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Photocopiable
material

PRIMARY TEACHERS' RESOURCE BOOK 1

40 photocopiable activities for
teaching English to young children

Compiled by Karen Gray



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MAGAZINES

 SCHOLASTIC

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	Language	Photocopiable material	Page
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CHRISTMAS

Advent Calendars



Language Focus

- ★ numbers 1-25; ordinals *first to twenty-fifth* in dates
- ★ Christmas vocabulary (*presents, Christmas stocking, carol singers, snowman, bells, lantern, mistletoe, candle, Christmas tree, reindeer, robin, turkey, toys, holly, crib, partridge, cracker, glasses, balls, Christmas pudding, Santa Claus, snowflakes, letter, angel, star*)
- ★ house vocabulary (*roof, windows, wall, door, chimney*)
- ★ colours
- ★ *there is/there are*

Materials

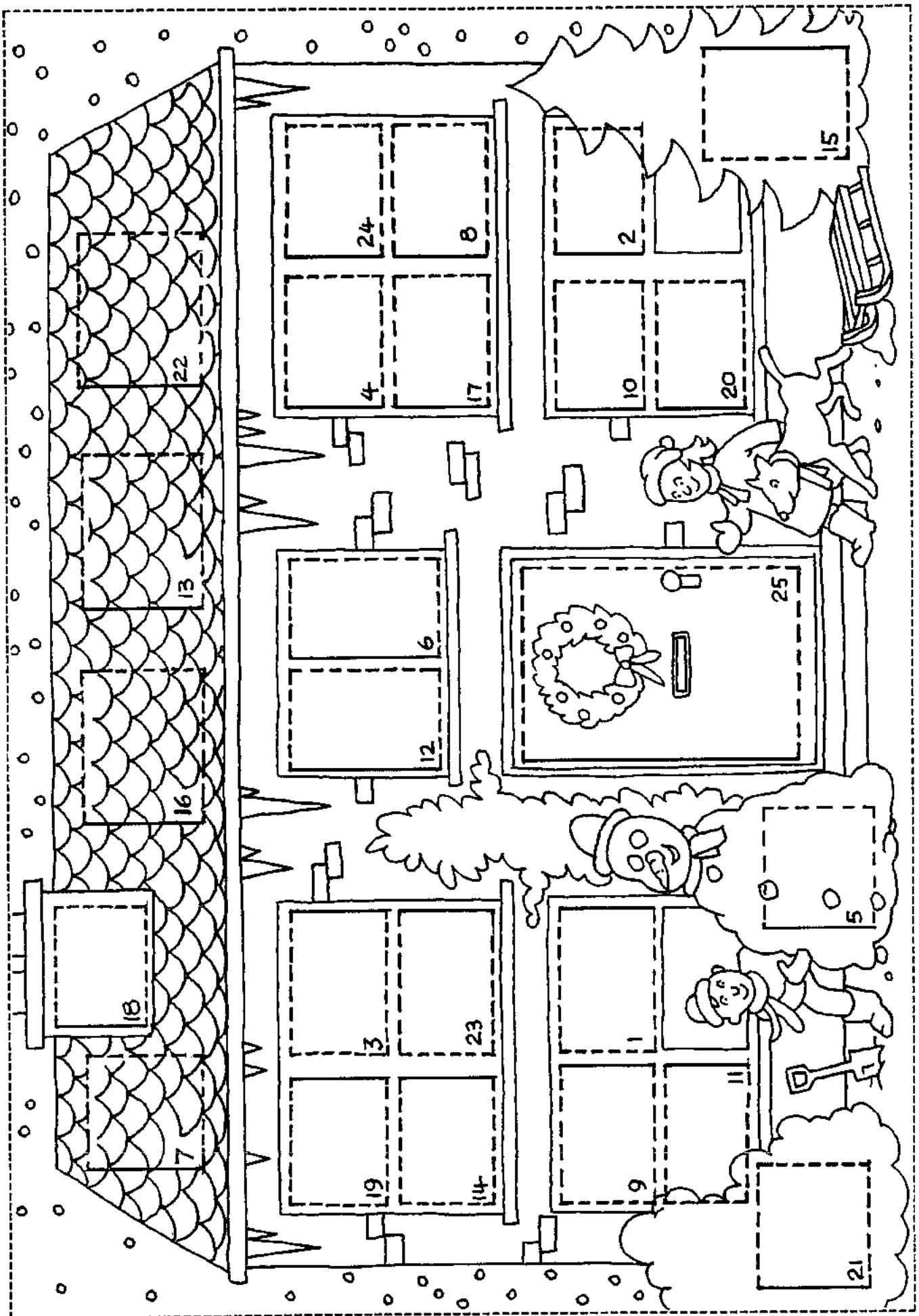
- ★ copies of CH/01 & CH/02 for each pupil
- ★ scissors
- ★ glue or stapler

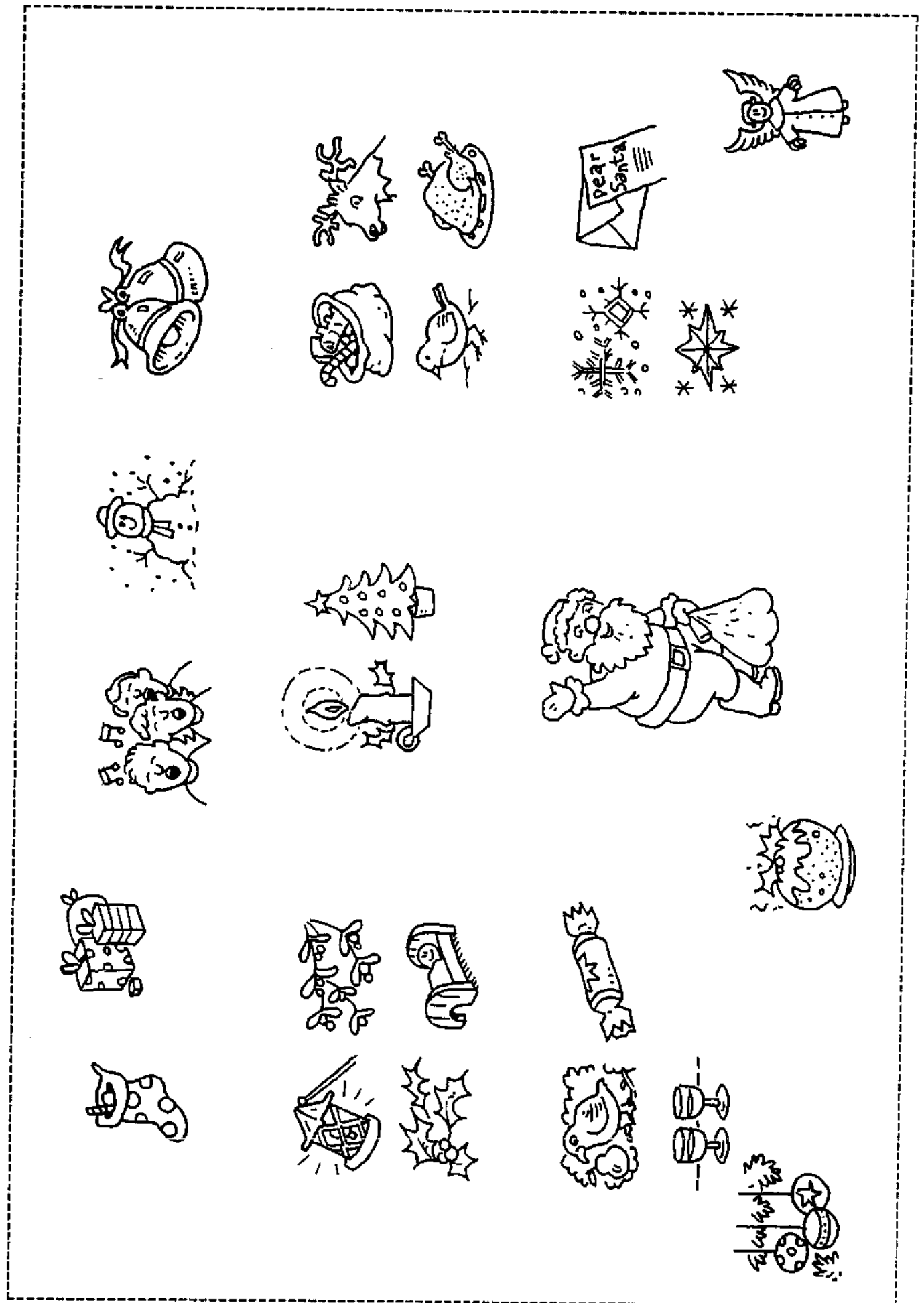
Procedure

- 1 To prepare the calendar, first cut out part of the windows and door in advance (see dotted lines on CH/01) so that children just have one line to cut or tear themselves (if

your pupils are older, they could do this for you). Now, simply stick or staple sheet 01 on top of sheet 02, making sure that the objects can be seen when the windows are opened.

