

TOPIC: The alphabet

UNIT: 1

MATERIALS: Coloured cardboard paper, hole punch, string or wool, markers, scissors

Help each student cut one or two squares of 15 cm x 15 cm out of a piece of cardboard paper. Assign a different letter of the alphabet to each student. Tell children to write their letter in their square in both upper and lower case.

Then have students draw a picture in their square of something that begins with the letter they have been assigned.

Tell students to line up in alphabetical order. Students take turns describing their pictures: *A is for (apple). B is for...* and so on.

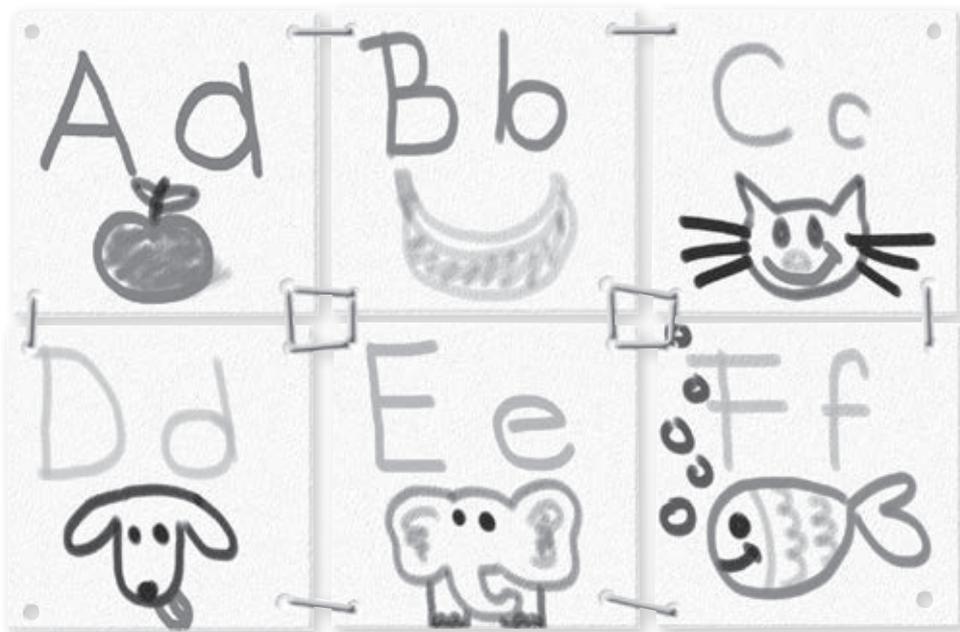
Punch a hole in each corner of the picture squares. Using string or wool, tie the squares together in alphabetical order to make a class patchwork. Display the finished patchwork on the classroom wall.

You may divide the class into two groups and engage students in a spelling competition. Ask a volunteer to help you model the activity:

Teacher: *How do you spell (apple)?*

Student: *A-P-P-L-E*

Teacher: *Well done!*



TOPIC: Farm animals; numbers 21-30

UNIT: 2

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

Ask each student to draw some farm animals (*chickens, cows, ducks, horses, pigs and sheep*) on a small piece of paper (they can use half an A4 sheet of paper). Encourage children to use coloured pencils, markers or crayons. Make sure there are more than twenty and up to thirty resulting pictures of each farm animal; otherwise, have children draw more animals.

Collect all the drawings and stick / tape them on a large piece of cardboard paper, under the heading *Farm Animals* and hang the poster in a visible place in the classroom.

Next, have students write the animal names on some slips of paper. Collect the slips of paper and stick them next to the corresponding drawings.

After that, ask children to look at the poster and ask them *How many farm animals are there?* Students count all the animals using the vocabulary and grammar structure learnt in the unit and take turns to answer accordingly: there are (*twenty-one cows, (thirty) pigs, (twenty-five) horses, etc.* Make sure all the children participate. You may also ask children to work in pairs so that student A asks the questions *How many (ducks) are there?* and student B replies *There are (twenty-three ducks).*

Finally, remove some pictures from the poster, leaving only one animal for each group, for example, one (*horse*), so that when you ask *How many (horses) are there?* children may reply *There's one (horse).*



TOPIC: Clothes

UNIT: 4

MATERIALS: Cardboard paper, A4 sheet of paper, a marker, glitter, wool or / and fabric, tape, glue, scissors

