

TOPIC: The four seasons and the weather

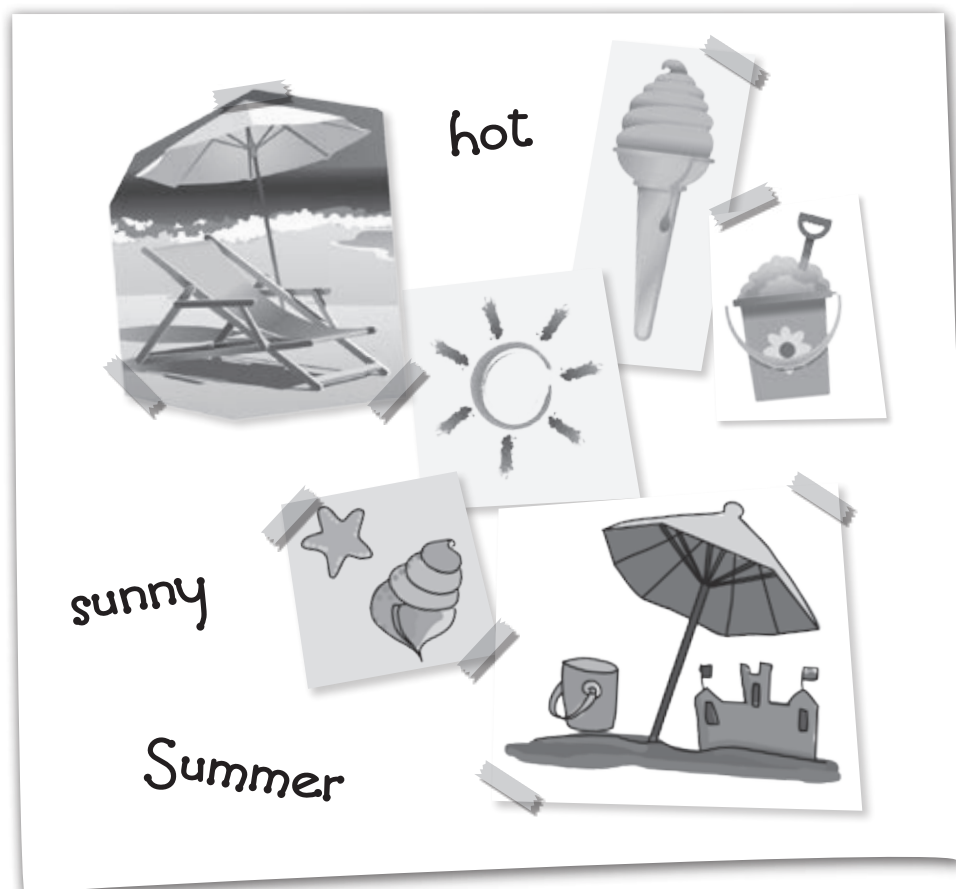
UNIT: 1

MATERIALS: Cardboard paper (one per group), coloured crayons or pencils, pictures from old magazines, glitter, glue, tape, scissors

Write the name of the four seasons on the board. Name a season and ask the children what the weather is like in that season. Brainstorm activities and other words related to that season. Repeat with the rest of the seasons.

Then, divide the class into four groups and assign a season to each one. Give them a piece of cardboard paper and let each group make a collage for their season with words, pictures from magazines and drawings.

When they finish their posters, display them on a visible place in the classroom. Finally, ask each group to present their posters to the class.



HOW MANY INSECTS?

