

Kidz A2 Ideas

Holidays

Topic

Holiday

Functions

Explaining what items people need for a holiday trip and the use of them

Grammar

I need to take my sunglasses.
You might need an umbrella.

Vocabulary

The beach

Start

Warm up

Divide the class into two teams.

Have a student from one team take a card with a word or phrase related to holidays (places, activities, etc.) written on it and draw it on the board for their team to guess.

Once students have guessed a vocabulary item, elicit its spelling and write it on the board.

Each team will have some seconds to guess – if they cannot do it on the time set, the other team will have a turn.

During

Open the book to / at page 72

Invite two students to practice the dialogue.

Ask the rest of the class to explain what the kids are talking about.

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

Divide the class into pairs – ask students to talk about what the items are used for:

Ex.

Sunglasses

- I wear sunglasses to protect my eyes from the sun.

Close

Just for fun

Write on the board a list of places to go on holiday. Then ask students to make vocabulary cards – they have to write what items they may need according to the place and make drawings – or illustrate with pictures from magazines.

The Beach		
 surfboard	 bucket	 floal
 swimsuit	 shorts	 sun cream
 flip flops		

Kidz A2 Ideas

Might – Should

Topic

Holiday

Functions

Giving advice

Grammar

You should take soap
for the holidays.

You shouldn't take your
pet.

Vocabulary

Verbs

The beach

Start

Warm up

Show some pictures of people
on holiday - different places.

Ask the following questions:

- Where are they?
- What are they doing?
- What items did they take?
- Did they forget to bring something?

Students must explain why.

During

Open the book to / at page 73

Teacher uses the answers from
the previous activity to introduce
or explain further the use of
should. Then ask students to
read the sentences and
underline key points.

- Blue – good idea
- Red – not a good idea

Ex.

You should take soap...

You should take a camera...

You shouldn't take your pet...

Students do the matching.

Tell students to write complete
sentences – giving advice on
what to take according to the
type of holiday.

Ask students to write the words
on the lines to complete the
sentences - give them some
hints:

- It is the condition of
being bright because of
light from the sun.

Ask students to circle the nouns
that are being described.

Ex.

- You might need a cap.
It's a sunny day.

Close

Just for fun

Ask students to talk to their
friends about:

- the place they went to on
their last holiday.
- the things they took with
them.
- the things they did.
- the food and drinks they
had.

Invite some students to come to
the front and recommend
visiting the place:

- Why is it a good place to
go on holiday?

Kidz A2 Ideas

Speaking

Topic

Holiday

Functions

Telling stories
Describing holiday
activity

Grammar

Have you ever flown on
a plane?
She's gone to Egypt on
a plane.

Vocabulary

Verbs

Start

Warm up

Divide the class into small
groups.

Give each group a sheet of
paper and ask them to select a
country.

Tell students to imagine they are
in the country selected and write
what they have done there.

Invite one student from each
team to share with the class.

During

Open the book to / at page 74

Ask students to look at the
pictures and tell the story.

Explain to students that the
pictures show the story of a boy
who gave a present to his friend.

Students read and match the
halves – explain to them that
they halves also tell a story.

Ask some students to practise
the dialogue for the class.

Close

Just for fun

Tell students that they will
create their own stories about
travelling to other countries.

Distribute magazines and
cardboard.

Tell students that they must cut
out pictures to illustrate their
stories.

While students work on the
making of their stories, walk
around and make some random
questions about the stories.

Glue the cardboards on a wall
and invite some students to tell
their stories to the class.

Present Perfect

Topic

Verb forms

Functions

Making questions

Grammar

Have you ever...?

Vocabulary

Verbs

Holiday activity

Start

Warm up

Play fly-swatter

Write on the board as many verbs as you can.

Divide the class into three teams and ask one kid from each team to come to the front and get a swatter. Then call out one of the verbs on the board in the Past Participle form.

The student who hits the verb first gets a point for his / her team.

When the game is over, ask students to help you write the verbs in the Past Participle form – on the board.

During

Open the book to / at page 75

Draw students' attention to the boxes – read the headings and decide above which you should write the phrases:

- Just add –ed
- The writing changes

Tell students to complete the first table as follows:

- climbed – climbed
- First add –ed. Then rewrite the word.

