

Colourful letters

ACTIVITY TYPE

individual colouring activity

LANGUAGE FOCUS

letters: *a, b, c, d, e, g, o, p*
colours

READING FOCUS

letter recognition

LEVEL

0

AGE RANGE

Pre-reading

TIME

20 minutes

MATERIALS

a copy of the *Colourful letters* worksheet per pupil, crayons

Before class

Make a copy of the *Colourful letters* worksheet for each pupil. Choose eight colours for the activity.

In class

- 1 Copy the letters from the worksheet on the board, one at a time, asking your class what letters they are. If they are not familiar with the letters, say them aloud for them to repeat. You can practise them further by writing them randomly for the class to shout out which letters they are.
- 2 Revise the eight colours of your choice, if necessary.
- 3 Copy the chart from the worksheet on the board:

a		e	
b		g	
c		o	
d		p	

- 4 Give out the worksheets and crayons. By example, show pupils how to colour in the boxes. Point to the box next to the letter 'a' and say *Blue*. Mime colouring the box blue and encourage your pupils to take a blue crayon and colour the box. Continue with the box next to the letter 'b', saying *Green* for them to colour the box appropriately. Repeat the procedure for the other letters.
- 5 Draw pupils' attention to the second part of the worksheet. Point to a letter, e.g. 'a', and say *What colour is this?* to elicit the answer *Blue*. Take a blue crayon and mime colouring the 'a's in the picture. Continue the procedure until pupils have a clear idea of the activity.
- 6 Pupils colour in the worksheets individually as you circulate to monitor and help.

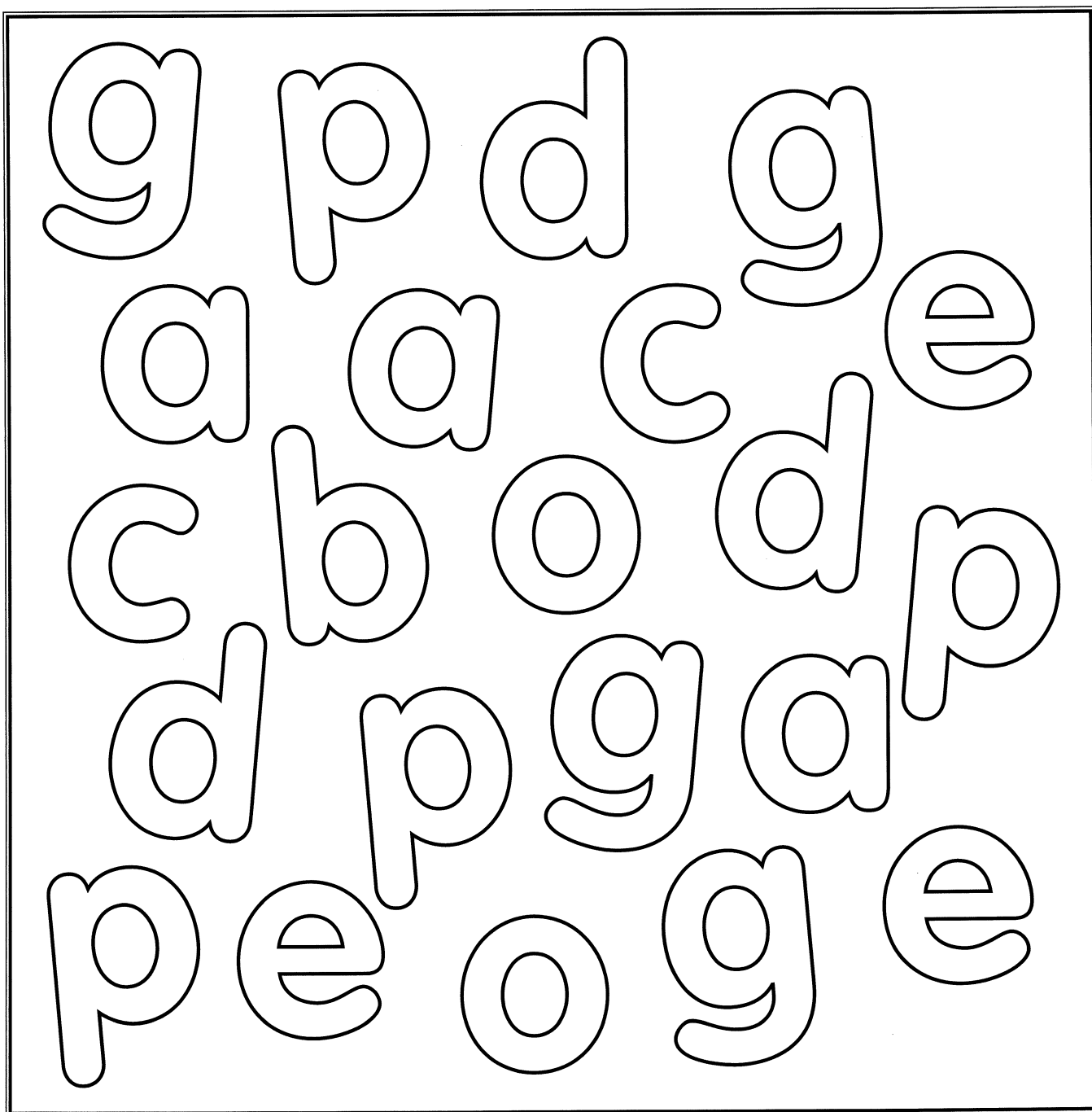
Extension

For further practice of the letters in the activity, write them on eight large pieces of paper and put them on the walls around the classroom.

Divide the class into six different teams and give each team member a number from 1 to (5). Shout out a letter and a number for the member of each team to go to the correct letter.

To complicate the game, you can colour the letters and have more than one of each, e.g. a blue 'b', a yellow 'b' and a brown 'b'. Play as above, telling pupils to go to blue 'b' or yellow 'b', etc.

a		e	
b		g	
c		o	
d		p	



Mystery picture

ACTIVITY TYPE

individual matching and colouring activity

READING FOCUS

letter and word recognition

LANGUAGE FOCUS

colours: *blue, grey, red, yellow, green, orange, black, white*

letters: *q, w, g, y, s, x, v, z*

LEVEL

0

AGE RANGE

Pre-reading

TIME

30 minutes

MATERIALS

a copy of the *Mystery picture* worksheet per pupil and one enlarged copy of the *Mystery picture* worksheet, a set of colour flashcards, crayons

Before class

Make one enlarged copy of the *Mystery picture* worksheet, and a copy of the *Mystery picture* worksheet for each pupil. On eight pieces of card, make a set of colour flashcards by writing the colour words and colouring them appropriately.

In class

- 1** Hold up each of the flashcards in turn, saying *Look, listen and repeat* for pupils to say the words after you.
- 2** When pupils are familiar with each of the words, play an 'instructions' game.
 - a** Place the flashcards around the classroom. Say *Point to red, please*, for pupils to do the action. If necessary, do the action (point) to help them.
 - b** Repeat with the other colours, doing it more and more quickly.
 - c** You can add other instructions (*touch, look at, etc.*) or negatives (*Don't*) to make the game more complicated. (You can also include the letters of the alphabet, if your pupils are unfamiliar with them, by placing flashcards with letters of the alphabet around the classroom.)
 - d** You can make the game competitive. Say *Point to red, please*, for pupils to do the action. Then say *Point to red* (pupils do not do the action). Repeat with other colours and other instructions.
- 3** Give out the worksheets and crayons. By example, show pupils how to colour in the boxes. Hold up a blue crayon, saying *Look. Blue* and colour the 'q' box on your worksheet. Allow pupils time to do the same. Repeat the procedure until all of the boxes are coloured correctly.
- 4** Draw pupils' attention to the picture and say *Where's q?* Give pupils time to find the other 'q's on the picture and point to them. Pick up the blue crayon and mime colouring in the 'q' letters. Continue the procedure until pupils have a clear idea of the activity.
- 5** Pupils colour in the worksheets individually as you circulate to monitor and help.

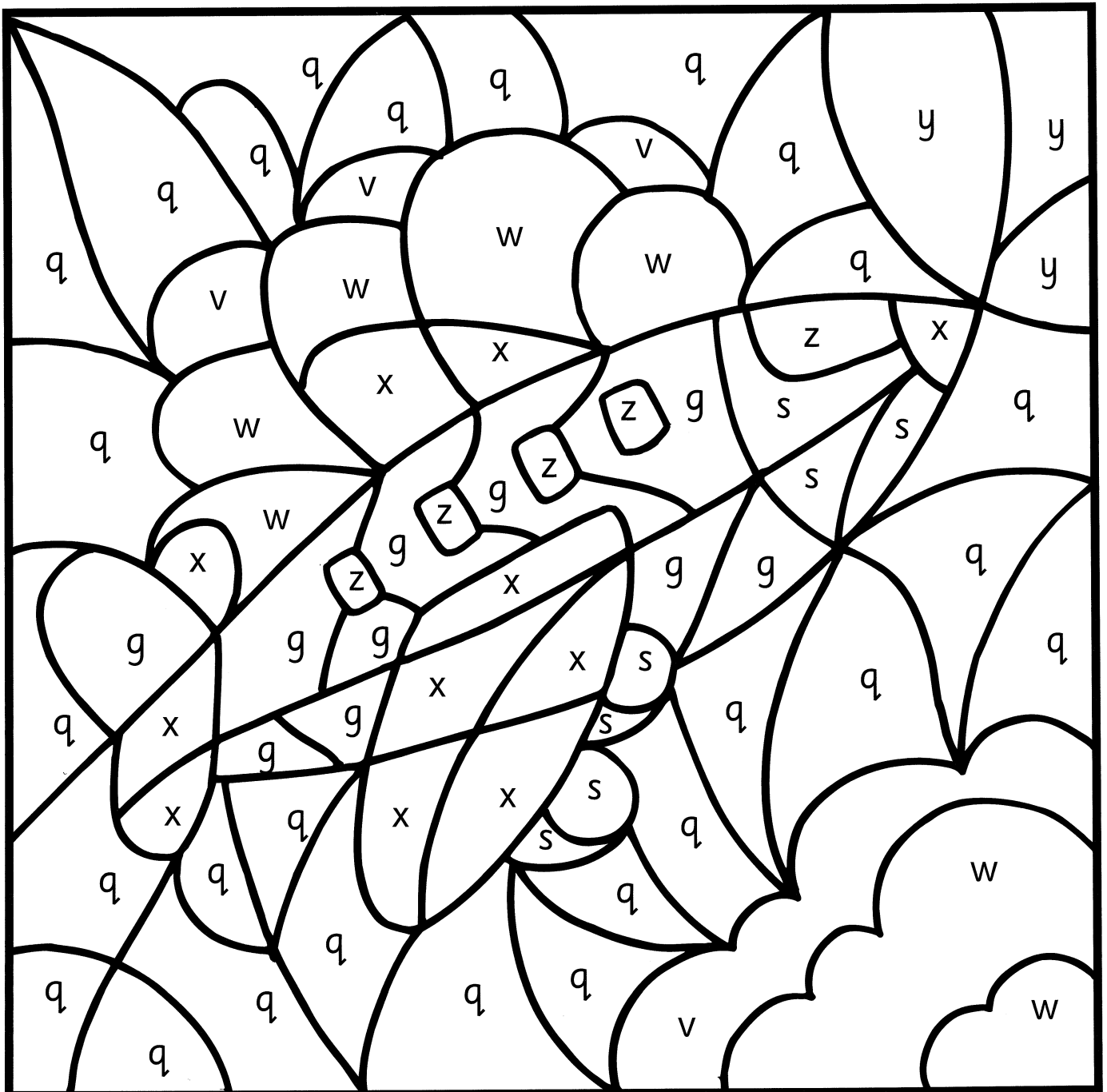
Extension

Pupils stick their finished pictures of the plane onto card, cut them out and display them round the classroom.