TOPIC: Insects and numbers
11-20

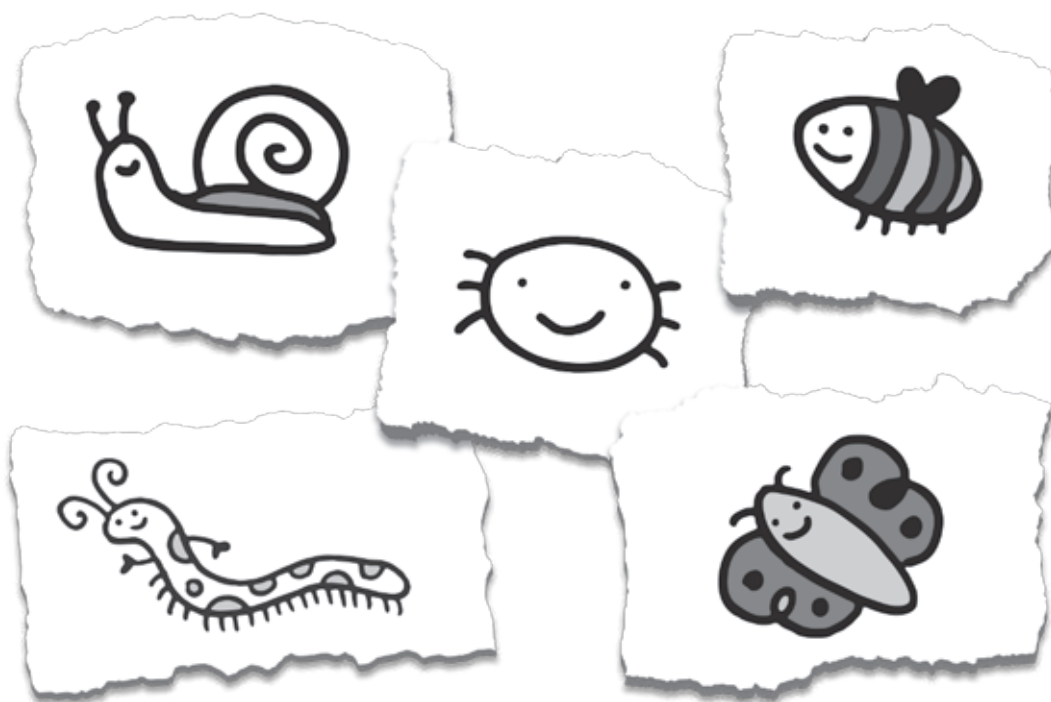
UNIT: 2

MATERIALS: Cardboard paper,
A4 sheet of paper and coloured
pencils, glue or tape, scissors

Ask each student to draw an insect (*ant, bee, butterfly, caterpillar, firefly*) on a small piece of paper (they can use half an A4 sheet of paper). Encourage children to use coloured pencils.

Collect all the drawings and stick / tape them on a large piece of cardboard paper, under the heading *How Many Insects?* and hang the poster in a visible place in the classroom. Make sure you stick different quantities of each insect, if possible from eleven to twenty, so that students can practise the numbers learnt in this unit (11-20).

Ask children to look at the poster and ask them *How many (bees)?* Students count the bees, using the vocabulary and grammar structure learnt in the unit and take turns to answer accordingly: (*Eleven*) bees. Repeat the procedure with the rest of the insects. Make sure all the children participate. You may also ask children to work in pairs so that student A asks a question (*How many ants?*) and student B replies (*Sixteen ants.*).



A BIRTHDAY PARTY

TOPIC: Objects and food at birthday parties and their location

UNIT: 3

MATERIALS: A4 paper, white cardboard paper, markers, coloured pencils, glitter, tape, scissors

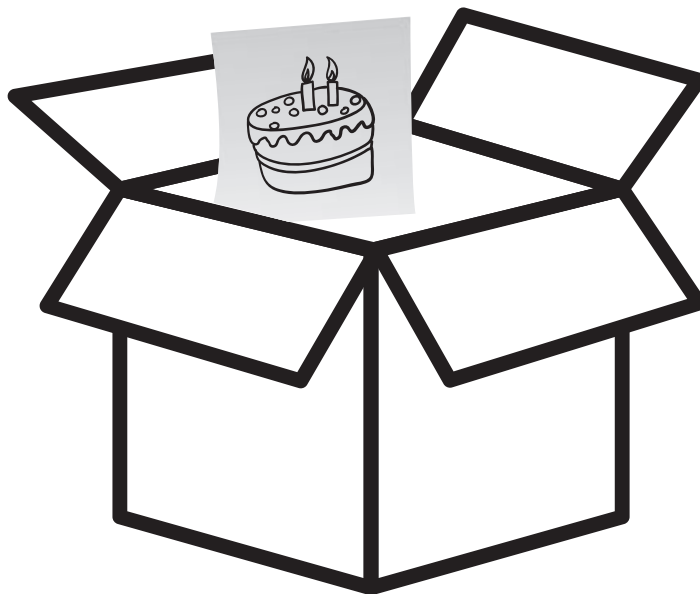
On a large piece of white cardboard paper, draw a big, empty box. Then hang the poster in a visible place.

Next, divide the class into seven groups and ask each group of students to draw a different item they can find at a birthday party (*balloon, cake, candle, chest, popcorn, present, table*) on a white sheet of paper. Encourage children to use coloured pencils. Help students cut out the items they have drawn.

Once the children have finished their productions, collect the seven drawings and tape them randomly *in, on or under* the box.

Have student A ask a question, for example *Where's the (balloon)?* and encourage student B to look at the poster and answer the question *It's (in / on / under) the box.*

Repeat the procedure with the rest of the items in the poster. Once all the students have participated, change the location of the items and have children ask and answer questions again.