- 2 Revise house vocabulary, colours and numbers by giving instructions like *colour the roof brown, colour the walls yellow, colour window number four red*, etc. You can check this by asking individual pupils *What colour is window nine?* etc, or get pupils to ask and answer questions in pairs.
- 3 Pre-teach the Christmas objects listed above and dates.
- 4 Pupils can take their advent calendars home with them and each morning open a numbered window according to the date and then colour in the object.
- 5 At the following English lesson ask various pupils to tell you what there is/there are in the window, e.g. *On the first of December there is a cracker. My cracker is blue and green.*





Christmas Cards



Language Focus

- ★ understanding instructions such as *make*, *colour*, *cut out*, *stick*, etc.
- ★ writing Christmas messages

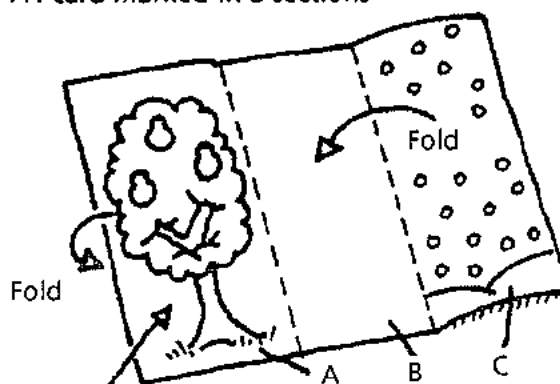
Materials

- ★ copies of CH/03 & CH/04 (let pupils decide which card they wish to make)
- ★ scissors
- ★ crayons (or other materials for decoration e.g. glitter, coloured paper, tinsel, seeds)
- ★ glue
- ★ paper

The Stand-out Card

- 1 Each pupil chooses a partridge, snowman or angel from CH/03 and colours it in or decorates it.
- 2 Give each of them an A4 sheet of thin card which they split into 3 vertical panels of equal width (see fig 1). They then draw and colour a pear tree, garden or crib scene in panel A, and a snowy scene on panel C, leaving panel B blank to write a greeting on (see below).
- 3 They now fold the card along the dotted lines and stick their figure on to panel A so that it stands out, e.g. by using a ball of Blu-tack or a scrunched-up ball of paper with glue on either side (see fig 2).
- 4 Display the cards on the wall until it is time for children to send them.

A4 card marked in 3 sections



Draw and colour in

Fig 1

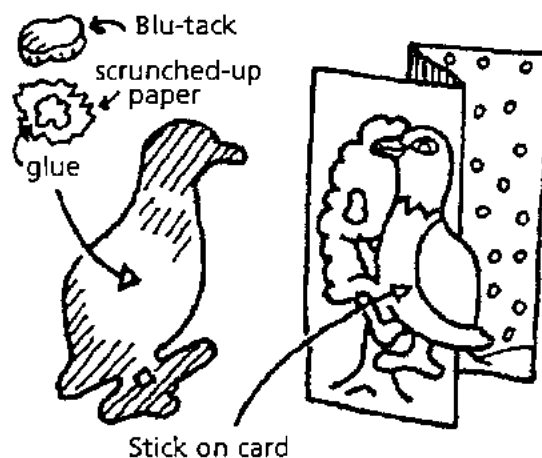
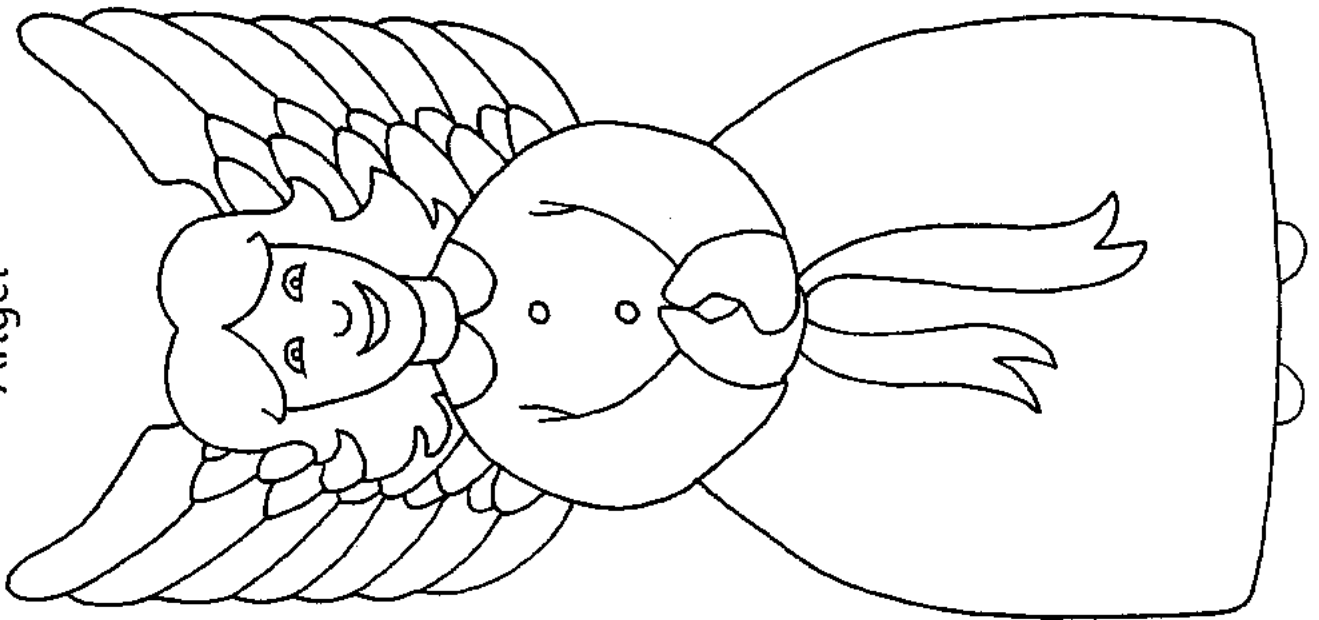
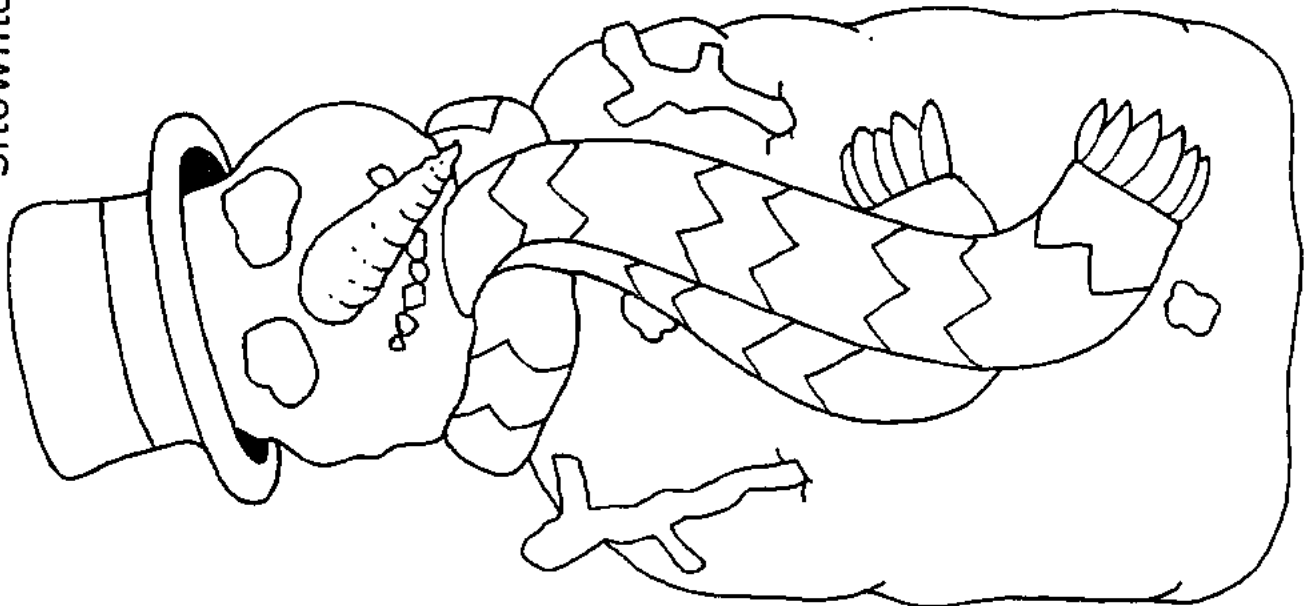


Fig 2

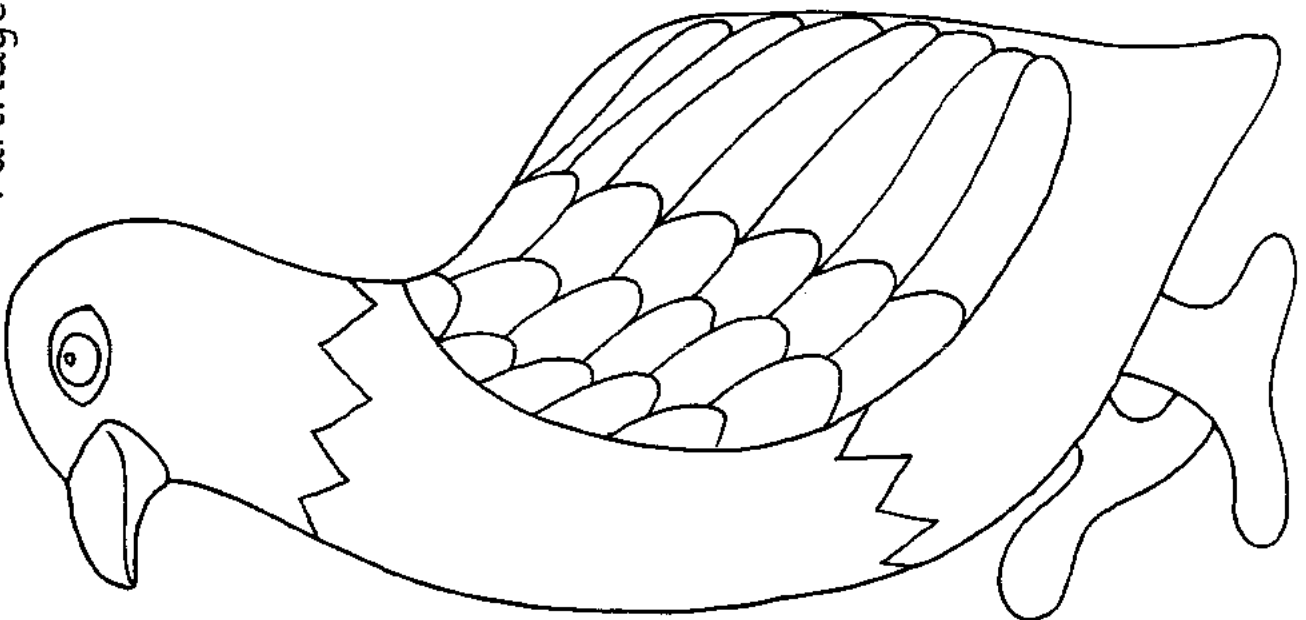
Angel



Snowman



Partridge



Christmas Cards

The Father Christmas Card

- 1 Give each pupil an A4 sheet of thin card and ask them to fold it in half.
- 2 Cut out the Father Christmas template from CH/04 and let pupils colour it in.
- 3 They now fold their Father Christmas in half lengthways and fold the bottom left and right-hand corners up (see fig 3).
- 4 Pupils glue the backs of the corners and stick them onto the card so that the image 'pops up' when the card is opened (see fig 4).
- 5 Finally, pupils draw and colour a chimney pot beneath the Father Christmas and a snowy scene around him. Their Christmas greeting (see below) can go on the front of the card.