Colour the letters.

q	blue	
w	grey	
g	red	
y	yellow	

s	green	
x	orange	
v	black	
z	white	



Spell it

ACTIVITY TYPE

individual matching and spelling game

READING FOCUS

letter and word recognition

LANGUAGE FOCUS

letters of the alphabet

food and drink: *apple, water, fish, orange, milk, bread, juice*

LEVEL

0

AGE RANGE

Pre-reading

TIME

30 minutes

MATERIALS

a copy of the *Spell it* worksheet per pupil, crayons, scissors, glue, food and drink flashcards or realia

Before class

Make one copy of the *Spell it* worksheet for each pupil.

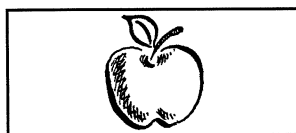
In class

- 1** Pre-teach or revise the food and drink vocabulary with flashcards or realia.
- 2** Give pupils a copy of the worksheet. Ask pupils to colour the letter cards at the bottom of the page yellow, in a way that the letters can still be clearly seen. (This is so that the letter cards in the finished activity can be easily differentiated from the letters on the baseboard.) Ask pupils to cut the coloured letter cards up into individual letters.
- 3** Demonstrate the game to the class. Using a big table or the floor, spread a set of letters out, face up. Find the letters that form the words next to the pictures and cover each letter of the words with the same yellow one.
- 4** Pupils then play individually to match their letters to the words.
- 5** Circulate as they play to monitor and check. Where the wrong letters have been selected, prompt pupils to elicit the correct selection by drawing their attention to the similarities in the letter shapes, even asking them to trace the letter with their finger to 'feel' it, if necessary, rather than giving the answer.

Extension

Pupils can transfer the food and drink words to their notebooks, stick the letters onto the page and draw the pictures next to them.

Baseboard



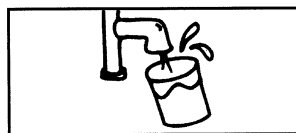
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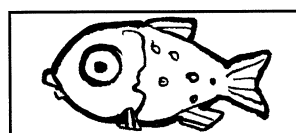
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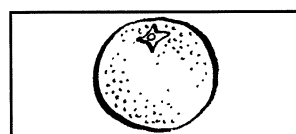


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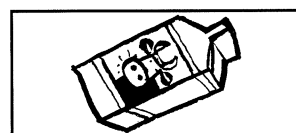
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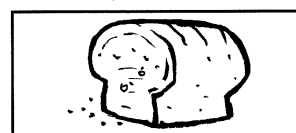


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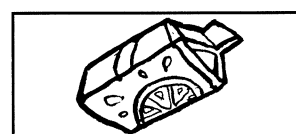
b

r

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a

d



j

u

i

c

e



Letter cards



a	a	a	a	b	c	d	e	e
e	e	e	f	g	h	i	i	i
j	k	l	l	m	n	o	p	p
r	r	r	s	t	u	w		

Colours

ACTIVITY TYPE

small group team game and individual colouring

READING FOCUS

word recognition

LANGUAGE FOCUS

colours: *red, yellow, blue, green, orange, purple, white, black, brown, grey, pink*
 numbers 1–4
 instructions: *pick up, point to, colour*

LEVEL

0

AGE RANGE

Pre-reading

TIME

30 minutes

MATERIALS

a copy of the *Colours* worksheet per pupil, a set of crayons (one of each colour) for every three to four pupils

Before class

Make a copy of the *Colours* worksheet for each pupil.

In class

- 1 Pre-teach the eleven colour words (see Language focus).
 - a Divide the class into small groups of three to four pupils sitting around a desk and give out a set of crayons to each. Give each pupil a number (one, two, three or four). Hold up a red crayon and say *Red. Repeat. Red* to elicit the choral response *Red*. Repeat the procedure with the other colours.
 - b Hold up a red crayon and say *What's this?* to elicit *It's a crayon. Say What colour's this?* to elicit *It's red*. Hold up each different colour crayon in turn, repeating the question *What colour's this?* to elicit the answer *It's ...*
 - c Explain the game by demonstration. With mime, say *Number 2. Pick up the red crayon* and check that pupil number 2 in each group has carried out the instruction correctly. Repeat the instruction with different numbers and different colours, to ensure that pupils have a clear idea of the game. Play the game by calling out instructions with different number and colour combinations, for pupils to carry out the action.
- 2 Play a 'colour code' game. Explain this by demonstration. Take a set of crayons and say *Red, blue, green*. Place these crayons on the desk one after the other in the same order, going from left to right. Practise with pupils until they have a clear idea of the game. Pupils play the game in teams. Make longer colour sequences to make the game more challenging. Circulate to monitor and help.
- 3 Draw your pupils' attention to the board. Write each colour word on the board at random. Say each word aloud for pupils to repeat after you as you do so. Play a board game. Explain the game by demonstration. Say *Point to red* and point to the word. Say *Number 3, point to green*, while indicating with gestures that the pupils with this number come to the front and point to the word. The first one to point to the right word wins a point for his or her team. Continue playing the game in the same way.
- 4 Give out the worksheets. Explain the activity by demonstration. Hold up a worksheet and point to a word, e.g. 'purple'. Say *What colour's this?* to elicit the answer *Purple*. Pick up a purple crayon and mime colouring in the word. Pupils colour in the words on their worksheets, working individually in their groups and sharing the crayons.
- 5 Circulate to monitor and correct. Correct each pupil's worksheet individually.

Extension

Divide the class into teams of three to five. Write a colour word on the board for pupils to hold up the corresponding crayon and win a point for their team.

yellow red
brown
blue orange
pink purple
grey green
white black

Colourful instructions



ACTIVITY TYPE

whole class TPR game,
individual matching activity

READING FOCUS

word recognition

LANGUAGE FOCUS

instructions: *look, listen, colour, draw, read, cut*
colours

LEVEL

0

AGE RANGE

Pre-reading

TIME

40 minutes

MATERIALS

a copy of the *Colourful instructions* worksheet per pupil, a set of instructions flashcards, crayons

Before class






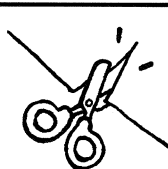
Make a copy of the *Colourful instructions* worksheet for each pupil. Make an enlarged copy of the pictures at the bottom of this page to make six flashcards.

In class




- 1 Mime each of the verbs (see Language focus) for pupils to copy collectively. Ensure that there is a clear difference between *draw* and *colour*, to avoid ambiguity.
- 2 When pupils are familiar with each of the words, play a miming game. Place the flashcards face down in a pile on the front table, turn the first one over, look at it in secret and mime the action for individual pupils to guess the word. The pupil who guesses the word correctly comes to the front, takes the next card and mimes the action. If necessary, name pupils to guess the mime to ensure that weaker or shyer children get a chance to answer. When all six actions have been mimed, shuffle the cards and play again.
- 3 Give out the worksheets and crayons. By example, show pupils how to colour in the boxes. Hold up a pink crayon, saying *Look. Pink* and colour the corresponding box on your worksheet. Allow pupils time to do the same. Repeat the procedure until all of the boxes are coloured correctly.
- 4 Draw pupils' attention to the illustration of 'look' and the word to the right of it. Point to the large picture and say *Where's 'look'?* Give pupils time to find other 'look' words on the picture and point to them. Pick up the pink crayon and mime colouring in the 'look' words. Continue the procedure until pupils have a clear idea of the activity.
- 5 Pupils colour in the worksheets individually as you circulate to monitor and help.
- 6 Display pupils' finished pictures round the classroom.