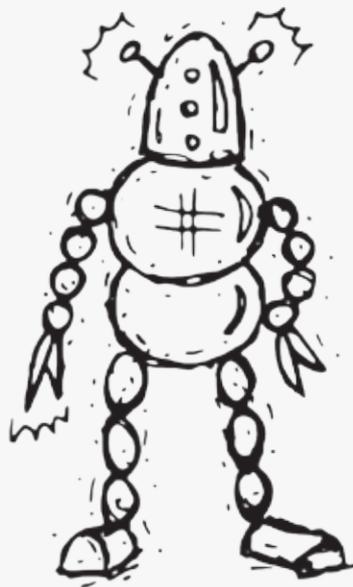
Draw a monster silhouette on a large piece of cardboard paper under the heading *Pin the Clothes on the Monster*. Ask each student to make one clothing item -a cap, a dress, jeans, a shirt, shoes, shorts, a skirt, socks, a sweater, trainers or a T-shirt- each on a small piece of paper and decorate it. When children have finished their productions, collect the 'clothing items'. Start with the first clothing item: place a piece of double-side tape on the back.

Blindfold each student when it is his / her turn. Turn each student around 2 times and point him / her in the right direction. Students try to stick the clothes in the right place on the monster's body.

Model the activity. Ask *What's the monster's wearing?* The student who is playing replies *The monster's wearing (a cap)*.

Finally, the student who manages to stick more clothing items nearer the right place on the monster's body and gives the most correct answers is the winner.

Pin the clothes on the Monster



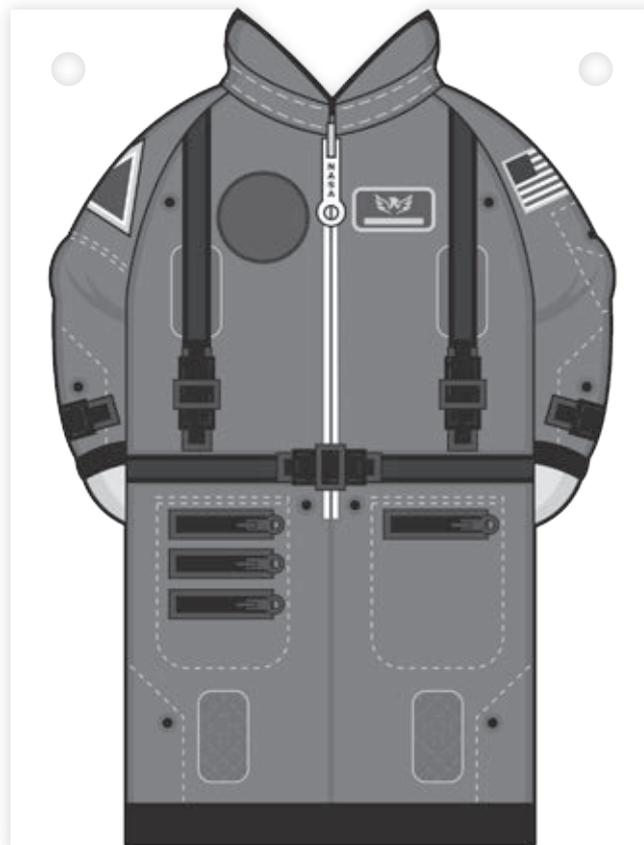
TOPIC: Jobs and occupations

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 cardboard paper on each side. Ask children to draw and paint the clothes they would wear at work –for example, if a student wants to be an astronaut, he / she should draw and paint an astronaut outfit. Encourage children to use paints and other materials they have brought. You may briefly discuss the colours and clothes people might wear if they had some of the jobs and occupations learnt in class (*astronaut, athlete, dancer, doctor, firefighter, police officer, scientist, teacher, and vet*) but you may also allow children to choose other jobs.

Students draw and paint their work clothes 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 'clothes'. Students work in pairs. Student 1 asks *What do you want to be?* and student 2 replies *I want to be (a doctor)*. Make sure all the students participate.



TOPIC: Places in a town

UNIT: 6

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

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

Next, divide the class into different groups and ask each group of students to draw a different place they can find in a town (*bakery, bank, cinema, houses, library, park, school and supermarket*) on a small white sheet of paper. Encourage children to use coloured pencils. Help students cut out the items they have drawn.