Fig 3

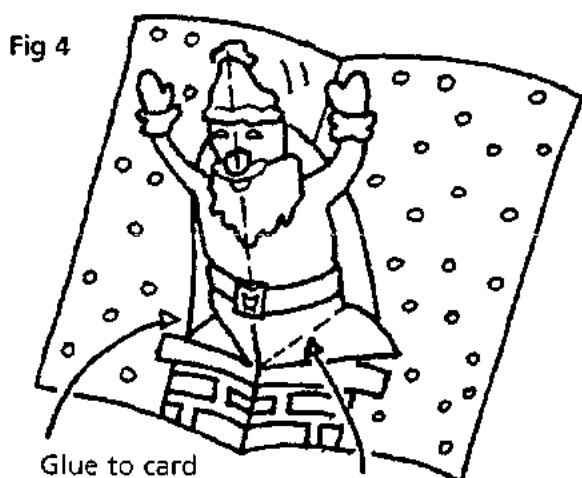


Fig 4

The Christmas Tree Card

- 1 Pupils cut out the Christmas tree template from CH/04 and colour it in.
- 2 Next they fold an A4 piece of thin card into 3 vertical panels (see fig 5) and stick the tree onto panel B.

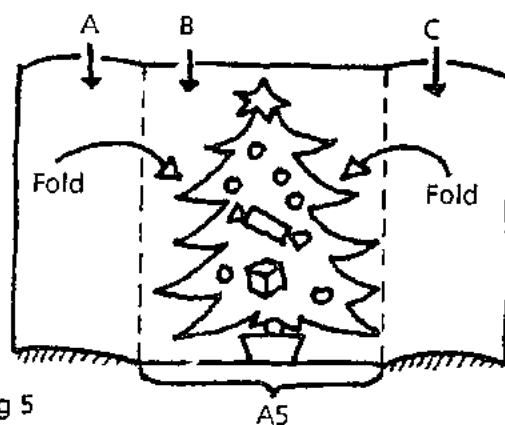


Fig 5

Possible Christmas greetings

Merry Christmas! / Happy New Year! /
Season's Greetings / Have a Happy Christmas!
To ... Mum and Dad / Granny /
my Sister / Sylvia and Alan /
my dog Bozo / my favourite teacher!

Love from...

Best wishes from...

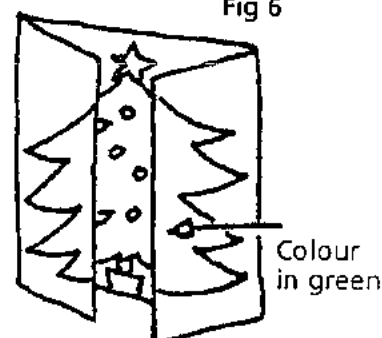
Greetings from....

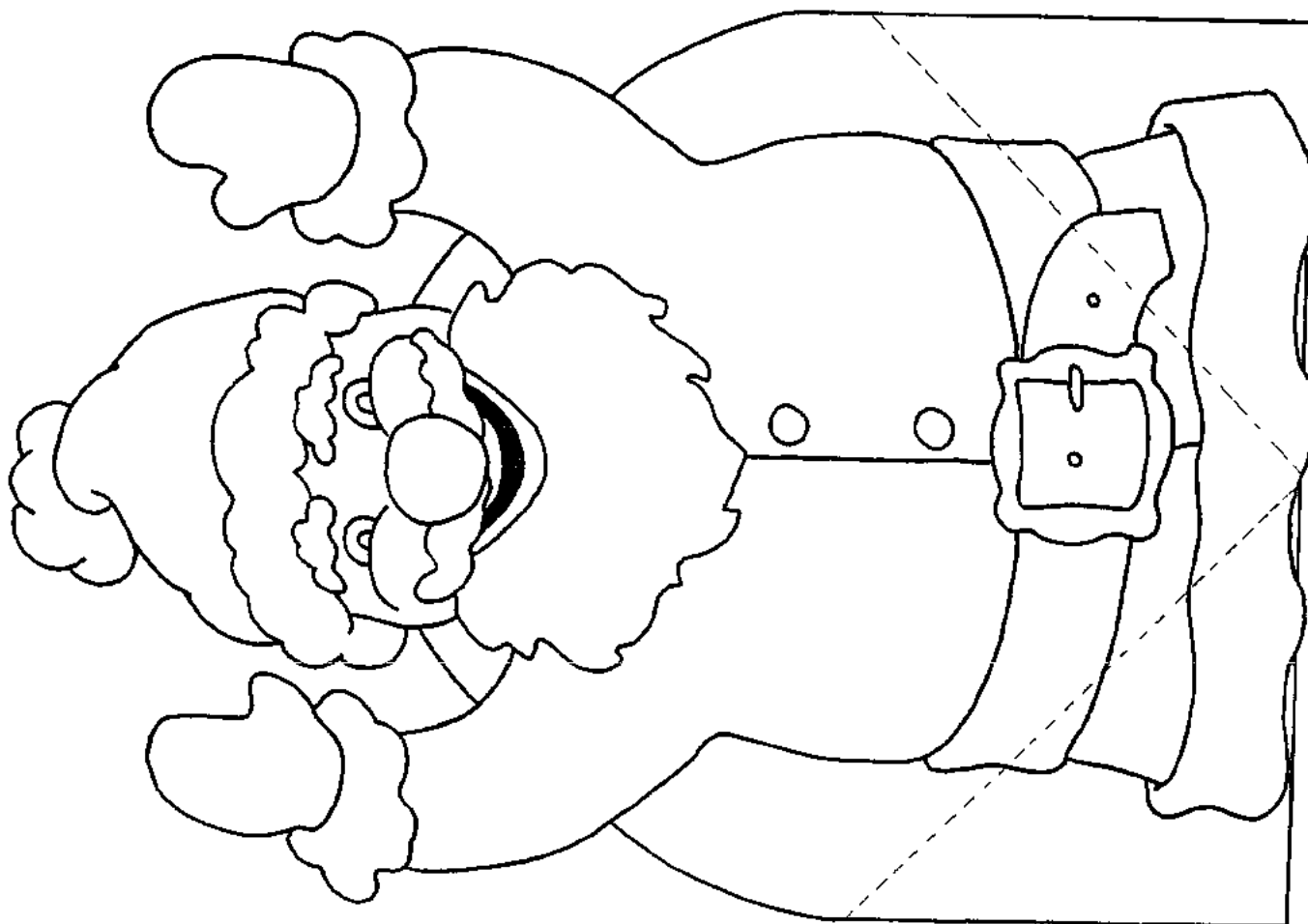
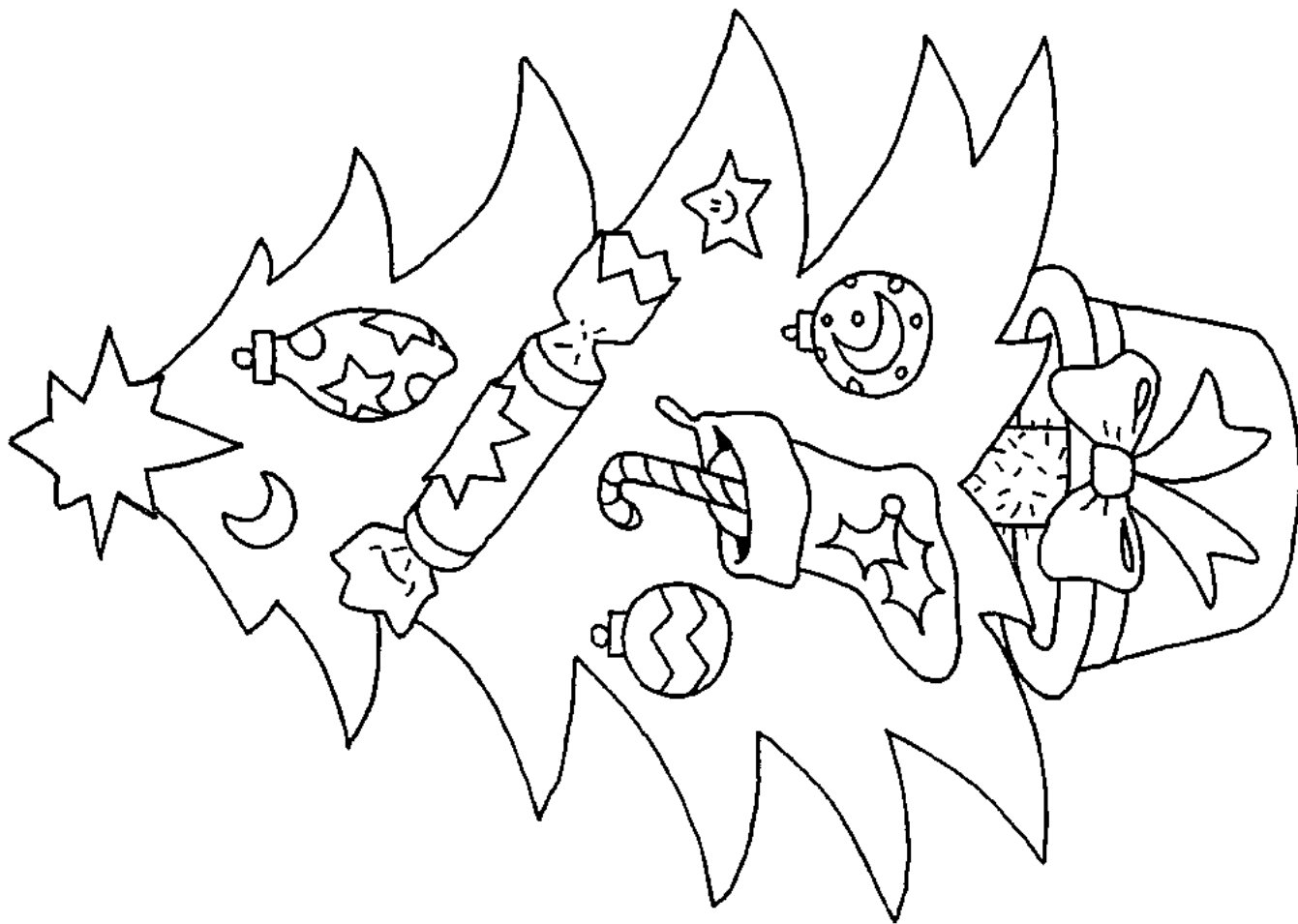
- 3 Pupils close the card and draw a blank tree on the front (using the template as an outline if they wish) and colour it in green (see fig 6).