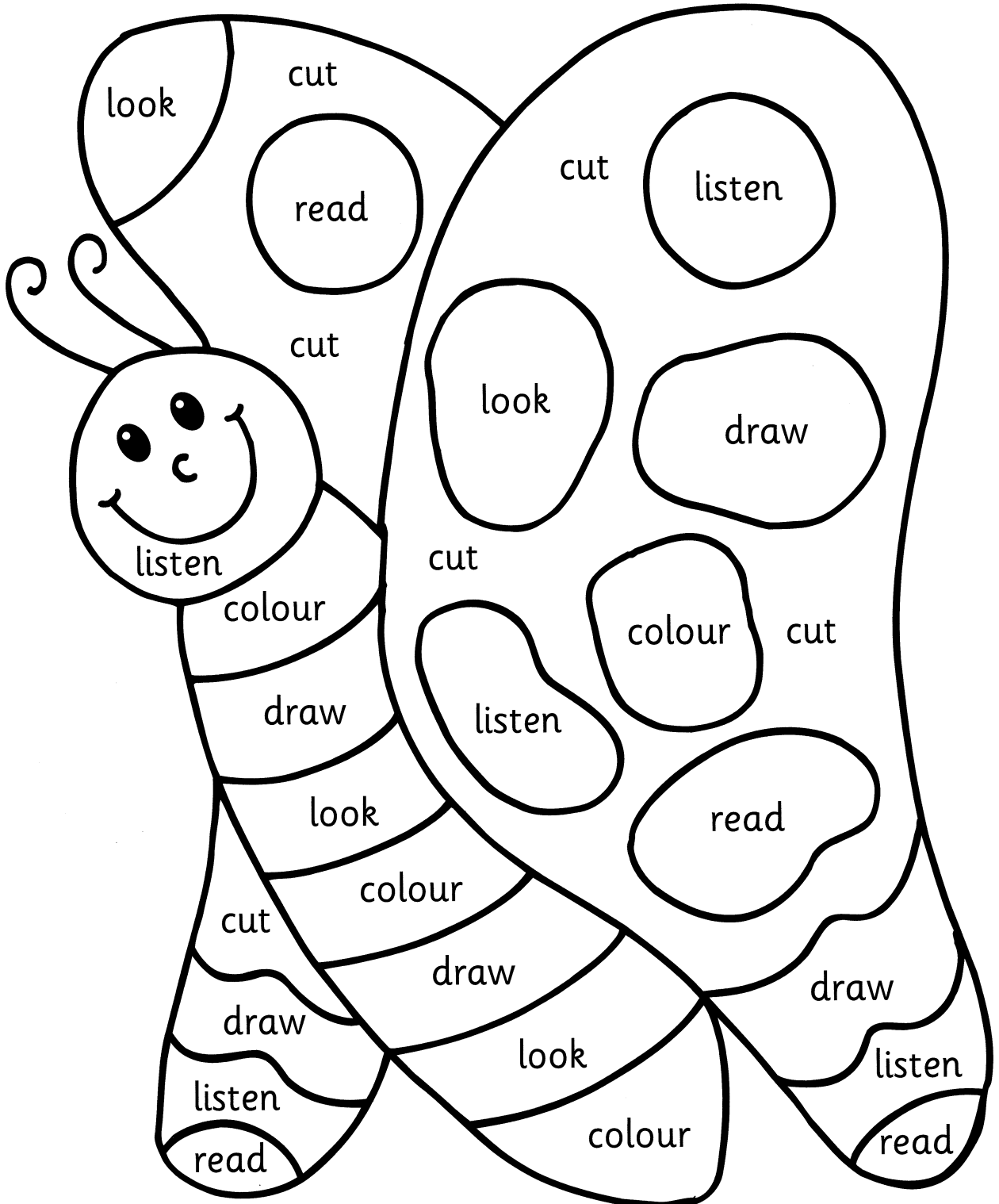


Photocopiable flashcards

look		draw	
listen		read	
colour		cut	

	look – pink	
	listen – blue	
	colour – yellow	

	draw – green	
	read – orange	
	cut – purple	



Word cards

ACTIVITY TYPE

pair matching game

READING FOCUS

word recognition

LANGUAGE FOCUS

key words (see worksheet)

LEVEL

0

AGE RANGE

Pre-reading

TIME

10 minutes over several classes

MATERIALS

an enlarged copy of the *Word cards* worksheet, a copy of the *Word cards* worksheet per pupil, scissors

Before class

Make an enlarged copy of the *Word cards* worksheet, stick this on card and cut it up into enlarged word cards. Make one copy of the *Word cards* worksheet for each pupil. Select a group of words that you want to practise and teach, e.g. the first six on the worksheet. Either cut up six words for each pupil, or let pupils cut them out themselves.

In class

- 1 The idea here is to learn to recognise a small number of key words (the most frequently used words) at a time, adding a few more new words over several sessions, until pupils can read and form simple sentences. This is particularly useful for non-Roman alphabet learners.
- 2 We suggest you work on a small group of words (six maximum) at first. Introduce and teach these in 'short bursts' (ten minutes) over several classes. Then add two or three more new words at a time, always practising and exploiting the old words with the new. Select words that will make up a different simple sentence each time, e.g. *It is a car. You are a boy.*
- 3 This can be done in the following ways:
 - a Hold up each of the enlarged word cards in turn. 'Sound' each phoneme in the word as you run your finger under it, emphasising from left to right, e.g. *cuh, a, tuh (cat)*. Stick the corresponding word card on the board. Ask pupils to say the words after you.
 - b Point to one of the enlarged word cards and ask *What does this say?*
 - c Display the enlarged word cards around the classroom for further practice, e.g. *Point to 'it'. Go to 'name'.*
- 4 When pupils are familiar with each of the words, play a matching game.
 - a Give out the first six words on the worksheet. If necessary, pupils cut out their word cards.
 - b Divide the class into pairs and explain the activity by example. Mix up both sets of word cards and place them face up on the table. Pick one up, look at it and find the matching card. Pupils take it in turns to find pairs of cards in this way, saying the word as they pick it up. When all six words have been matched, pupils can shuffle the cards and play again.
 - c Circulate to monitor and prompt by 'sounding' out the words.
- 5 Play a 'pick-up' game. Demonstrate this by example, using the enlarged word cards.
 - a Working individually, pupils place their cards face up on the table. Say *Pick up 'my'*. Look for the enlarged 'my' word card and pick it up. Pupils copy your example. Continue practising the other words in the same way.
 - b Ask pupils to write their names on a piece of paper. Dictate *My name is* for pupils to put the correct cards on the table. Then ask pupils to complete the sentence with their names. Ask individual pupils to read their sentences back to you.

Extension

When pupils have learnt to read sufficient words over a period of time, dictate simple sentences to them. Explain the activity by example with the enlarged word cards. Say a simple sentence, e.g. *I can see a cat*, and stick the corresponding word cards on the board as you say them. Ask pupils to find the words in their sets and put them together on the desk in front of them. Pupils take it in turns to come to the front of the class and stick the correct enlarged word cards on the board, to correct each sentence. Start with simple sentences, e.g. *My name is (Sam). It is a car. You are a boy. This is a pen.* Then go on to practise more complex ones, e.g. *I can see a black dog. This is my book. My ball is red and blue.*

my

name

is

car

a

it

the

can

see

a

you

your

this

I

are

cat

dog

book

pen

and

ball

boy

girl

brown

black

red

blue

Word slide

ACTIVITY TYPE

make and do, whole class and pairwork game

READING FOCUS

word recognition

LANGUAGE FOCUS

word formation

LEVEL

1

AGE RANGE

7–8

TIME

40 minutes

MATERIALS

one enlarged copy of the *Word slide* worksheet on thin card, one copy of the *Word slide* worksheet on thin card per pupil, scissors

Before class

Make one enlarged copy of the *Word slide* worksheet on thin card. Cut out the third word slide ('... ar' and 'be', 'pe', 'st', 'c'), colour the pictures attractively and make it up for demonstration. Make one copy of the *Word slide* worksheet on thin card for each pupil.

In class

- 1** Revise or pre-teach vocabulary from the worksheet using realia or flashcards.
- 2** Write 'bear' on the board. Say *Listen and repeat. Bear.* Wait for your class to repeat. Correct pronunciation, if necessary.
- 3** Erase the 'be' and replace it with 'pe'. Say *Listen and repeat. Pear.* Repeat the procedure, substituting the first letter(s) with the following each time ('st', 'c') and repeating each new word.
- 4** Hold up your word slide. Show pupils that by pulling the vertical strip of card through the slits in the horizontal one a new word is formed each time. Ask pupils to say these words aloud (*bear, pear, star, car*). Correct pronunciation, if necessary.
- 5** Using your enlarged photocopy of the worksheet, demonstrate to your pupils how to make up the word slides, as follows:
 - a** Colour in the pictures.
 - b** Cut along the cut lines to cut out the horizontal and vertical strips.
 - c** Match the horizontal and vertical strips by number (1–1, etc.).
 - d** Fold the left-hand side of each horizontal strip under and cut along the cut lines to make two horizontal slits.
 - e** Thread the corresponding vertical strip through these slits, going over the strip of paper in the centre so that the letters can be clearly seen.
- 6** Circulate to monitor and help.
- 7** When pupils have made up their word slides, practise sliding the strip of paper and saying each new word collectively.
- 8** 'Frame' a word on one of your word slides in secret and call it out for pupils to frame the right word on theirs. Then ask individual pupils to call out words for the rest of the class to 'frame'.

Extension

Pupils can continue doing this in pairs.

Option

The colouring stage of the procedure can be omitted, or pupils could colour the pictures at home to save class time. Pupils could make one word slide in a lesson, over four lessons.

1.6

Snake pictures 1

ACTIVITY TYPE

individual picture sequencing puzzle

READING FOCUS

word recognition

LANGUAGE FOCUS

simple nouns: *panda, apple, egg, girl, lemon, night, tiger, robot, television, nose, elephant, tree*

LEVEL

1

AGE RANGE

7–8

TIME

30 minutes

MATERIALS

an enlarged copy of the *Snake pictures 1* worksheet, a copy of the *Snake pictures 1* worksheet per pupil, scissors, glue

Before class

Make an enlarged copy of the *Snake pictures 1* worksheet, colour the pictures, cut them out and stick them onto card to make 12 flashcards. Make a copy of the *Snake pictures 1* worksheet for each pupil.

In class

- 1 Pre-teach or revise the vocabulary using the flashcards.
- 2 Give out a copy of the worksheet to each pupil. Ask your pupils to read the words in the snake in silence and look at the pictures. When the class have finished reading, point to the first word ('panda') and to the word after it ('apple'). Show pupils that the last letter of one word is the first letter of the next one and ask them to find the next word in the sequence ('egg').
- 3 Repeat the procedure with the next word, if necessary.
- 4 Pupils find and circle the words in the snake. Circulate to monitor and prompt.
- 5 Correct this part of the activity collectively by asking pupils to call out the words for you to write on the board.
- 6 By demonstration, explain that pupils must now cut out the pictures at the top of the worksheet.
- 7 Point to the first word in the snake ('panda') and say *Number 1. Panda*, and mime putting it in box number 1. Continue with 'apple'. Then ask pupils to continue putting the rest of the pictures in the right order.
- 8 Circulate to monitor and help.
- 9 Correct in pairs. Pupils compare their worksheets. Then correct collectively by individual pupils calling out the numbers and words for the rest of the class to check.

 **Key**

1 panda 2 apple 3 egg 4 girl 5 lemon 6 night 7 tiger 8 robot
9 television 10 nose 11 elephant 12 tree