Tell students to complete the second table – they can:

- use a dictionary.
- find a book which has a list of verbs.
- use the internet.

Close

Just for fun

Ask students to write the verbs in the Past Participle form below the pictures.

Prompt

- Have you ever ...?

Explain how this prompt works and what kind of information they can get by using it.

Students complete the questions.

Ask students to make the questions to different friends – remind them to take notes.

Students use their notes to write about their friends.

Ex.

- Have you ever ridden a camel?
- No, I haven't. (notes)
- Maria has never ridden a camel.

Kidz A2 Ideas

Practice

Topic

Components

Functions

Explaining what words / components are the core parts of a structure
- tense

Grammar

...what has happened to George and Harry?

Vocabulary

Verbs
Aux.

Start

Warm up

Sing along

Play parts of songs which have the Present Perfect structure in the lyrics.

Ask students to listen to the singers carefully – If students don't get it, give them some hints or help.

- Use L1 and ask them to translate.
- Draw lines to show the number of words in the example.
- Explain it in other words.
- Etc.

During

Open the book to / at page 76

Explain to students that there are some sentences in the text that were written in the Present Perfect tense.

Before reading, ask students to help you write on the board the components / parts that make up the Present Perfect tense.
Ex.

Person	aux	verb in PP form
Noun		
The doer		
What	has	happened

Ask students to read and underline example sentences.

Ask students to write on the board the components (only) of each sentence.

Close

Just for fun

As a writing race, ask students to unscramble the words and write the sentences correctly.

Let students look at the components on the board for 30 second before you erase the information.

A letter to grandma

Topic

Holiday

Functions

Writing a letter

Grammar

This was the best day
of my holiday.

Vocabulary

Verbs
To be
Nouns

Start

Warm up

My holiday at ...(different options)

Ask students to brainstorm – what things old people may enjoy doing in that place.

Write students' ideas on the board. Then divide the class into small groups – give each group a sheet of paper and ask them to write a letter (they will be the old people writing a letter to their families).

Ask students to read their letters to the class – one group at the time.

During

Open the book to / at page 77

Explain to students that the letter on page 77 was written by a girl. She sent this letter to her grandma – telling her about her holiday in Egypt.

Explain that the words have been sorted out as follows.

- red box – nouns
- blue box – verbs in the past
- green box – continuous forms

Ask students to read the letter - ignoring the gaps. Then ask them to help you find key points / links.

Ex.

This – singular – analyze the options and decide on which word fits the gap.

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

Ask students to explain their choices.

Close

Just for fun

Ask students to write a letter to their best friends about their holiday at (choose a place).

Point out that they must include:

- where they went
- what they did
- what places they visited
- when they are planning to come back
- tell that they are bringing some presents

Kidz A2 Ideas

Geography

Topic

Geography

Functions

Sharing findings – orally

Grammar

This is a...
If you go...
...so why is...

Vocabulary

Geography

Start

Warm up

Form groups of three students and distribute magazines, scissors and glue sticks.

Give students three minutes to find and cut out items / things that make our planet different from the others.

Glue the images on cardboard and write:

- what the things are
- where they can be found
- how people benefit from it / them
- etc.

Write on the board the heading: "Geography"

Ask students to say words related to it. Then ask them to explain how they are related to it.

During

Open the book to / at page 78

Ask students to look at the pictures and name the things. Then ask them to match them with the words in the middle.

Close

Just for fun

Ask students to interview geography teachers at school.

Explain to students that they must collect information about the items:

Ex.

If you go to the beach, you can notice that sand and water are together, so why is water cold and sand hot?

Ask students to help you create similar questions. Then ask them to write the questions on the board.

Invite some students to share their findings with the class.

Kidz A2 Ideas

Notes about dinosaurs

Topic

Dinosaurs
Organising events

Functions

Explaining sequence of
events

Grammar

Plants didn't grow
anymore.

Vocabulary

Dinosaurs
Geography
Verbs

Start

Warm up

Stick some pictures of dinosaurs on the board. Then write the names of the dinosaurs (randomly) and have students match the names with the creatures.

Students brainstorm – words related to dinosaurs.

Divide the class into groups of three – ask students to help each other to form complete sentences about dinosaurs using the words from the brainstorming.