Fig 6

- 4 Their Christmas greeting (see page 1) can go on the front or inside of the card.





Christmas Songs



These include 1 'real' Christmas song and 2 specially-written ones which are sung to traditional melodies.

Language Focus

- ★ listening comprehension
- ★ action verbs, e.g. *to clap, jump, play, cook, make, eat, etc.*

Materials

- ★ copies of CH/05 (one between two would do)

We Wish You a Merry Christmas

- 1 Introduce the song by singing it to the class and explaining any new words.
- 2 Once pupils can sing the chorus, perform it as an action song with new verses:
 - Start by holding hands in a large circle and move round in a clockwise direction as you sing the chorus.
 - During each of the verses everyone stops and does the appropriate action, e.g. claps or clicks fingers.
 - Repeat the chorus after each verse.
- 3 Finally, pupils can make up their own verses and actions.

Oh It's Time to Sing a Song

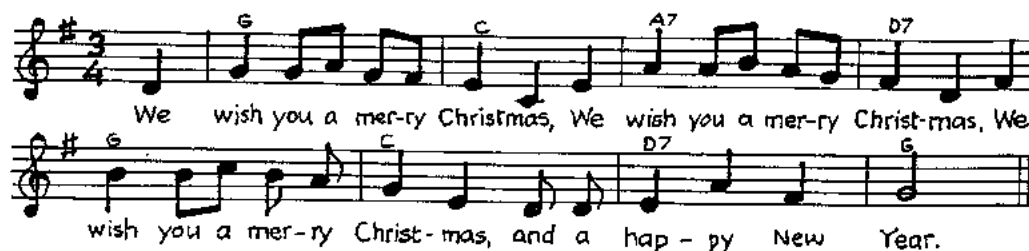
- 1 Start by singing the first verse of the song to the tune of *Have You Seen the Muffin Man?* Let children join in until they are familiar with the tune.
- 2 Introduce or revise the vocabulary necessary for the song using flashcards or pictures.

- 3 The flashcards/pictures can now be used to prompt each verse when singing the song.
- 4 Split the class into groups and give each group 1 or 2 verses of the song. Everyone sings verses 1 and 10 but individual groups sing their own verses and perform the relevant actions.
- 5 Again pupils could work in pairs or groups to make up their own verses.

I'm a Little Snowman

- 1 Sing this to the tune of *I'm a Little Teapot*.
- 2 Accompany the song with the following actions:
 - Open arms wide to indicate *fat*.
 - Mime holding a *broomstick* and putting on an invisible *hat*.
 - Raise one hand up, spread fingers and let your hand go down while wiggling the fingers.
 - Bend knees and fall down.
 - Lie down on floor and slowly curl up.
- 3 A nice follow-up to this song would be to read or show the video of *The Snowman* by Raymond Briggs (Picture Puffin).

We Wish You a Merry Christmas



Verses:

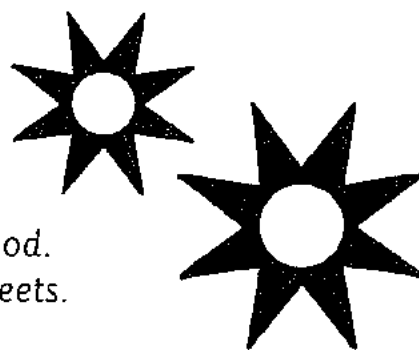
- 1 Let's all do a little clapping (clap hands)
Let's all do a little clapping
Let's all do a little clapping
For Christmas is near
- 2 Let's all do a little clicking (click fingers)
- 3 Let's all do a little jumping (jump up high)
- 4 Let's all do a little dancing (take partner's arm and twirl)



Oh It's Time to Sing a Song



- 2 Oh it's time to make some stars, ... to make some Christmas stars.
- 3 ... to make a hat, ... to make a Christmas hat.
- 4 ... to bake a cake, ... to bake a Christmas cake.
- 5 ... to write a card, ... to write a Christmas card.
- 6 ... to read a book, ... to read a Christmas book.
- 7 ... to play a game, ... to play a Christmas game.
- 8 ... to cook some food, ... to cook some Christmas food.
- 9 ... to eat some sweets, ... to eat some Christmas sweets.
- 10 ... to have a party, ... to have a Christmas party.



I'm a Little Snowman



Christmas Cracker Mobiles



Language Focus

- ★ colours
- ★ numbers

Materials

- ★ a copy of CH/06 for each pupil
- ★ scissors
- ★ thread or wool or ribbon
- ★ crayons

Procedure

- 1 Start by using the mobile template as a colour-by-numbers activity: give each pupil a copy of the template and do a colour dictation for cracker A using the following key.

1 = green	5 = purple
2 = red	6 = brown
3 = blue	7 = yellow
4 = orange	8 = pink

- 2 Each pupil works out a colour key for cracker B and then instructs a partner on how to colour it in, e.g. *number 1 is black* or *colour number 1 black*.

- 3 To assemble the mobiles, cut out the sections of the mobiles and attach them together using thread, wool or ribbon (see fig 1). Note: the mobiles will look nicer if pupils colour them on both sides.