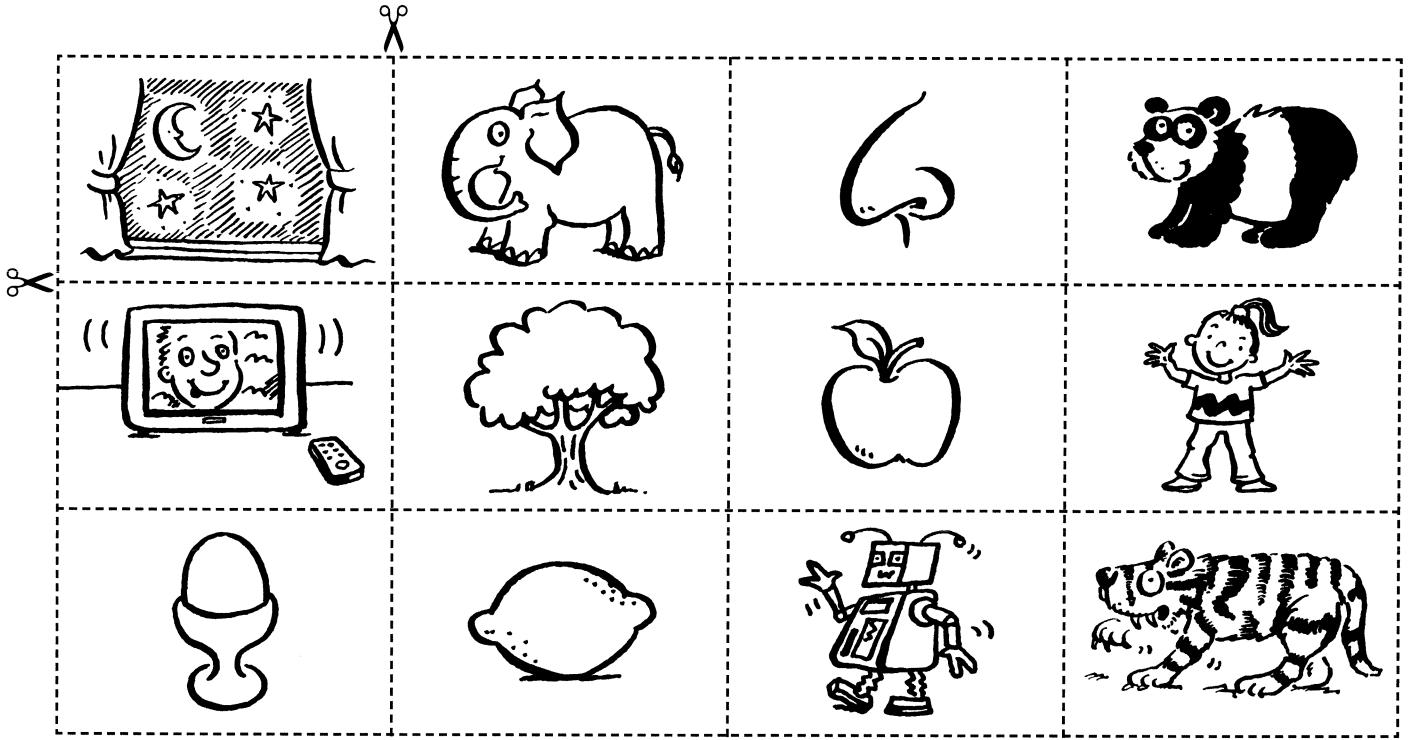
Extension

Ask pupils to write a column of numbers (1–10) on the left-hand side of a page in their notebooks. Dictate a selection of words from the puzzle, saying *Number 1. Robot. Number 2. Egg*, etc. for pupils to write. Pupils swap notebooks to correct the dictation collectively.

Write the words on the board as individual pupils call them out.

At a later date, pupils can make their own word snakes. Tell them to make a list of six words that connect in the same way. Correct these. Then ask pupils to write them into their snakes. Pupils swap their snakes to do their partner's puzzle.

1 Cut out the pictures.



2 Find the words.



3 Put the pictures in order.

1	2	3	4
5	6	7	8
9	10	11	12

1.7

Join the dots

ACTIVITY TYPE

individual join the dots puzzle, pair comprehension activity

READING FOCUS

word recognition and reading comprehension of words

LANGUAGE FOCUS

basic vocabulary

LEVEL

1

AGE RANGE

7-8

TIME

30 minutes

MATERIALS

a copy of the *Join the dots* worksheet per pupil

Before class

Make one copy of the *Join the dots* worksheet for each pupil.

In class

- 1 Revise or pre-teach vocabulary from the worksheet.
- 2 The object of the activity is for pupils to match initial letters to final letters in different words.

Write the following columns on the board:

bed	nose	orange
	two	mouse
	door	eraser
	arm	ruler

- 3 Underline the final letter of 'bed'. Point to the next column and ask pupils for the word that starts with the letter 'd' to elicit *Door*. Underline the 'd' in 'door' and draw a line connecting 'bed' and 'door'. Follow the same procedure to connect 'door' and 'ruler'.
- 4 Explain the activity by example. Draw the following on the board:



- 5 Point to the word 'gorilla' and ask your pupils to suggest the next word ('arm'). Draw a line between 'gorilla' and 'arm' and wait for them to suggest the next word ('mouse'). Continue in this way to complete the picture (the outline of a house).
- 6 Give out the worksheets. Tell pupils to put their pencils on the pencil symbol and follow the line from this to 'zebra'. Pupils continue to draw lines to complete the puzzle.
- 7 Circulate to monitor and help.
- 8 Correct orally.

Key

zebra – apple – egg – girl – lemon – no – octopus – star – red – duck – key – yellow – watch – hat – taxi – ice cream – map

- 9 Once your pupils have drawn the pencil sharpener, draw their attention to the second part of the worksheet. Say *What is 1?* to elicit *Star*. Look for 'star' in the join the dots activity and point out the example number '1' next to it.
- 10 Tell pupils to work in pairs to identify all the pictures and write the numbers next to the words on their worksheets. (There are more words than pictures.)

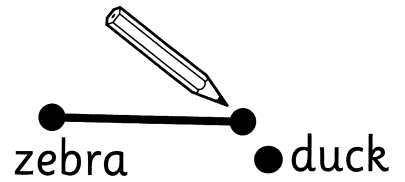
Key

1 star 2 watch 3 lemon 4 key 5 egg 6 map 7 zebra 8 hat
9 octopus 10 duck

Join the dots.

lemon ●

girl ●



no ● ——— ● egg

● ——— ● apple key

● red

taxi ●

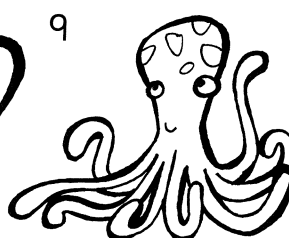
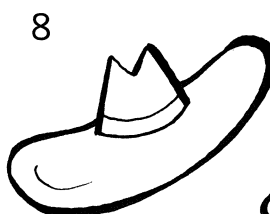
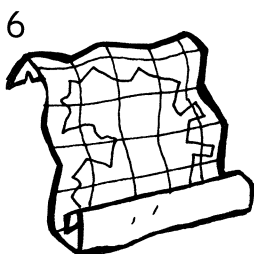
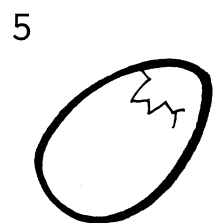
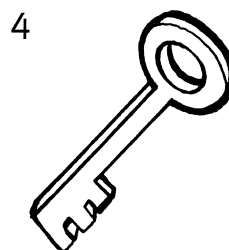
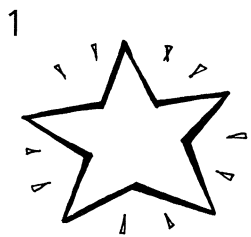
● hat

ice cream ●
map ● ——— ● watch

octopus ●

● yellow
● star 1

Find the words and write the numbers.



Word maze 1

ACTIVITY TYPE

whole class game, individual classification puzzle

READING FOCUS

word recognition and grouping of words

LANGUAGE FOCUS

food and drink: *sausage, meat, banana, water, coconut, egg, apple, tomato, bread, rice, pineapple, burger, pear, French fries, lemon, onion, cake, ice cream, milk, orange, carrot, juice, potato, lemonade, mango, bean*

body, animals, classroom, clothes

LEVEL

1

AGE RANGE

7–8

TIME

30 minutes

MATERIALS

a copy of the *Word maze 1* worksheet per pupil

Before class

Make a copy of the *Word maze 1* worksheet for each pupil.

In class

- 1 Pre-teach or revise food and drink vocabulary with flashcards. Ensure that you include all the words in the Language focus. Brainstorm with the class, writing the vocabulary on the board as pupils call it out. Ask pupils to copy the words into their notebooks.
- 2 Give out the worksheet and demonstrate the activity to the class. Explain that pupils must draw lines through the food and drink words, starting at the 'Start' arrow and finishing at the 'Finish' arrow. Insist that they use pencil to be able to rub out and correct as they go along. Demonstrate the first three words ('sausage', 'meat', 'banana').
- 3 Point out to pupils that they can go left, right, up or down, but not diagonally. They may have to go back on themselves, so they must look at all the words.
- 4 Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
- 5 Pupils correct the puzzle in pairs first. Then correct it collectively.
- 6 Pupils read the instructions to the second activity on the worksheet in silence.
- 7 Write the following headings on the board: 'body', 'animals', 'classroom', 'clothes'. Ask pupils to read the word maze again to find a word for each group. Write up a few correct answers under each heading as pupils suggest them. Explain that there are seven words in each group and two words that are 'intruders' – they do not go into any of the groups. When they have a clear idea of the task, pupils work in pairs to do the second activity on the worksheet.
- 8 Correct the activity collectively.

Key

Food and drink: *sausage, meat, banana, water, coconut, egg, apple, tomato, bread, rice, pineapple, burger, pear, French fries, lemon, onion, cake, ice cream, milk, orange, carrot, juice, potato, lemonade, mango, bean*

Body: *face, foot, mouth, hand, eye, hair, arm*

Animals: *goat, frog, crocodile, horse, cow, monkey, sheep*

Classroom: *teacher, picture, pencil, book, ruler, board, desk*

Clothes: *trousers, dress, jacket, jeans, socks, T-shirt, skirt*

'Intruders': *night, street*

Extension

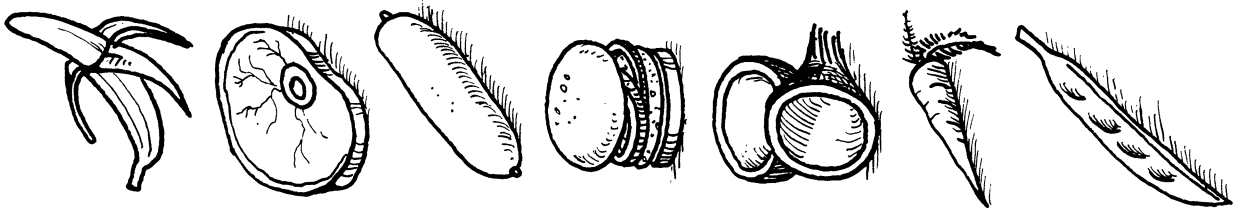
Ask pupils to make their own word maze.

Before class, erase the words from the word maze with correcting fluid, and make one copy for each small group of pupils (three to four).

Divide the class into groups and give each group a blank word maze. Give each group a word group (e.g. 'parts of the body', 'animals', 'things in the classroom'). They will need at least 15 words from one lexical group to draw a path from start to finish.

First they write in the vocabulary items. Then they complete the grid with other words.

Groups change grids to try and trace the route.



1 Follow the food and drink words. → ← → ← → ↑ ↓

sausage	meat	street	hand	cake	ice cream	milk	monkey
goat	banana	dress	jacket	onion	eye	orange	skirt
trousers	water	picture	book	lemon	socks	carrot	arm
teacher	coconut	foot	crocodile	French fries	ruler	juice	sheep
frog	egg	pencil	burger	pear	cow	potato	lemonade
night	apple	mouth	pineapple	jeans	board	desk	mango
face	tomato	bread	rice	horse	hair	T-shirt	bean

Finish →

2 Now put the other words into four groups: body, animals, classroom, clothes.
What are the two intruders?



Family album

ACTIVITY TYPE

individual matching activity

READING FOCUS

reading short texts for gist

LANGUAGE FOCUS

present continuous

age

family members

LEVEL

1

AGE RANGE

7–8

TIME

30 minutes

MATERIALS

an enlarged copy of the *Family album* worksheet, card, glue, scissors, crayons, a copy of the *Family album* worksheet per pupil

Before class

Make an enlarged copy of the *Family album* worksheet, colour the pictures and stick them onto card to make nine flashcards. Make a copy of the *Family album* worksheet for each pupil.