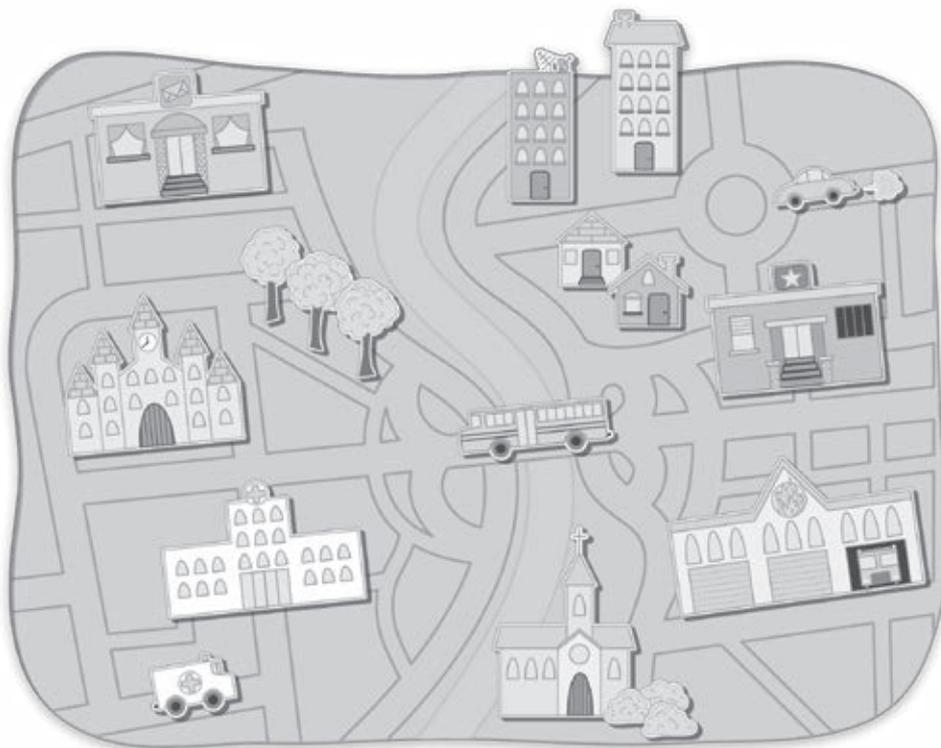
Once the children have finished their productions, collect the drawings and randomly stick them – using tape, not glue – on the poster map.

Model the activity by explaining to students that they need to find some places in town and they

have to ask somebody where this place is. Remind the class that they should always be polite and use the word and phrase *please* and *thank you*.

Have student A ask a question, for example *Where's the (school), please?* and encourage student B to look at the poster and answer the question: *It's (opposite) the (park).* Student A should always reply *Thank you!*

Repeat the procedure with the rest of the places in the poster. You may change the location of some 'places' by unsticking the drawings and relocating them somewhere else on the map. Make sure all the students participate.



TOPIC: Means of transport, places in town

UNIT: 6 & 8

MATERIALS: Poster of town map (unit 6), cardboard paper, pictures from old magazines, tape / glue, scissors

Ask students to bring pictures / cutouts of the following means of transports: *bike, bus, car, plane, underground* and *train*. Also, ask children to bring a magazine picture of a girl / boy walking (to represent the phrase *on foot*).

Model the activity: on the town map students produced before (see *WHERE'S THE ... PLEASE? THANK YOU!*), stick –using tape, not glue– one of the pictures the children have brought (for example, a bike). Stick the picture of the bike on / right next to the bakery on the map. Ask a volunteer to go to the front and have a short conversation. Teacher: *How do you go to the bakery?* Student: *I go to the bakery by bike.*

After that, divide the class into two groups and have students come to the front in pairs (a student from Team A and another from Team B. Student A sticks a different means of transport on / right next to a new place (*school, house, cinema, etc*) and asks a question. Student B answers the question accordingly.

Repeat the procedure until all the means of transport and the phrase *on foot* have been used. You may change the location of the means of transport by unsticking the drawings and relocating them somewhere else on the map. Make sure all the students participate.