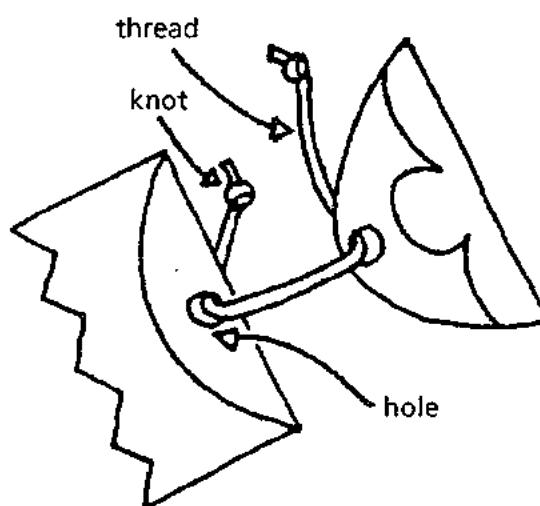
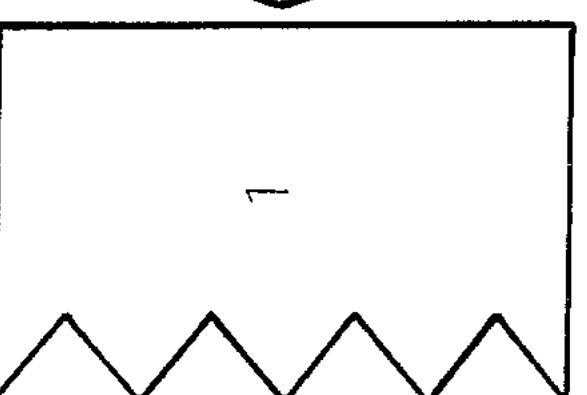
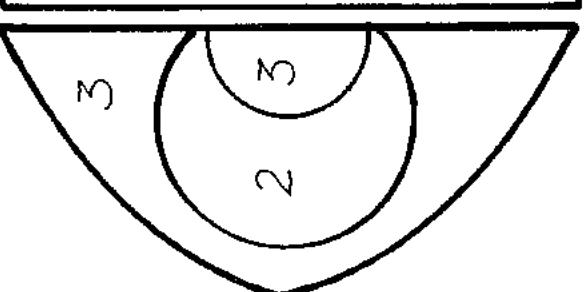
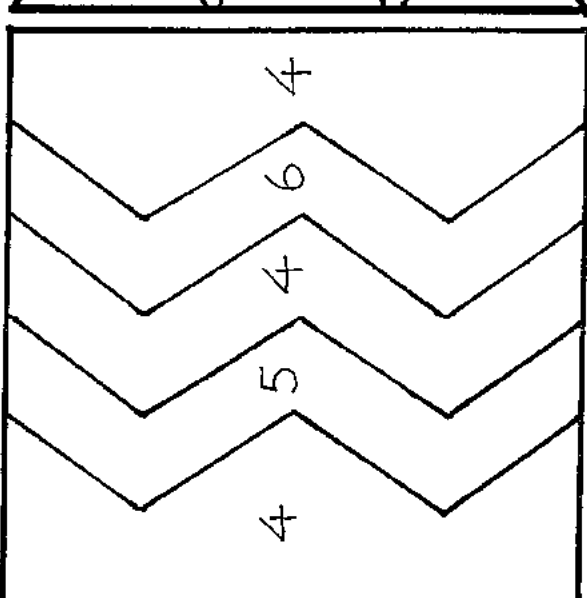
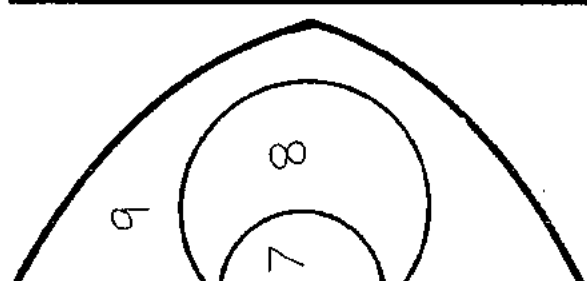
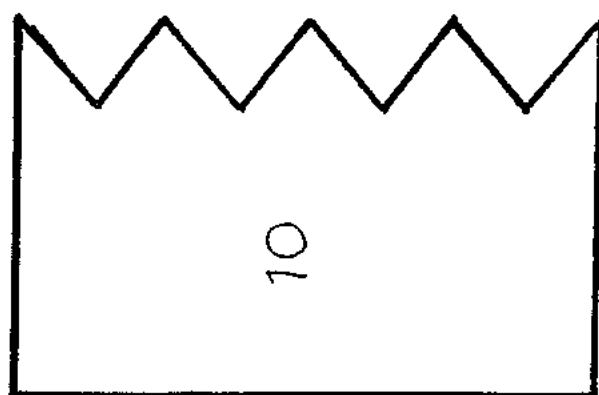
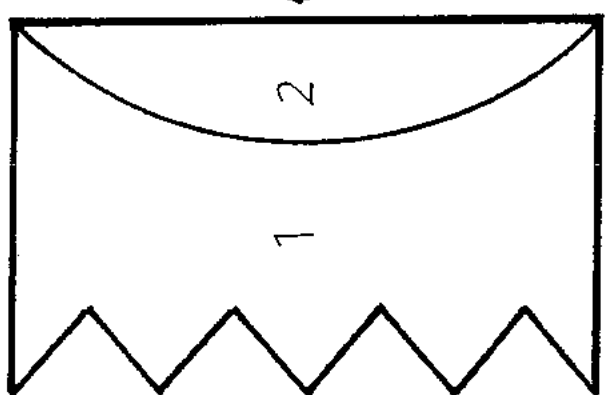
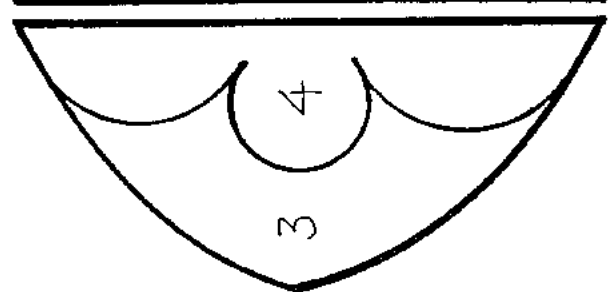
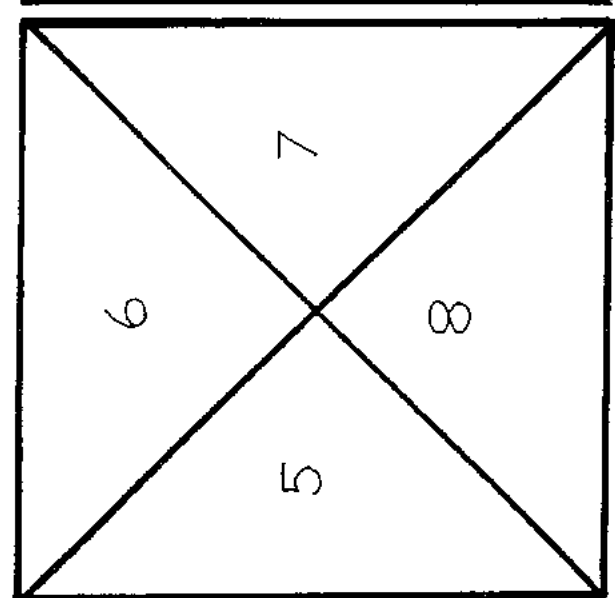
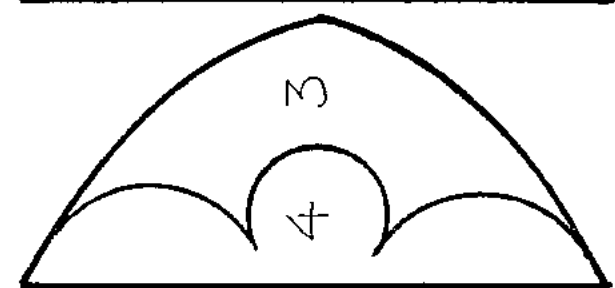
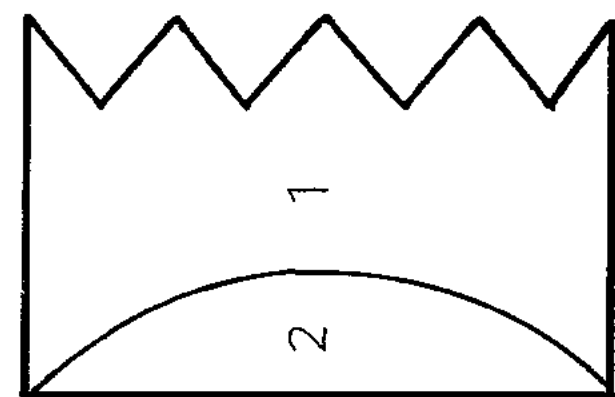


Fig 1

- 4 Finally, hang these mobiles from the ceiling or from a 'clothes line' in the room.



A

B

Santa's Holiday



Language Focus

- ★ clothes vocabulary
- ★ *he's got*
- ★ *going to future*

Materials

- ★ copy of CH/07 and CH/08 for each pupil
- ★ dice
- ★ crayons

Procedure

- 1 Ask children questions about what Santa Claus wears at Christmas and about where he lives (e.g. *What colour is his jacket? Is it hot or cold?*).
- 2 Ask them where they think he goes on holiday.
- 3 Give out the photocopied worksheets and ask them to complete part A using their die (e.g. if they throw a 2 for the first item they write a baseball cap in the (a) space below). You may need to pre-teach the relevant clothes vocabulary first.
- 4 Now ask them to complete part B by drawing and colouring the clothes on the Santa. When they have finished, get each pupil to hold up their picture and read out their description. Display the Santas on the classroom walls.

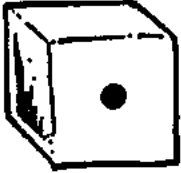
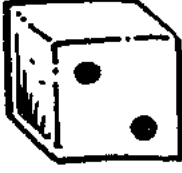
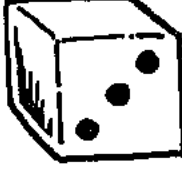

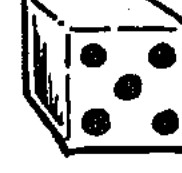
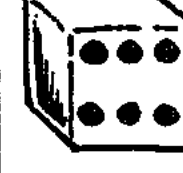














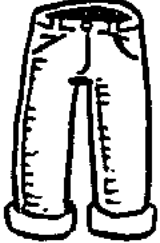









Follow-ups

- 1 Children can discuss or write about what Santa is going to do on his holidays.
- 2 They can draw or write about the Christmas present they would like to give to Santa.
- 3 Read the book *Father Christmas Goes on Holiday* or watch the video of *Father Christmas*. Both are by Raymond Briggs (Picture Puffin) and tell of Santa going on holiday.

Name Class



A Santa Claus is going on holiday.
What's he going to take?
Use your die to help you.

						
a						
	a sun hat	a baseball cap	a diving mask	a sailor's hat	a pair of sunglasses	a handkerchief
b						
c						
	Bermuda shorts	bathing trunks	jeans	cycling shorts	a diving suit	a track suit
d						
	sandals	fur boots	wellingtons	shoes	flippers	rollerblades

My Santa Claus is going on holiday. He's got (a)
and (b) and he's got (c)
and (d)

B Now draw the clothes on your Santa Claus.

Presents Tree



Language Focus

- ★ adjectives
- ★ *What's this? It's a ...*
- ★ *going to future*

Materials

- ★ a copy of CH/09 for each pupil

Procedure

- 1 Give out copies of the worksheet and revise the relevant vocabulary and adjectives by asking *What's this? (It's a ring.) Is it cheap?* etc. Now play a game: one pupil chooses one of the items around the tree and other pupils have to guess what it is by asking *Is it big? Is it hard?* etc. The pupil who guesses correctly gets to choose the next item; but if they ask more than 10 questions the original pupil gets to choose again.
- 2 Ask them to complete the worksheet by selecting one item for each person and writing (or drawing) it in the space provided.
- 3 In pairs pupils can ask and answer questions e.g. *What are you going to give your mother for Christmas? I'm going to give her a clock.*



Presents Maze



Language Focus

- ★ *What would they like? I'd/he'd/she'd like ...*

Materials

- ★ a copy of CH/10 for each pupil
- ★ poster-size paper
- ★ crayons

Procedure

- 1 Pupils complete the worksheet by following the lines from each child to the present they would like.
- 2 Check the answers by asking questions like *What would Anna like for Christmas?* to the whole class.
- 3 Ask pupils to brainstorm possible children's Christmas presents. Draw or write the names on the board.
- 4 Now do a class survey on what pupils would like for Christmas by getting them to work in groups and go round asking each other *What would you like for Christmas? I'd like a ...*
- 5 Each group now prepares a large poster display of their findings, e.g:
 - they can write pupils' names and draw pictures of what they would like next to them;
 - they can draw pictures of presents and write *6 pupils would like a computer game* next to the drawing;
 - they can do a graph with presents listed along the bottom and the number of pupils who wanted these up the side.