In class

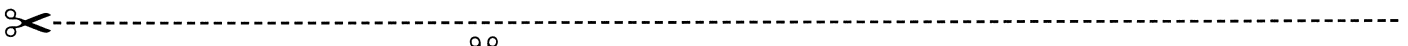
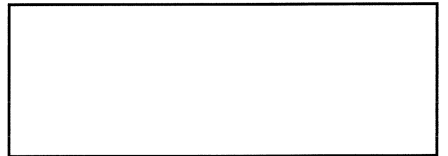
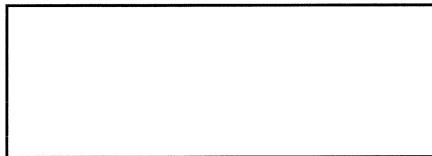
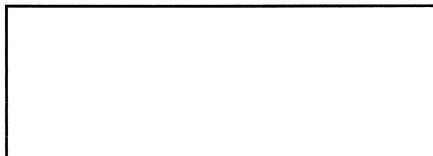
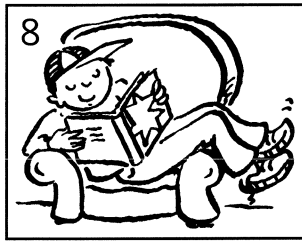
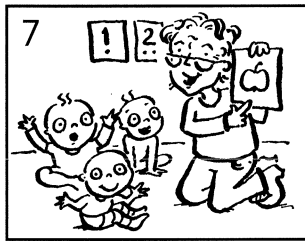
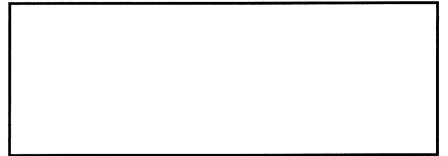
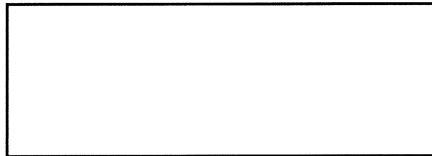
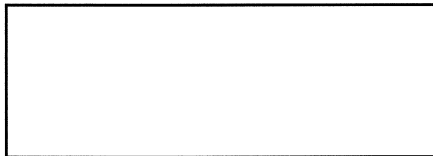
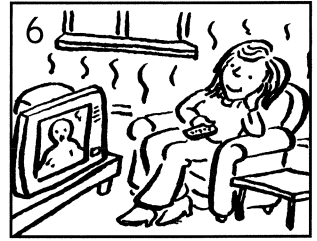
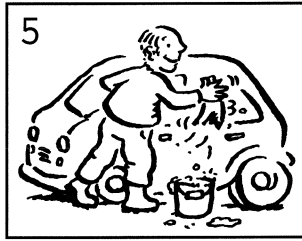
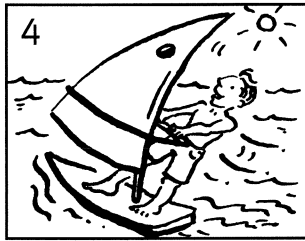
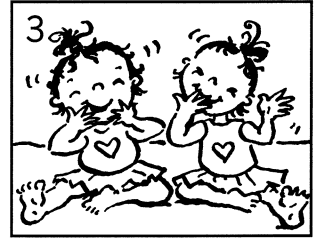
- 1** Talk about the flashcards. Hold up a flashcard and say, e.g. *This is my brother, Matthew. He's eleven. He's reading a book.* Ask comprehension questions: *Who's this?* to elicit the response *(It's) Matthew*; *How old is he?* for the response *He's eleven*; *What's he doing?* for the response *He's reading a book*.
- 2** Practise any vocabulary and structures that your pupils do not know by asking questions about the other flashcards.
- 3** Give out a copy of the worksheet to each pupil. Ask your pupils to read the information in silence and look at the pictures. When the class have finished reading, point to the first picture and then to the boxes with the text. Say *He's reading a book. Is this correct?* to elicit *No*. Say *He's watching TV. Is this correct?* to elicit *No*. Say *He's running. Is this correct?* to elicit *Yes*. Repeat the procedure with the second picture.
- 4** Ask pupils to cut out the boxes with the text and place them under the right picture, working individually.
- 5** Circulate to monitor and help.
- 6** The activity can be corrected individually by the teacher or collectively by asking pupils to read out the text in the correct order.
- 7** Once the activity has been corrected, pupils can stick the boxes under the pictures and colour them in.

Note

At this point, it is not important for pupils to know the meaning of all the words in the text. The object is to use active knowledge to identify key words and associate them with the correct illustration.

Extension

Pupils can make a similar family album for themselves. You can ask them to bring in photographs or draw pictures and write about their family members or friends. These could be displayed around the classroom.



<p>This is my brother, Matthew. He's eleven. He's reading a book.</p>	<p>This is my uncle, Richard. He's thirty-five. He's windsurfing.</p>	<p>This is my sister, Gemma. She's eight. She's playing on the computer.</p>
<p>This is my grandfather, Eric. He's sixty-two. He's washing the car.</p>	<p>This is my dad, Vince. He's thirty-nine. He's running.</p>	<p>These are my cousins, Lydia and Silvia. They're four. They're laughing.</p>
<p>This is my grandmother, Pauline. She's sixty. She's working.</p>	<p>This is my aunt, Caroline. She's thirty-four. She's swimming.</p>	<p>This is my mum, Teresa. She's thirty-eight. She's watching TV.</p>

1.10

Picture reading

ACTIVITY TYPE

whole class question and answer, individual reading activity

READING FOCUS

reading comprehension of sentences

LANGUAGE FOCUS

present continuous

to be

has got

question forms

LEVEL

1

AGE RANGE

7–8

TIME

30 minutes

MATERIALS

an enlarged copy of the *Picture reading* worksheet, a copy of the *Picture reading* worksheet per pupil, crayons (optional)

Before class

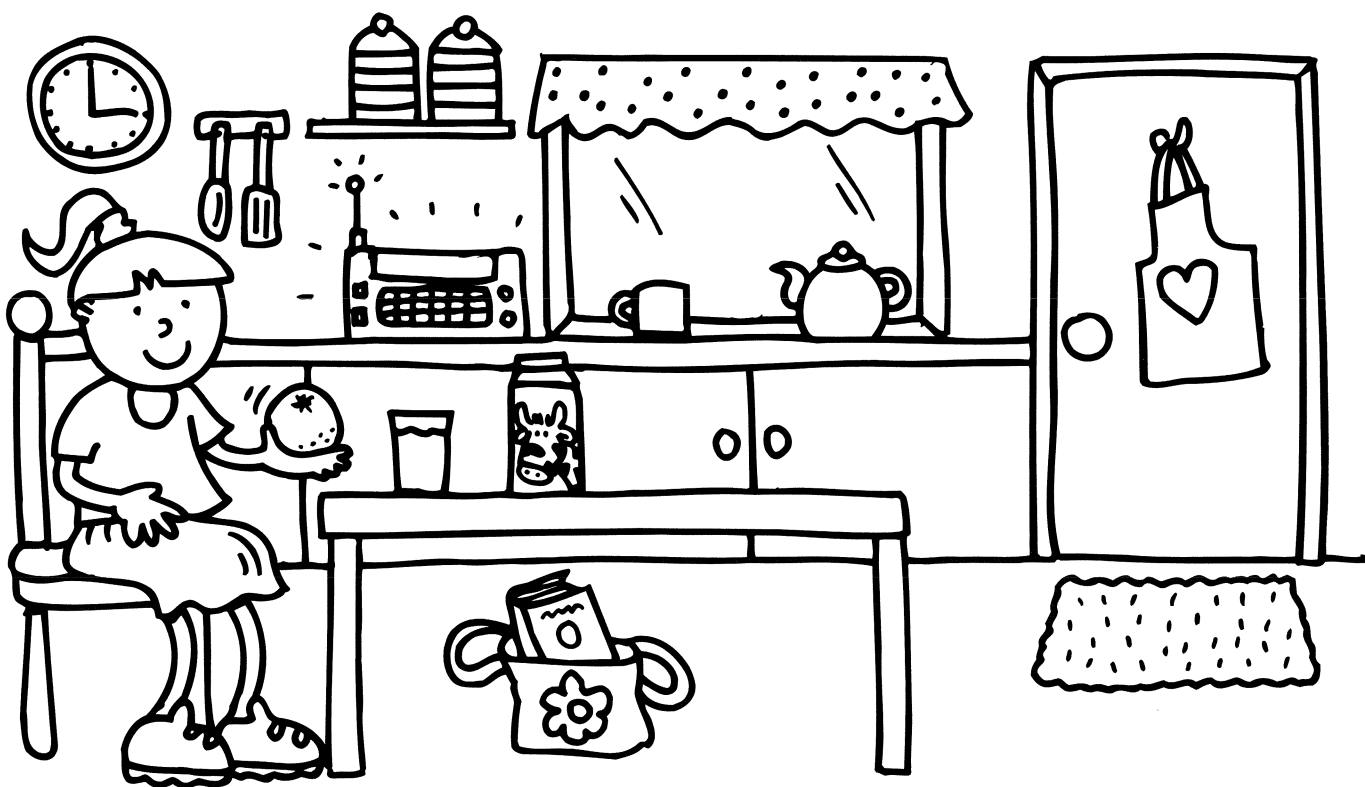
Make an enlarged copy of the *Picture reading* worksheet and colour it in to use as a flashcard. Make a copy of the *Picture reading* worksheet for each pupil.

In class

- 1** Using the enlarged copy as a flashcard, revise or pre-teach the necessary vocabulary and structures by asking your class different types of questions, e.g. *Is Anna young or old?* to elicit *She's young*; *Is she in the bathroom or in the kitchen?* to elicit *She's in the kitchen*; *Is she sitting or standing?* to elicit *She's sitting*, etc.
 - a** Continue with questions to practise all the structures in the activity, e.g. *Has she got an apple or an orange? Is she wearing a skirt or a dress? Is she drinking milk or cola? Is there a telephone or a book in her bag?*
 - b** Go on to use a different question form, e.g. *Is Anna in the kitchen?* to elicit *Yes, she is*; *Is she standing near the fridge?* to elicit *No, she isn't*; *Has she got a banana?* to elicit *No, she hasn't*.
 - c** Practise with question words, e.g. *Where's Anna?* to elicit *She's in the kitchen*; *Where's she sitting?* to elicit *She's sitting at the table*; *What's she doing?* to elicit *She's eating an orange / drinking milk*; *What's she eating/drinking? How many bags are there under the table?*
- 2** Give out the worksheets and explain the activity by example. Read the example aloud: *Anna's old/young*. Give your pupils time to respond *Young*. Pick up a pencil and mime circling the word 'young'. Read the correct sentence, *Anna's young*, aloud again.
- 3** Walk around the classroom to help and prompt as pupils do the activity individually.
- 4** Pupils swap worksheets to correct the activity collectively. Pupils call out the sentences as you write them on the board.
- 5** Fast finishers can colour their pictures.