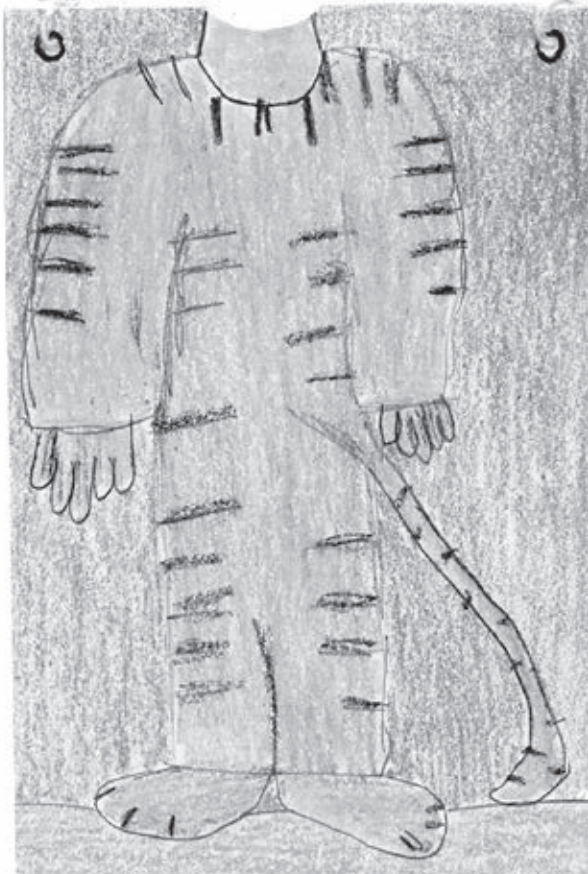
TOPIC: Animals

UNIT: 5

MATERIALS: 2 pieces of cardboard paper per student, hole punch, string, paints, paintbrush, glue, scissors, other materials like wool, glitter, crepe paper, etc.

Ask students to punch holes at the top of each piece of cardboard paper (vertical layout) and have them put both pieces of paper together and thread a piece of string through the paper on each side. Ask children to draw and paint their favourite 'animal costume' using paints and other materials they have brought. You may briefly discuss the colours and body characteristics of the animals they have learnt in class (*bird, elephant, flamingo, giraffe, hippo, lion and zebra*) but also allow them to choose other animals.

Students draw and paint their favourite animal costume on the side of each piece of cardboard paper that faces out. When they have finished their productions, children line up in front of the class wearing their costumes. Students show their costumes and say what they are: *Hello! I'm a lion. I'm big and brown.*



TOPIC: Games children play

UNIT: 7

MATERIALS: Cardboard paper (one per group), coloured pencils, glue or tape, scissors

Divide the class into five groups. Ask each group of students to draw -on a piece of cardboard paper- a different scene that represents one of the games learnt in unit 7 (*dance and freeze, jump the rope, play hide-and-see, play hopscotch and pull the rope*). Encourage students to use coloured pencils.

When they have finished their productions, collect all the drawings and hang them on the board (or in a visible place in the classroom), under the heading *Games*.

Use the posters to point at the games while you say the corresponding phrases and have students repeat them after you, to practise pronunciation.

After that, write the phrases *dance and freeze, jump the rope, play hide-and-see, play hopscotch and pull the rope* on different strips of paper. Then model the activity by giving one volunteer a piece of paper with the name of a game written on it and ask him to mime it so that the rest of the class tries to guess the game. Explain to students that they should put up their hand before saying the name of the game. The first student to answer correctly will be the next to mime the game written on another strip of paper.

Another option: the student who responds correctly picks someone to mime the next game.



TOPIC: Food / Likes and dislikes

UNIT: 8

MATERIALS: A4 sheet of paper, cardboard paper, pictures from old magazines, a marker, glue or tape, scissors

Ask students to bring pictures / cutouts of the following food items: *chicken, fish, fruit salad, pasta, pudding, salad, steak and watermelon*. Other words dealt with in Level 1 can be added to the game (*apple, banana, biscuit, cake, milk, orange juice, toast*).

Divide the class into five groups and have students create a food menu. Write *Starter, Main Course* and *Dessert* on the board and ask children to produce a restaurant menu by completing these three categories and attaching suitable food pictures on a white sheet of paper. Once children have finished their productions, collect the menus and stick them on a large piece of cardboard paper under the heading *Food Contest*. Write a number (from 1 to 5) next to each menu. Place the poster in a visible place on a classroom wall.

Next, ask students to vote for the menu they like best. The food menu with the most votes is the winner.

Follow-up activity: Write the phrases *I like* and *I don't like* on the board. Read out the phrases and have students repeat them after you to practise pronunciation.

After that, ask students to do the thumbs up gestures to show they like something and the thumbs down gesture to show dislike.

Then direct the children's attention to the poster and review the vocabulary related to food items that appear in the menus (*chicken, fish, fruit salad, pasta, pudding, salad, steak and watermelon*).

Model the activity by pointing at a food item on the poster and giving your opinion about it (for example, you point at *chicken*, do the thumbs up gesture and say *Chicken...I like it!* Then you point at *fish* and say *Fish...I don't like it!*).

Finally, ask students to give their opinion about all the food items on the poster by naming the food item, showing -with thumbs up or thumbs down-

whether they like or dislike this food item and saying the corresponding phrases to express like or dislike. Make sure all the students participate.