Follow-up

- 1 Pupils can prepare a letter to Santa Claus (see fig 1 below).

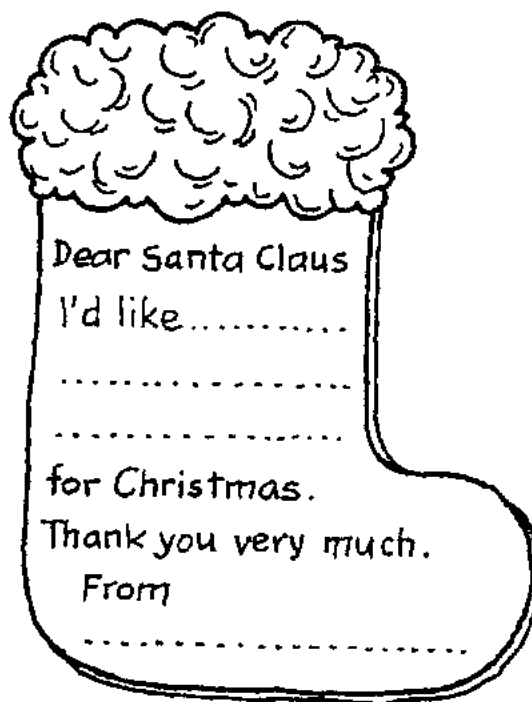


Fig 1

Name Class

What would they like for Christmas?

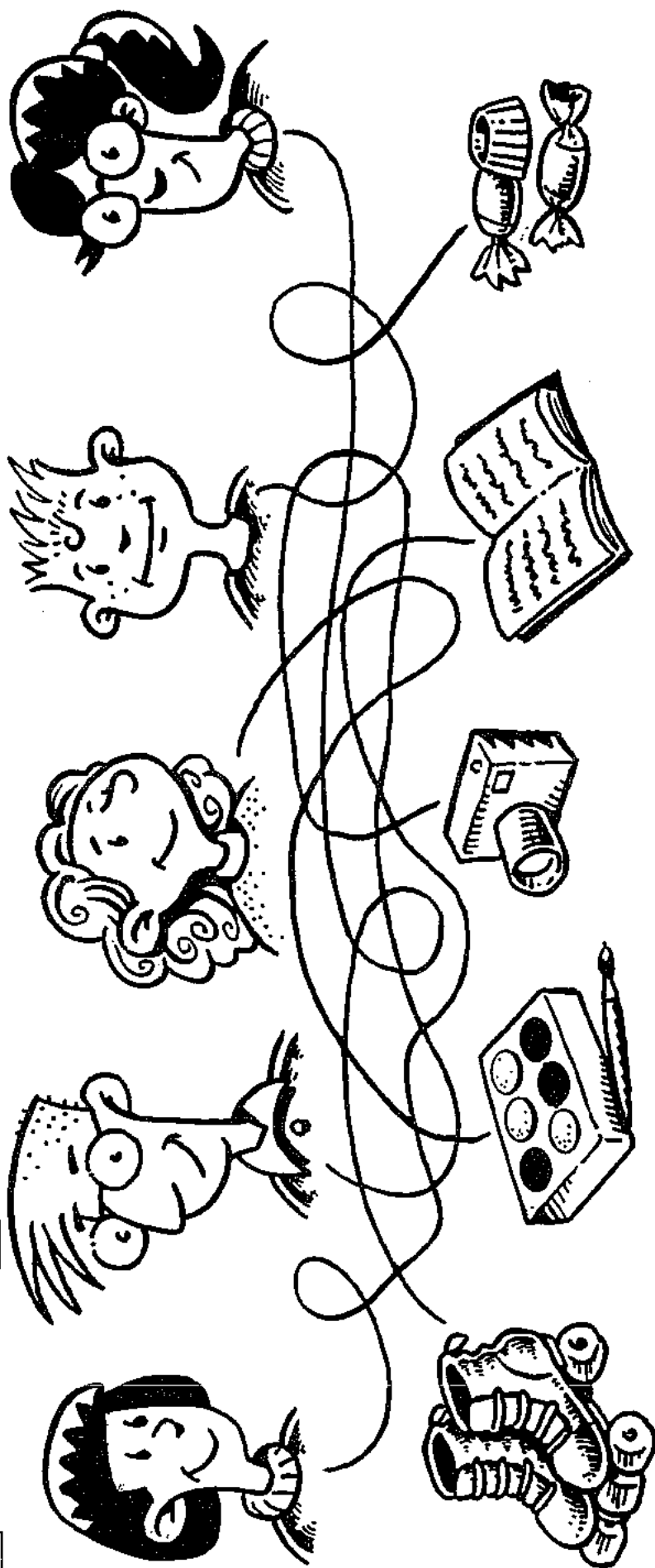
1 Anna

2 Peter

3 Suzy

4 Robin

5 Lisa



1 Anna would like

2 Peter

3 Suzy

4 Robin

5 Lisa

Thank You Letters



Language Focus

- ★ writing practice

Materials

- ★ a copy of CH/11 for each pupil

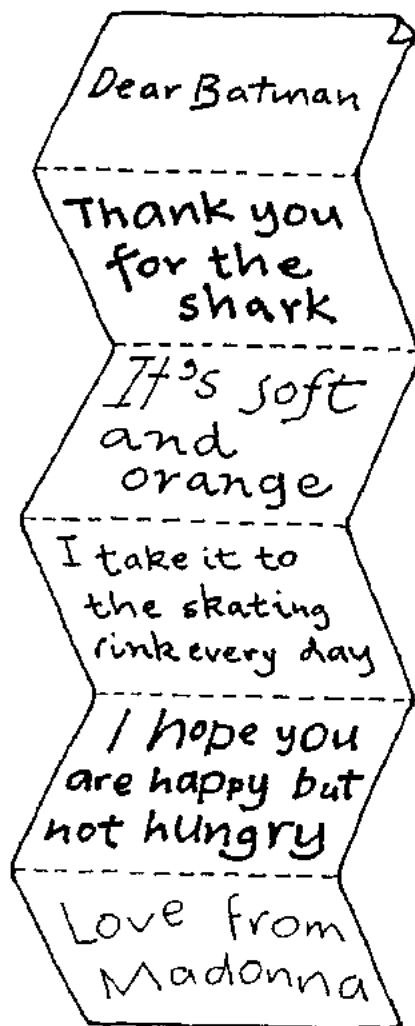
Procedure

- 1 Ask pupils what presents they got for Christmas and who they were from.
- 2 Explain that they are now going to write a thank you letter for one of their presents and give out the worksheets.
- 3 Go through it with the class eliciting possible ways to complete the blank spaces (in some cases they choose one of 3 options, in others they have to make up the answer themselves).
- 4 Pupils can now complete their own letter and read it out to the class or another pupil. Let them send their letters out.

Follow-up













































Play a version of the 'consequences' game:

- 1 Give each pupil a long strip of paper and ask them to write *Dear* (+ person's name) on the first line. Then fold it over so that the writing is hidden.
- 2 They pass this on to the person on their right. Then on the next line write *Thank you for the* (+ a present) and fold it over again before passing it on. Continue like this with the following lines:
3rd line = *It's* (adjective) *and* (adjective).
4th line = *I take it to* (place) *every day*.
5th line = *I hope you are* (adjective) *but not* (adjective).
6th line = *With love from* (name).



Note: Encourage pupils to make this as amusing as possible e.g. by using names of famous people, unusual presents and places, etc. It may help to show them an example (see example).

- 3 Let pupils read out the results to the class.

											
	Dear										
	Thank you for the										
 you gave me for Christmas.										
 (It's very										
	nice/I like it very much/It's just what I wanted).										
	I am (playing										
	with it/wearing it/looking at it) now.										
	I got some other lovely presents too.										
	My favourite was										
	which I got from										
	It's										
	and										
	I hope you had a										
 (good Christmas/happy										
	holiday/great festive season).										
	Love from										
										

Snowmen Cards



Language Focus

- ★ *can/can't*
- ★ present continuous
- ★ *has got*
- ★ *is + colours*

Materials

- ★ copies of CH/12 (1 per pair would do)
- ★ card
- ★ glue
- ★ scissors
- ★ crayons (optional)

Procedure

- 1 Glue copies of CH/12 onto thick card before cutting out the individual cards (or get pupils to do this themselves).
- 2 Give a set of cards to each pupil or pair and tell them to place the cards face down in a pile.
- 3 They now take turns turning over the top card and describing it e.g. *My snowman can play tennis*. If the sentence is correct, they keep the card and have another turn; if it is wrong the other player gets to keep the card and it is now his/her turn. It is up to the players themselves to decide if a sentence is correct or not but you will have to be on hand to adjudicate.
- 4 The winner is the player with the most cards when the pile is empty.

Variations

- 1 This game can also be played to practise the following structures:
 - present continuous e.g. *My snowman is skiing*.
 - has got e.g. *My snowman has got a golf club*.