Extension

Divide the class into pairs: As and Bs. As ask Bs five questions about the picture for Bs to answer, e.g. *Is Anna young or old? Is she in the bathroom or in the kitchen? Is her bag on the table? Where's her bag? Where's the radio?* They then swap roles.



Circle the right word.

Example: Anna's old / young.

- 1 She's in the *kitchen* / *bathroom*.
- 2 She's *sitting* / *standing*.
- 3 She's got a *banana* / *an orange*.
- 4 She's wearing a *skirt* / *jeans*.
- 5 She's drinking *fruit juice* / *milk*.
- 6 There's a *picture* / *clock* on the wall.
- 7 Anna's bag's *on* / *under* the table.
- 8 The clock's *behind* / *in front of* Anna.
- 9 There's a *toy* / *book* in Anna's bag.
- 10 The radio's next to the *window* / *door*.



Leisure dominoes

ACTIVITY TYPE

small groups matching game
(whole class option)

READING FOCUS

reading comprehension of
words and phrases

LANGUAGE FOCUS

leisure activities: *cycling, skiing, horse riding, climbing, sailing, swimming, dancing, playing football, drawing, reading, using a computer, skating, skipping, doing karate, playing the piano, cooking, listening to music, painting, fishing, watching TV*

LEVEL

1

AGE RANGE

7–8

TIME

20 minutes

MATERIALS

one enlarged copy of the *Leisure dominoes* worksheet, a copy of the *Leisure dominoes* worksheet per small group of pupils, card, glue, scissors

Before class

Make an enlarged copy of the *Leisure dominoes* worksheet and cut it into flashcards. Make a copy of the *Leisure dominoes* worksheet for each small group and stick it onto card. Alternatively, photocopy the worksheet directly onto thin card. Cut this up into 20 dominoes.

In class

- 1 Revise or pre-teach the leisure activities in the Language focus.
 - a Brainstorm with your pupils, asking them what their friends and family do in their free time. Write the vocabulary on the board.
 - b Use the flashcards to play a miming game. A pupil comes to the front of the class. You show them a card and they have to mime the activity for the rest of the class to guess.
- 2 Arrange the class in small groups working around a table.
- 3 Explain the rules. This can be done by example. Shuffle the dominoes and divide them between a group of pupils. Place the last domino face up in the middle of the table.
- 4 The player to the left of the dealer starts. He or she puts a domino next to the one on the table (either before or after). It must match the word or the picture.
- 5 The player on his or her left continues, and repeats the process. If any one player cannot put a domino down, it is the next player's turn.
- 6 The first person to play all their dominoes is the winner. The others continue playing. When all the dominoes have been played, they should form a closed circuit. If pupils do not have a closed circuit at the end of the game, they should look for the mistake.
- 7 Circulate to monitor and check.

Option





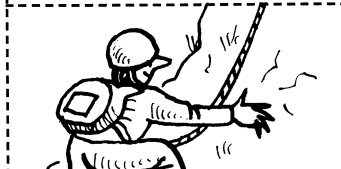


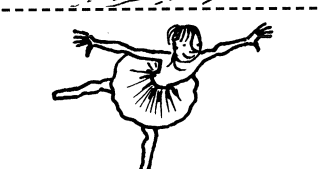



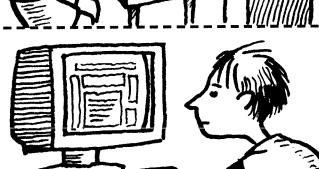



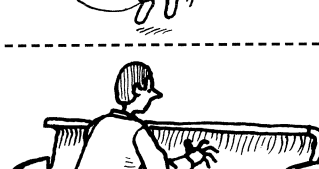




This activity can also be done as a whole class matching activity.

Cut a copy of the worksheet into 20 cards.

Give each pupil a card. In groups with more than 20, give one card to two pupils. They read it and walk around the class looking for their other halves. There should be one pupil to match their picture and one to match their word.

Once they have all found their partners, the class should form a complete circle.

Correct as a whole class, making sure they are in the right order.

	cycling		skiing
	horse riding		climbing
	sailing		swimming
	dancing		playing football
	drawing		reading
	using a computer		skating
	skipping		doing karate
	playing the piano		cooking
	listening to music		painting
	fishing		watching TV

Is that right?

ACTIVITY TYPE

whole class question and answer, individual reading activity

READING FOCUS

reading comprehension of sentences

LANGUAGE FOCUS

present simple

can

to be

has got

LEVEL

1

AGE RANGE

7–8

TIME

20 minutes

MATERIALS

a copy of the *Is that right?* worksheet per pupil, photographs of planets and spaceships (optional)

Before class

Make a copy of the *Is that right?* worksheet for each pupil.

In class

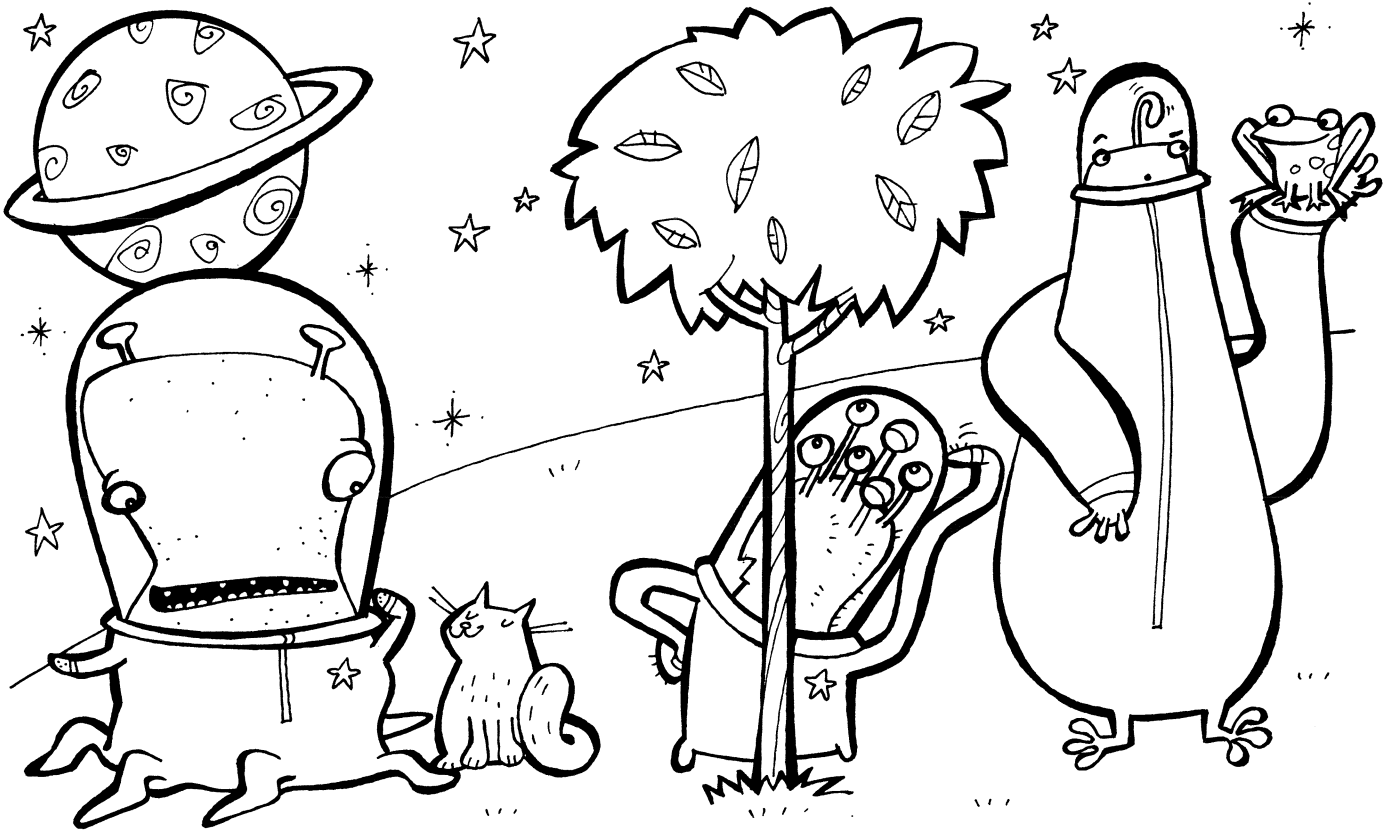
- 1 Revise or pre-teach the vocabulary and structures on the worksheet.
 - a Ask your pupils *Where are you from?* Then say *I'm from the planet Mars.* Illustrate this with simple pictures on the board (a spaceship, a planet, etc.) or with photographs. Tell them that you do not know anything about Earth and you need information about it. Pick up a pencil and say *What's this? Can I eat it? Can it talk?* etc. to elicit answers.
 - b Ask different questions, both real and nonsensical, to include all the structures in the activity, e.g. *Has a cat got five legs?* to elicit *No, it hasn't;* *How many legs has a cat got?* to elicit *It's got four;* *Can a dog fly?* to elicit *No, it can't;* *Are there any houses on the moon?* to elicit *No, there aren't;* *Do we wear shoes on our ears?* to elicit *No, we don't;* *Where do we wear shoes?* to elicit *We wear shoes on our feet.*
 - c Continue in this way, e.g. *Are apples blue? Are elephants very big? Do we wear hats on our heads? Can we eat tables? Do lions like meat? Can we see with our nose? Can birds fly? Is there a tiger in the classroom? Do we wear socks on our hands? Are bananas yellow? Can we smell with our ears?*
 - d Invite individual pupils to pretend they are from another planet and ask the class questions.
- 2 Write the following sentences on the board:

Dogs can fly.	✓	✗
A lion's got four legs.	✓	✗
- 3 Say *Dogs can fly. Is that true or false?* to elicit *False* and circle the cross (✗). Then say *A lion's got four legs. Is that true or false?* to elicit *True* and circle the tick (✓).
- 4 Give out the worksheets and ask pupils to do the activity individually.
- 5 Circulate to monitor and help.
- 6 Correct collectively and write the solutions on the board.

Extension

Divide the class into pairs. Pupils work together to invent five nonsensical sentences about 'their planet'. Write the opening sentence on the board for pupils to copy: 'On our planet, dogs can fly and elephants are very small.' Circulate to monitor and prompt. Set a time limit. Then pairs give their sentences to other pairs to read. Some pairs can read sentences aloud for the class to hear. Pupils could illustrate their sentences for homework to display around the classroom.

Circle the tick (✓) or the cross (X).



