have been given (3).

Ask students to write one sentence about each of the presents they selected in the previous activity – in their notebooks.

Beginners Ideas

Whose are these?

Topic

Belongings

Functions

Asking for information
Looking for the owner
of...

Grammar

Whose party is it?
It's mine.

Vocabulary

Possessive pronouns

Start

Warm up

Explain to students that they are going to play a game and that you have to take some of their belongings.

Ask students to close their eyes for about a minute.

Walk around the classroom and take some of your students' things – make sure they don't notice what you took (if possible, do it at a time they are not in the classroom).

Make the question:

- What was stolen?

Explain to students that they will get their things back in a moment.

During

Open the book to / at page 75

Write on the board the list of Personal Pronouns. Then ask students to help you write the list of possessive adjectives.

Explain to students that there is another list – it is Possessive Pronouns – write it – the moment you finish writing it, erase the other two lists.

Explain to students that they are going to identify owners – or whose possessions those are.

Show one of the items you took and ask students to say who the owner is.

Use students' answers to introduce the use of possessive pronouns.

Ex.

Teacher shows a watch.

Students say:

- It is my watch.
- It's my watch.
- Me.

T says:

- That is mine.
- It's mine.

Ask students to read and look at the pictures to find the answer – circle it and write the word on the line.

Close

Just for fun

Give students their things back.

Ask Manuel / Carlos to come and pick up the ruler. Then say:

- This is Carlo's.
- This is his.
- This is yours.

Beginners Ideas

My vacations

Topic

Vacation time

Functions

Explaining what people can do when they are on vacation

Grammar

He can...
We can...

Vocabulary

The beach

Start

Warm up

Explain to students that they are going to role play a situation – Vacation time!

We are going to the beach.

Put a big rucksack in the middle of the classroom.

Give students some pieces of paper – they are going to draw things they can take with them - on the trip.

Tell students to put their drawings in the rucksack.

Get the papers out the rucksack one by one – ask students to say what it is and what they need it for or what they can do with it.

During

Open the book to / at page 76

Ask students to read the words in the box – ask them to compare those options with their drawings – same or different ideas?

Ask students to circle the word **swim** and spot it in the pictures.

Explain to them that they must verify if the word can be written in that sentence.

Do the same with the other words.

Close

Just for fun

Give students their drawings back.

Ask students to help you glue the drawings on cardboard.

They are going to make some posters about the beach / vacation.

Remind students that they have to write the word(s) for the drawing next to it.

Ask students to help you decide where to display the posters.

Ask students to write three sentences about the things they did the last time they were on vacation - in their notebooks.

Beginners Ideas

Actions and things / Review

Topic	Functions	Grammar	Vocabulary
Activity	Specifying what words can be used together	I like to wear pants.	Verbs

Start	During	Close
Warm up Write some example sentences on small pieces of paper – one word on each paper – use the words on page 77. Ex. <ul style="list-style-type: none">• I like to drink lemonade.• I like to wear a jacket. Explain to students that they have to help you collect words in a specific order. Prepare some tape - rolls on the board for students to stick the papers. Ask students to sit in a circle – explain to them that you need personal pronouns first. Invite one student to come, pick up a paper and put it in the correct place / order. Continue like this until you have all the sentences completed (verbs, to, verbs, additional info).	Open the book to / at page 77 Ask students to look at the pictures and match them with the words – appropriate action. Help students write sentences using the matching. You can use “like to” with all the sentences – the aim here is make students write full sentences – you can try flag writing too. Ex. I like to drink lemonade. I like to wear _____. I like to _____. I like _____ _____.	Just for fun Page 78 Ask students to look at the pictures and name the things. Tell students to write the first letter of the word for each image on the lines. <ul style="list-style-type: none">• you• are• ready• for• starters

Beginners Ideas

Writing

Open the book to / at page 79

Ask students to look at the pictures and say the names of 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.

Writing

Open the book to / at page 80

Ask students to describe the picture in detail.

Write some words from the descriptions students made:

Ex.

- Monkeys
– Teacher says: How many monkeys? – Students give the answer – Teacher writes it.
- People / family
– Teacher says: Where are they? – Students give the answer – Teacher writes it.
- Sun
– Teacher says: Where is the sun? - Students give the answer – T writes it.

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

Ask students to read the first question – students identify what information is needed.

- 1.- number = two
- 2.- food
- 3.- place - specify
- 4.- place - specify
- 5.- number

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.

Get students explaining their answers.

Beginners Ideas

Listening

Open the book to / at page 81

Ask students to look at the picture for about a minute.

It is really important that they describe the picture in detail – everything that appears in the picture.

Ex.

There are birds.

How are they different?

- size, colour, etc.

Draw students' attention to the birds.

- How many birds can you see?
- Where are they?

Explain to students that they must number the birds in the order they appear on the track.

Play the audio – students listen and mark their choices.

Check choices – students explain their choices.

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

Check answers with the class – students explain their answers.

Beginners Ideas

Listening

Open the book to / at page 82 – 83

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

Ask students to explain how the pictures are different.

Explain to students that they are going to listen to some people talking about the things that appear in the pictures.

Explain to students that the three options may be mentioned, but only one shows the correct answer.

Write on the board some of the students' ideas for the first 3 pictures.

Play the audio – students listen and mark their choices.

Check choices – students explain their choices.

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

Check answers with the class – students explain their answers.

Beginners Ideas

Listening

Open the book to / at page 84

Ask students to describe the picture – name all the things in it.

Explain to students that they will have to draw lines – it will be like putting things in a specific place.

Prepare the board for some examples.

Put some images at the top.

Put some images below to set up a scene.

Invite some students to draw lines following your instructions.

Explain to students that this is an example of what they have to do:

- Listen
- Identify the thing
- Identify the place / owner / etc.
- Draw lines

Play the audio – students listen and mark their choices.

Check choices – students explain their choices.

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

Check answers – students explain their answers.