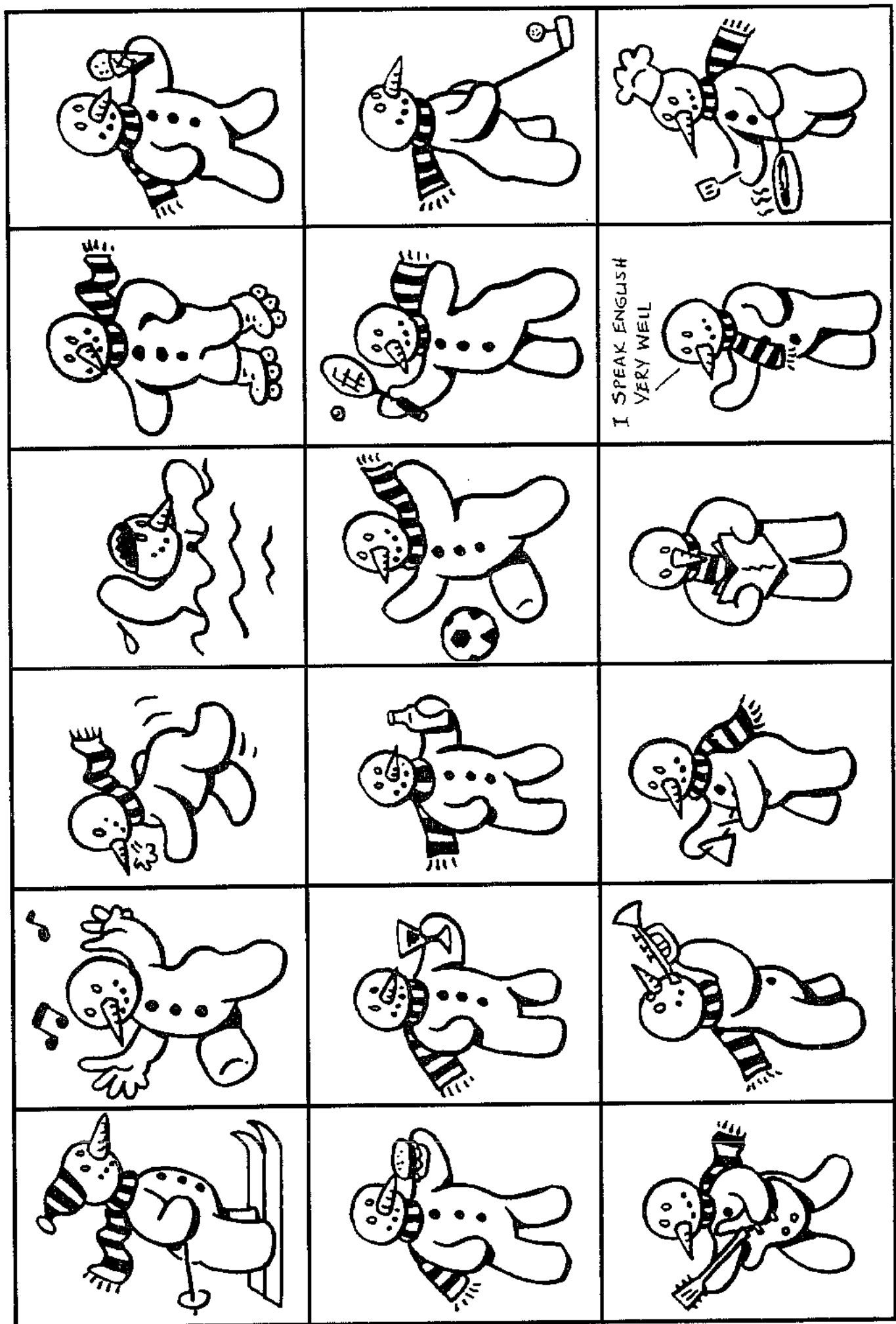
- *is + colours* e.g. *My snowman is blue and red*. (Pupils must first colour each Santa a different colour).

- 2 The game can be played in groups with more than one pack of cards mixed together.
- 3 Pupils can make their own cards to add to their sets.

Follow-ups

This can be extended into a writing and reading activity by getting each pupil/pair to write a description of each snowman onto another card e.g. *This snowman can play the guitar* (depending on the structure you wish to practise). The picture cards and sentence cards can now be used in the following ways.

- 1 A 'memory' game: All the cards are laid out face down on the table. Pupil 1 turns over a picture card and a sentence card. If they match, he/she keeps the cards and has another turn; if they don't, the 2 cards are turned over again and Pupil 2 has a turn. The winner is the player with the most cards at the end.
- 2 'Snap': The picture and sentence cards are placed in 2 piles face down and side-by-side. Pupil 1 turns over a card from each pile. If they match, the first player to say *snap* wins the cards. If they don't match, Pupil 2 turns over 2 cards on top of the first 2, and so on. The winner is the player with the most cards at the end.
- 3 One player has all the sentence cards, the other has the picture cards. Pupil 1 reads out a description and pupil 2 tries to select the corresponding picture. Award points for each correct answer.



The Tree Game



Language Focus

- ★ *It's a ...*
- ★ *I've got ...*

Materials

- ★ a copy of CH/13 for each pair/group, a copy of CH/14 per pupil
- ★ a counter for each player
- ★ dice

Procedure

- 1 Pupils play in groups of 2 or more following the rules below:

Throw the die and the one with the highest number goes first.

Start at the bottom.

You can move in any direction, but you must always land on a picture. If you can't reach a picture with your dice number in one turn, don't move.

If you land on a candle you have another turn.

If you land on another player, he/she must go back to the start.

When you land on a picture, name what it is e.g. *It's a bell*, then if you are correct, write it on your list on CH/14 e.g. *I've got a bell*.

The game stops when the first player reaches the star at the top.

- 2 Read out the points for each picture according to the key you have prepared earlier (see example below) and pupils fill this in on their worksheet. The pupil with the most points is the winner (this may not necessarily be the pupil who gets to the star first).

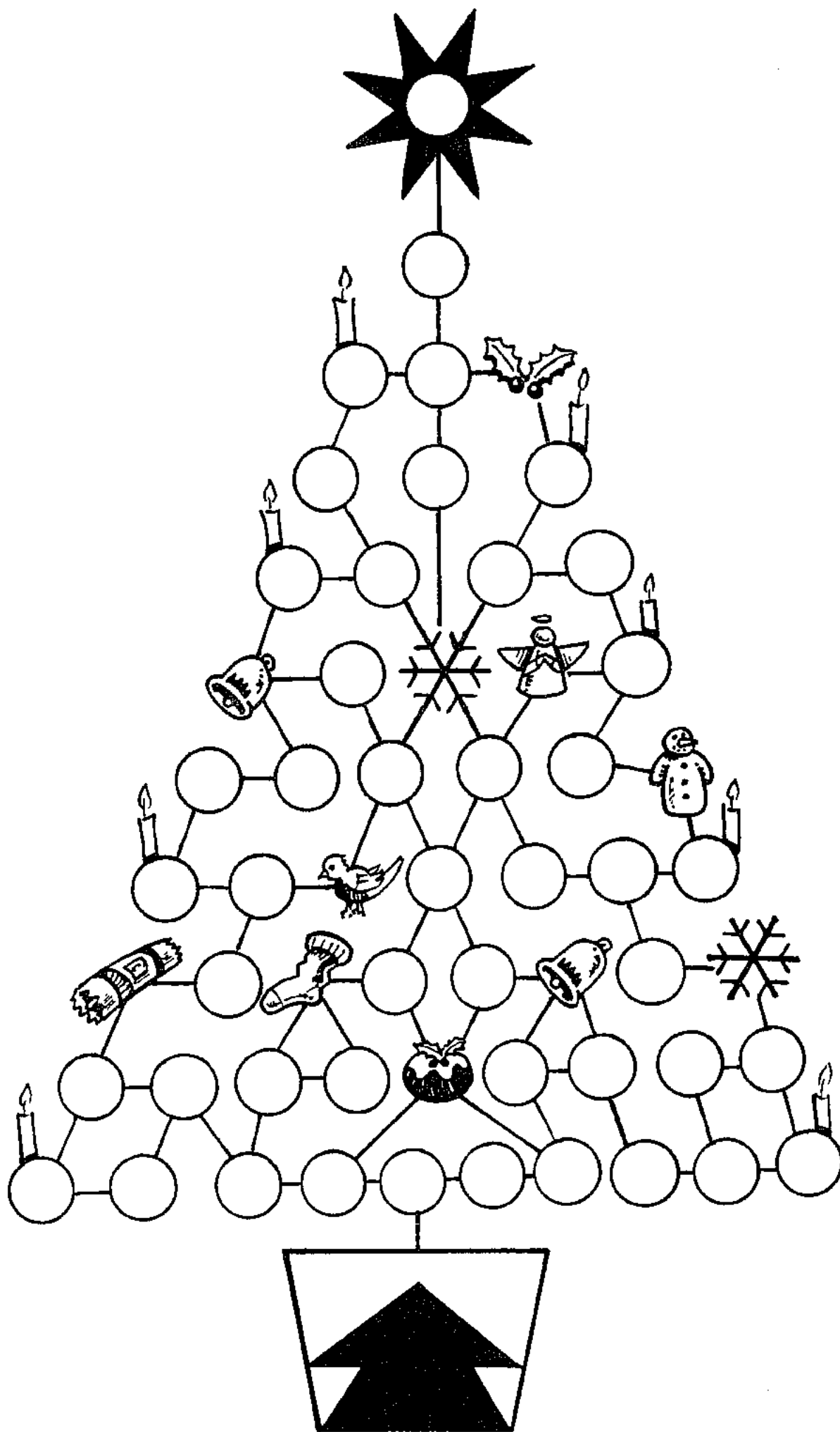
Note: vary the scoring each time they play to stop pupils always trying to land on the same pictures.