Example:

- | | | |
|-----------------------------------|---|-----|
| A dog's got six legs. | ✓ | (X) |
| 1 A cat can fly. | ✓ | X |
| 2 There are trees on the moon. | ✓ | X |
| 3 We can drink milk. | ✓ | X |
| 4 We wear socks on our head. | ✓ | X |
| 5 Elephants are very small. | ✓ | X |
| 6 A frog can jump. | ✓ | X |
| 7 My mum is fourteen years old. | ✓ | X |
| 8 We can eat tables. | ✓ | X |
| 9 There are seven days in a week. | ✓ | X |
| 10 A tiger's got four legs. | ✓ | X |
| 11 We can see with our ears. | ✓ | X |
| 12 Lions like meat. | ✓ | X |

Word groups

ACTIVITY TYPE

individual vocabulary
classification activity

READING FOCUS

word recognition and
grouping of words

LANGUAGE FOCUS

word sets: house, parts of the
body, clothes, pets

LEVEL

1

AGE RANGE

7–8

TIME

20 minutes

MATERIALS

a copy of the *Word groups*
worksheet per pupil

Before class

Make a copy of the *Word groups* worksheet for each pupil.

In class

- 1** Draw three large circles on the board. (Alternatively, you could draw outlines of a paint palette, a toy box and a plate.) Title them 'colours', 'toys' and 'food'.
- 2** Write the following words under the circles: 'car', 'burger', 'green', 'yellow', 'egg', 'banana', 'ball', 'doll', 'brown'.
- 3** In the circle titled 'colours', write 'car'. Ask *Is this correct?* and *Where is 'car'?* to elicit the correct response. When the class give you the answer, write 'car' in the toy circle.
- 4** Continue with 'burger' and 'green', asking questions before writing them in the correct circle.
- 5** Ask for volunteers to come to the front of the class to continue writing the words into the circles until they are complete and correct.
- 6** Give pupils the worksheet. Ask them what the four categories are, to elicit *1 house, 2 parts of the body, 3 clothes, 4 pets*.
- 7** Tell them to put the words in the box into the correct list.
- 8** Circulate to monitor and help.
- 9** When they have finished, ask them to compare in pairs before correcting as a whole class.
- 10** Fast finishers can copy the headings into their notebooks and add more words to each list.

Key

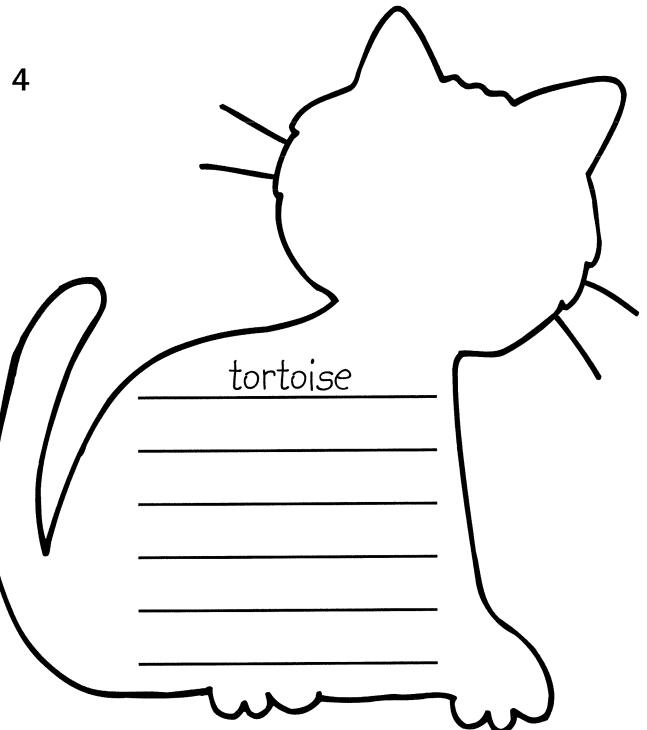
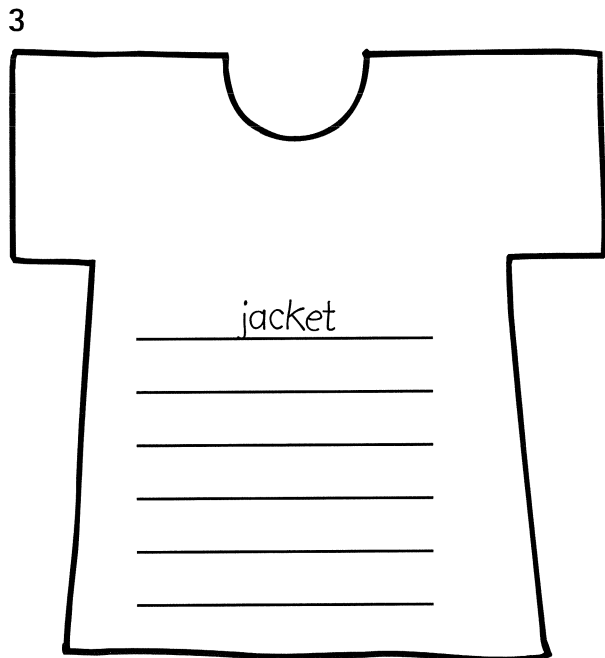
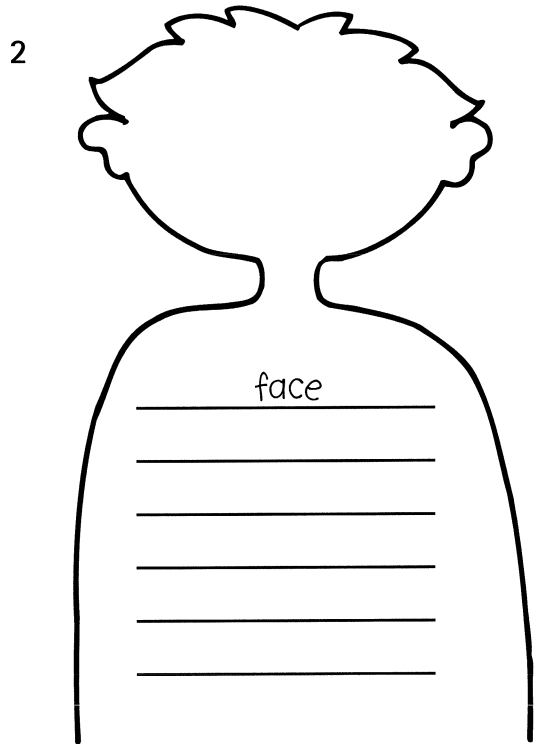
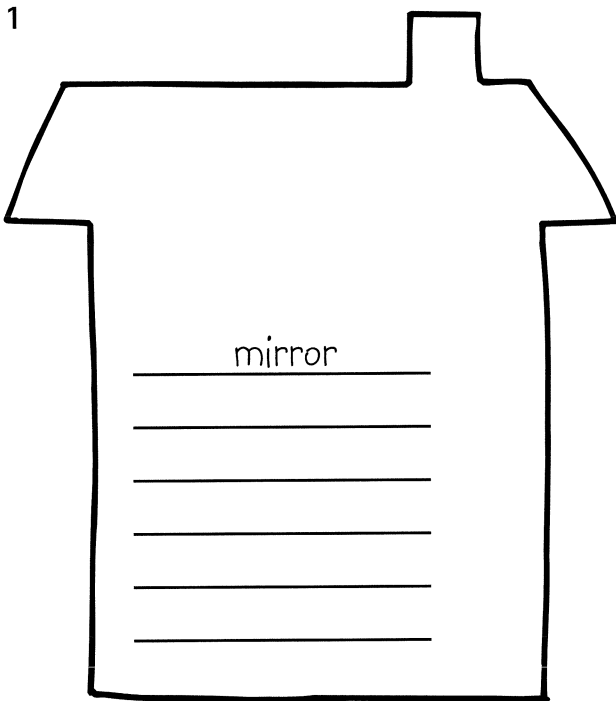
- 1 house: mirror, sofa, bed, armchair, lamp, cupboard
- 2 parts of the body: face, leg, arm, hand, head, foot
- 3 clothes: jacket, skirt, dress, shorts, trousers, T-shirt
- 4 pets: tortoise, dog, cat, parrot, horse, fish




Extension

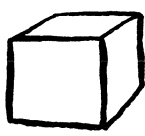
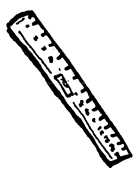





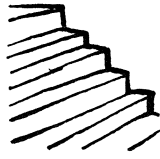








In small groups, pupils think up another category, e.g. jobs, fruit, classroom objects or drinks, and write five words in their group. Each group passes their list of words to another group to read and guess the category.

Write the words in their group.

tortoise✓	mirror✓	face✓	leg	dog	arm	cat
jacket✓	hand	skirt	head	parrot	dress	sofa
shorts	bed	trousers	horse	armchair	foot	fish
lamp	T-shirt	cupboard				



 	<p>Fold here</p>	<p>ock</p> <p>1</p>
	<p>Fold here</p>	<p>ong</p> <p>2</p>
	<p>Fold here</p>	<p>ar</p> <p>3</p>
	<p>Fold here</p>	<p>air</p> <p>4</p>

<p>1</p>  <p>bl</p>	<p>2</p>  <p>l</p>	<p>3</p>  <p>be</p>	<p>4</p>  <p>f</p>
 <p>s</p>	 <p>str</p>	 <p>pe</p>	 <p>st</p>
 <p>cl</p>	 <p>s</p>	 <p>st</p>	 <p>h</p>
 <p>r</p>	 <p>wr</p>	 <p>c</p>	 <p>ch</p>

Pairs of squares

ACTIVITY TYPE

individual matching and colouring activity

READING FOCUS

word recognition

LANGUAGE FOCUS

classroom vocabulary: *board, book, chair, desk, eraser, notebook, pen, pencil, pencil sharpener, ruler*
colours

LEVEL

1

AGE RANGE

7–8

TIME

20 minutes

MATERIALS

a copy of the *Pairs of squares* worksheet per pupil, crayons

Before class

Make a copy of the *Pairs of squares* worksheet for each pupil.

In class

- 1 Revise or pre-teach the vocabulary in the activity.
- 2 Give out a copy of the worksheet to each pupil. Ask your pupils to look at the worksheet in silence.
- 3 Draw four or five 'squares' on the board or an OHT. Draw a book in the centre of one. In the centre of the others, write 'chair', 'pen', 'eraser' and 'book', and in their outer squares, write 'grey', 'pink', green' and 'brown' respectively.
- 4 When the class have finished reading, draw their attention to the 'squares' on the board and point to the picture of the book. Say *Chair. Is that right?* Give pupils the opportunity to respond. Then repeat the process with *Pen*. Ask the class if this is the right solution.
- 5 Continue this procedure until they have got the idea. Then point to the correct word and say *Book. Is that right?* When your class answer affirmatively, say *Good* and pick up a brown crayon and mime colouring the outer squares (around the word and picture of the book).
- 6 Ask them to complete the worksheet individually.
- 7 Circulate to monitor and help.
- 8 The activity can be corrected individually by the teacher or collectively by asking pupils to read out the correct combinations.