Invite some students to share with the class.

During

Open the book to / at page 79

Ask two students to read the dialogue. Then ask the class to explain what the kids in the picture are talking about.

Explain that there are different theories on why dinosaurs became extinct – ask students to come up with their own theories.

Divide the class into groups of five – have them design their theories – ask them to write in the boxes and then share with the class.

Ask students to read and number the events.

Close

Just for fun

Extended research

Ask students to interview all the teachers at school – they need more evidence on why dinosaurs became extinct.

Ask students to revise their previous theory and decide on how the new information could modify it (the same grouping).

Ask students to share with the class.

Kidz A2 Ideas

London

Topic

London

Functions

Telling the history of a place / London.

Grammar

People first bought newspapers in London.

Vocabulary

Verbs

Start

Warm up

Play a video on British vs American English words.

<https://www.youtube.com/watch?v=P6ekn8h6jzE>

When it finishes, ask students to say the pairs of words they remember.

Ask students to think of some reasons why British and American English are different.

Ask students to think of why English is spoken all over the world.

During

Open the book to / at page 80

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

Explain to students that those pictures were used to briefly illustrate the history of London.

Share some interesting facts about the history of England / London.

Ex.

The name England is derived from the Old English name Engla Land, which means Land of Angles.

The name England was first used in 897 and its spelling (the way we know it now) was first used in 1538.

Ask students to read the sentences and match them with the pictures.

Close

Just for fun

Ask students to do some research on the history of London.

Ask them to write some pieces of information on several sheets or paper. Then ask them to staple all the sheets together to make an accordion fact file.

Kidz A2 Ideas

Reading and writing

Topic

Special days

Functions

Narrating

Grammar

...my sister and I
were...

Vocabulary

To be
Verbs
Birthdays / Celebrations

Start

Warm up

Divide the class into two teams.

Team A.

Ask them to cover their eyes
and listen carefully – they must
guess what the kids in the other
team were doing.

Team B.

Show team B a sentence written
on a paper and ask them to do
the action.
(Making noise but not speaking)

Make the question:
What were they doing?

Students' answer:
They were playing the guitar.

Switch guessing turns – This is
to practise the past continuous
form.

During

Open the book to / at page 81

Ask students to look at the
pictures and describe them in
detail – ask students to choose
some of the words they used for
the descriptions and write them
next to the pictures.
Ex.

Picture 2.

There is a mum and her
daughter.
They are preparing / making
dinner.
They are cooking.
Etc.

Ask students to read the
paragraphs (ignoring the gaps).
Then ask them to compare the
options in the box with the
words they wrote next to the
pictures.

Any possible matching?

Ask students to read and
complete the paragraphs.

Close

Just for fun

Prepare some images /
photocopies.

Ask students to write some
sentences about the pictures –
using the past continuous.
Ex.



They were laughing.
The boy was talking.
Dad was making jokes.

Kidz A2 Ideas

England

Topic

School

Functions

Presenting findings

Grammar

Life was not the same
for all the children
during the 19th century.

Vocabulary

Verbs

Start

Warm up

Put a red apple on the desk.

Divide the class into groups of three - ask students to discuss on the following custom:

Some years ago, it was the custom to give an apple to your teacher every morning.

How do you think it all started?
Do you know what it means?

Give students three minutes to collect ideas. Then ask them to share with the class.

Ask students to go interview all the teachers at school – share with the class. “What did the teachers say?”

“In the 16th Century in Denmark, teachers didn’t make much money so parents decided to give teachers food as payment; apples were given because they were considered expensive and hard to harvest.”

During

Open the book to / at page 82

Ask two students to read the text in the boxes, one each – ask the class to explain what the kid in the picture is reading about.

Tell the class to find a word for each gap.

Explain to students that they are going to read and complete a paragraph using the words in the red box.

Before reading, ask students to help you find key words – links.
Ex.

1. Life ... not

- There is a **not** so ignore the negative options.
- went - how or where? ... not possible.
- was – how? ... not the same ... correct.
- had – what ? ... not possible
- worked – how – where? not possible.

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

Close

Just for fun

Divide the class into groups of three - tell students to use the internet to look for information about school in the 19th century – in three different countries.

Ask students to choose a country and write about it in their books.