Extension

To further practise the vocabulary and reading and writing skills, write a selection of classroom vocabulary on the board, but for some of the words spell them incorrectly, e.g.

'chair'

'pensel'

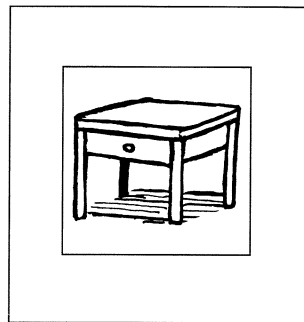
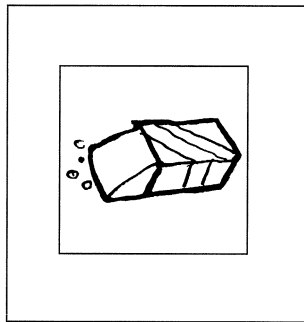
'araser'

'book'

'sked'

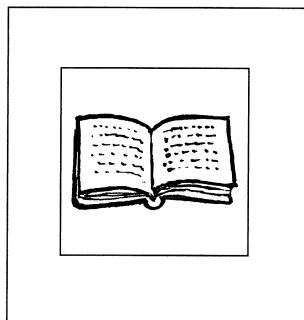
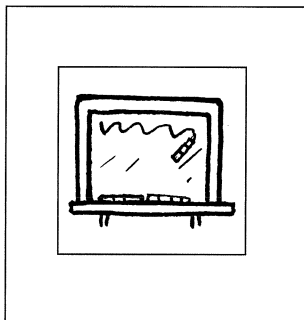
In their notebooks, pupils copy the correct words and put a tick. If the words are incorrect, they should write the correct version.

ruler
yellow

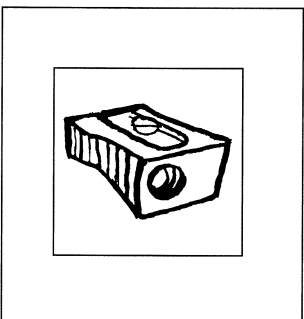


chair
grey

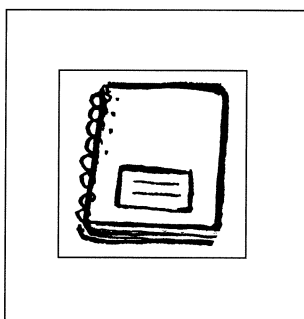
pencil
black



notebook
purple

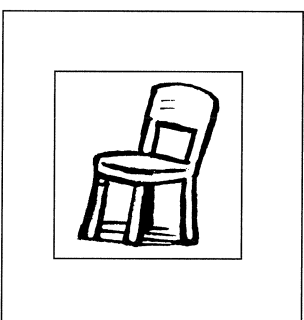


desk
red

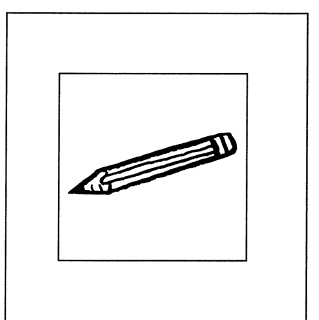


eraser
green

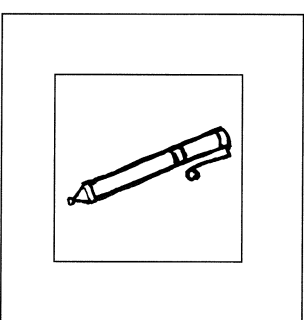
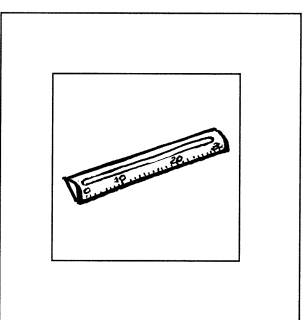
pen
pink



board
blue



book
brown



pencil sharpener
orange

Animal farm

ACTIVITY TYPE

individual word
comprehension and colouring
activity

READING FOCUS

reading comprehension of
words and sentences

LANGUAGE FOCUS

farm animals (see key), letters
of the alphabet *a-j*, colours

LEVEL

1

AGE RANGE

7–8

TIME

30 minutes

MATERIALS

an enlarged copy of the
Animal farm worksheet, a
copy of the *Animal farm*
worksheet per pupil, crayons,
different coloured felt-tip pens

Before class

Make an enlarged copy of the *Animal farm* worksheet and a copy of the *Animal farm* worksheet for each pupil.

In class

- 1 Give out the worksheets. Revise or pre-teach the animals in the activity using the enlarged copy of the worksheet.
 - a Stick the enlarged worksheet up on the board and draw your pupils' attention to it. Point to the goat and say *Point to 'a'*. Gesture for your pupils to find the letter on their worksheets and point to it.
 - b Say *Repeat, please. 'A'. It's a goat*, for your pupils to respond in chorus.
 - c Repeat the procedure with each of the animals in alphabetical order, from 'b' to 'j'. Ensure that pupils point to each animal as they say the name.
 - d Ask questions in random alphabetical order. Say *Look at ('f'). What is it?* to elicit the response *It's a (cat)*. Ask individual pupils. Then weave the question around the class: *(Pablo), ask (Carlota). (Carlota), ask (Silvia)*, etc.
- 2 Pupils do the first activity on the worksheet individually. Circulate to monitor and help as they write the letter next to the name of the animal.
- 3 Correct this activity collectively. Pupils take it in turns to say the animal name and the letter as others come to the front and write the letter on the enlarged worksheet on the board. They can use different coloured felt-tip pens to do this.
- 4 Give out the crayons and refer your pupils to the second activity on the worksheet. Read the first instruction, 'Colour the horse black', aloud and pick up a black crayon. Mime colouring in the horse.
- 5 Pupils colour in their worksheets individually. Circulate to monitor and prompt.
- 6 Pupils compare their finished worksheets in pairs. Then correct collectively. Ask individual pupils to come to the front and quickly colour in the enlarged copy of the worksheet on the board.

Key

spider (b), horse (c), chicken (j), mouse (i), duck (d), cow (e), sheep (h), dog (g), goat (a), cat (f)

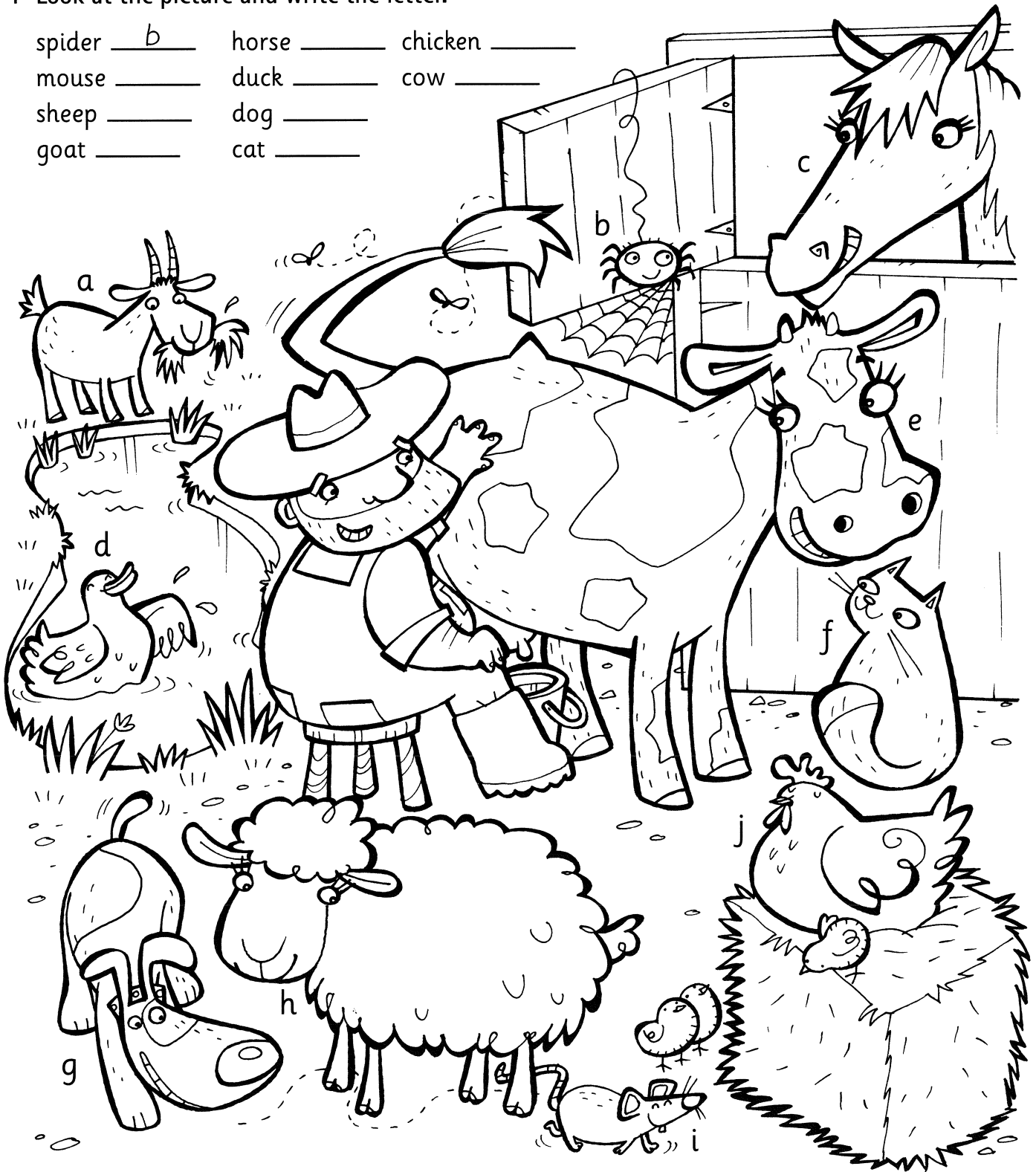
Extension

Play a team quiz game. Divide the class into small groups of three to four pupils sitting around a table, looking at their worksheets. Write questions on the board for teams either to call out the answers in turns, or to write the answers on a piece of paper to be corrected collectively for points at the end of the game, e.g.

- 'What colour's the cat?'
- 'Look at "b". What is it?'
- 'What colour's the chicken?'
- 'Which letter's the goat?'
- 'Look at "g". What is it?'
- 'What colour's the mouse?'
- 'Which letter's the duck?'
- 'Look at "h". What is it?'

1 Look at the picture and write the letter.

spider b horse _____ chicken _____
 mouse _____ duck _____ cow _____
 sheep _____ dog _____
 goat _____ cat _____



2 Colour the horse black.

Colour the cow black and white.

Colour the cat orange.

Colour the chicken red.

Colour the spider black.

Colour the dog black and white.

Colour the goat grey.

Colour the mouse brown.

Colour the sheep white.

Colour the duck yellow.