Kidz A2 Ideas

The past

Topic

The past

Functions

Comparing

Grammar

They couldn't wear sneakers yet.

Vocabulary

Verbs
Clothes

Start

Warm up

Prepare some images – present and past.

Divide the class into groups of four – distribute photocopies with images to compare:
Ex.

A concert in the 60s – a concert in 2017.

A movie scene from 1950 - a movie scene from 2015.

Ask students to compare the images. Then ask them to share with the class.

During

Open the book to / at page 83

Ask one student to read – introduction text – ask the class to explain what the kid (who said it) tried to express.

Ask students to look at the small picture in the book and describe the dressing style. Then ask them to explain how dressing styles / trends have changed.

Explain to students that they are going to match words to form complete sentences.

Ask students to help you find key words / connections.
Ex.

People	couldn't	speak keep fly go watch take wear light	to anyone on a cellphone... their food cold... to other countries... sneakers
--------	----------	--	--

Tell students to choose five matchings and write the complete sentences on the lines.

Close

Just for fun

As homework – ask students to watch cartoons on YouTube:

- The road runner
- Johnny Bravo
- Tom and Jerry
- Scooby-Doo
- Cow and Chicken
- Thundercats
- Etc.

Students will comment about them in the next session.

How are these cartoons different from the ones you watch?

Kidz A2 Ideas

The future

Topic

The future

Functions

Making predictions

Grammar

Sarah will go into space
and walk on far away
planets.

Vocabulary

Verbs
Noun Phrases

Start

Warm up

Draw two big robots on the board – ask students to brainstorm names for them.

Ask students to vote on the ones to use. Then ask them to talk in pairs:

Do you think that robots will take people's jobs in the future?

- Which ones?
- Why?

Invite some students to share with the class.

Divide the board into two columns – write in the first column a list of verbs:

Ex.

- mop
- iron
- vacuum
- etc.

In the other column, write noun phrases:

Ex.

- the floor
- the clothes
- the living room
- etc.

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

Use the pairing to make questions:

Ex.

Do you think that robots will mop the floor?

During

Open the book to / at page 84

Ask some students to read – speech bubbles – ask the class to explain what the kids are talking about.

Ask students to read the first sentence, circle the name and the activity. Then ask them to find the picture that matches the information.
Ex.

Sarah will go into space and walk on far away planets.

Write the name of the kid below the picture.

Tell students to share the information as they find it – then just check answers with the names on the lines.

Close

Just for fun

Tell students to draw their own robot and write some sentences – explaining what the robot will be able to do.

(In their notebooks)

Reading

Open the book to / at page 85

Ask students to look and describe the picture.

Ask students to brainstorm titles for the story – what it may be about.

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

Invite some kids to read – ignoring the gaps.

Ask students to help you identify key words:

1. ... there is a competition in his – where?
2. ... they will be looking for the (what description?) orange

Tell students to complete the story by using the key words.

Check answers with the class and evaluate how helpful identifying key words was.

Ask students to read the option titles and then to compare them with the ideas they brainstormed before – any similar?

Students choose the best name for the story – students must explain their choices.

Listening

Open the book to / at page 86

Students look at the pictures and read the prompts.

Students brainstorm on what they listening may be about.

Explain to students that it is very important that they really know what information they must listen for before the audio starts.

Ex.

Leave at = time = numbers

Visit = where = a place

Take a = what = a vehicle, an activity, etc.

Go to = where = a place

Play = what = a sport, a game, etc.

Buy = what = food, presents, etc.

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 write their answers.

Check answers with the whole class.

Reading

Open the book to / at page 87

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 on the next page.

- 0. Before she leaves,
- 0. Before she left, her mum helped her to put ... (What tense can you see?)
- 0. Before she leaving,

Do the same with the first three questions. Then let students complete the activity on their own.

Check answers with the whole class – try to get students doing the analysis of the options on the board.

Listening

Open the book to / at page 89

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

Ask students to explain how the three pictures are different.

Students read the questions and say the times, the names of the activities, the names of the food, the names of the places, the names of the items and the words for the weather.

Tell students that they can write some words as hints below or next to the pictures, but just in the classroom because when they take the real exam, they won't have time for that.

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 choose the correct answer.

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