Example points

snowflake	= 1 point
angel	= 2 points
cracker	= 3 points
snowman	= 4 points
holly	= 5 points
pudding	= 6 points
robin	= 7 points
bell	= 8 points
stocking	= 9 points
star	= 10 points

Variation

Individual pupils can play the game alone, but with a time limit. When the time is up, pupils add up their score according to the points system prepared by the teacher.



Name Class



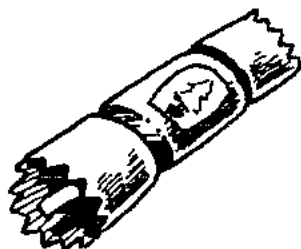
a stocking



a snowflake



an angel



a cracker



a Christmas pudding



some holly



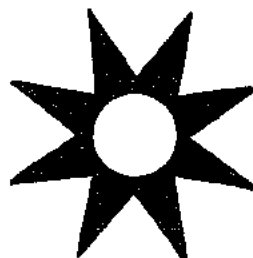
a snowman



a robin



a bell



a star

I've got = points

..... = points

..... = points

..... = points

..... = points

..... = points

..... = points

..... = points

..... = points

..... = points

Total = points

MYSELF

This topic is best started at the beginning of a year when pupils are not too familiar with each other. However, the individual Photocopiable Pages do not need to be completed in a particular order, but can be chosen to revise a particular structure at any

point in the term. The materials pupils produce while doing these activities can be collected and bound together in a cover entitled 'Myself'. These personalised booklets can then be displayed at the end of term and taken home to show parents.

This is Me



Language Focus

- ★ names/addresses
- ★ colours
- ★ is/are

Materials

- ★ copies of MY/01 for each pupil
- ★ a sheet of A4 paper for each pupil

Follow-up

Give out the sheets of A4 paper and ask pupils to prepare information about their partner. This can be entitled 'My Friend' and include a drawing of the pupil they interviewed and 4 or 5 sentences like *Sally is 8 years old; Her favourite colour is blue.* These can then be displayed on the classroom walls and/or in a personal booklet.

Procedure

- 1 Pupils bring in a photograph of themselves and stick it onto the worksheet on MY/01 before completing the information. (Alternatively, give out the worksheets and ask pupils to complete them at home.)
- 2 Pupils work in pairs asking and answering questions like *What's your name?, Where do you live?, What do you weigh?, What's your favourite colour?* You may need to practise these questions beforehand.
- 3 They should note down their partner's answers on the back of their worksheet.

This is me

Stick your photo here

Name _____

Age _____

Address _____

Telephone number _____

School _____

Class _____

My English teacher is called _____

I weigh _____

I'm _____ tall

My favourite colour is _____

Colour the spaces
and tick your
favourite colour

☐

red

☐

yellow

☐

blue

☐

green

☐

black

☐

white

☐

purple

☐

brown

☐

pink

☐

grey

☐

orange

☐

turquoise

My Birthday



Language Focus

- ★ colours
- ★ numbers
- ★ dates

Materials

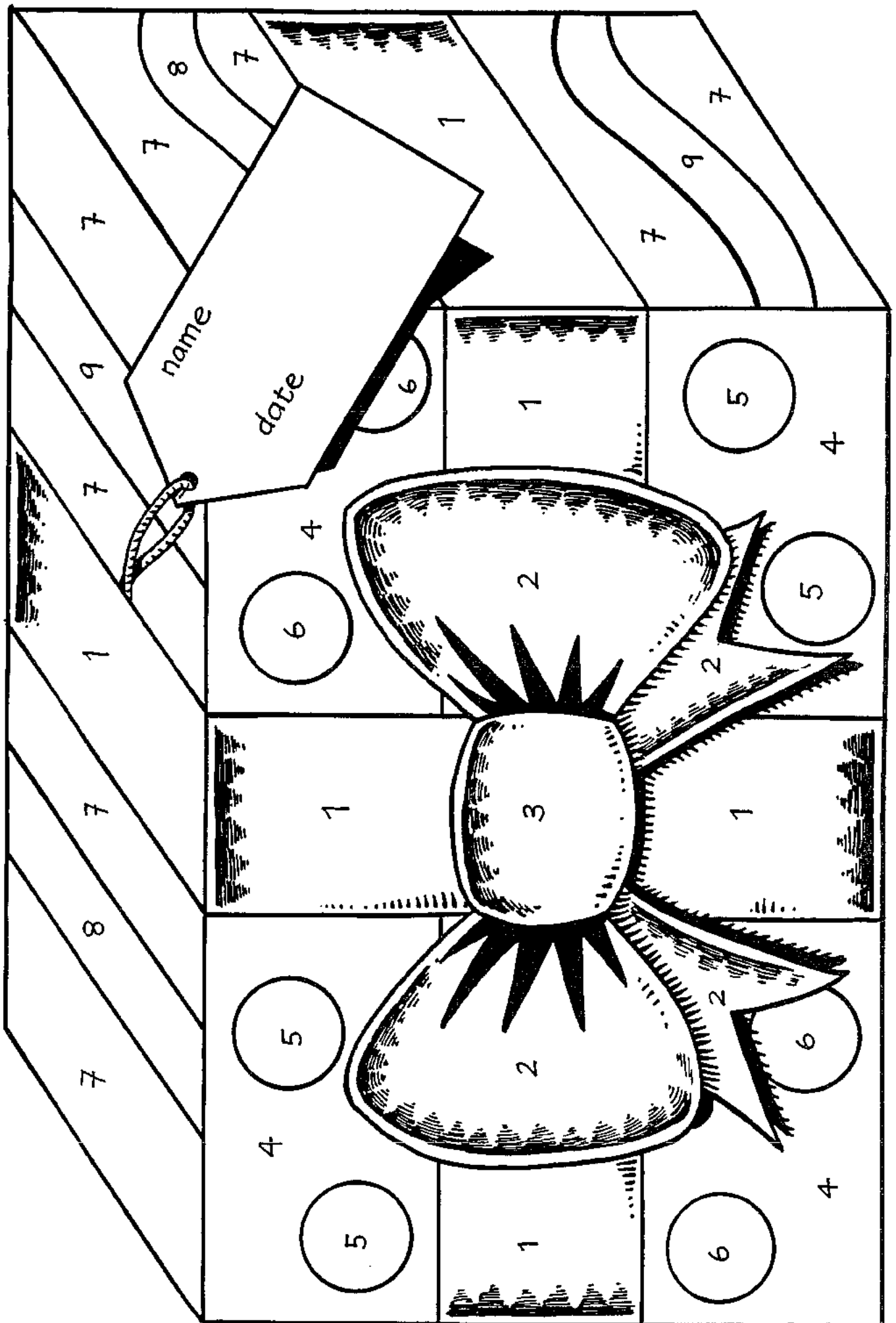
- ★ copy of MY/02 for each pupil
- ★ 12 sheets of poster-size paper
- ★ glue

Procedure

- 1 Start by using the birthday presents on MY/02 as a colour-by-numbers activity: give each pupil a copy of the template and do a colour dictation e.g. *Colour number 7 yellow.*
- 2 Practise dates by asking pupils what date their birthday is, e.g. *It's the third of March.* Then ask them to complete the tags on the presents by filling in their own names plus their birthday date, e.g. *3rd March.*
- 3 Put pupils with birthdays in the same month together and give each group a sheet of poster-size paper. Ask them to glue their parcels onto the sheets and write the month at the top.
- 4 Display the relevant poster each month (e.g. the March poster goes up on the wall in March) and use them for further number/date work: ask
 - *What date is it today? Whose birthday is it today?*
 - *How many pupils have a birthday on the fifth of April?*
 - *How many pupils have birthdays in June?*

Follow-up

The posters are also a good reminder of a pupil's birthday when the class can all sing *Happy Birthday to You*. Plus you could have a short party at the end of each month for all the pupils who have had birthdays - pupils can make party hats, birthday cards, birthday badges, etc, and play party games.



My Birthday Present



Language Focus

- ★ storytelling with present simple/present continuous tenses

Materials

- ★ copy of MY/03 for each pupil
- ★ sheet of A4 paper for each pupil
- ★ scissors

Procedure

- 1 Give each pupil a copy of the worksheet and ask them to complete part A by choosing the correct ending for each sentence.
- 2 They now read the completed story to a partner.

Follow-up

- 1 Write the sentence beginnings up on the board and ask pupils to suggest different endings, e.g. *It's my birthday. It's ...* could finish with *It's 8 o'clock; It's very late; It's Sunday*, etc.
- 2 Now ask pupils to rewrite the story sentences on a piece of A4 paper with whichever ending they wish (encourage them to make up their own ones).
- 3 They now cut the sentences into strips, swap these with a partner and try to re-order them into a story.

Name Class

A Choose an ending for each sentence and write them on the lines below.



It's my birthday. It's

I'm going downstairs to

There's nothing in

There's nothing under

Oh no! Mum and Dad are still

Perhaps there's a surprise

Brr ... it's cold! What's this? Oh fantastic!

It's a beautiful new

B Read your story to a friend.

My Hobbies



Language Focus

- ★ *I like/I don't like swimming*
- ★ *I'm good at/I'm bad at swimming*

Materials

- ★ copy of MY/04 for each pupil
- ★ card
- ★ glue
- ★ scissors

Procedure

- 1 Glue copies of MY/04 onto thick card before cutting out the individual cards (or get pupils to do this themselves).
- 2 Give a set of cards to each pupil and tell them to place the cards face down in a pile.
- 3 Pupil 1 turns over the top card and says *e.g. I like swimming*. Pupil 2 now turns over his/her top card. If they match, he/she says *I like swimming too* and takes the cards; if they don't, he/she says *But I don't, I like ...* and the cards are left on the pile. It is now Pupil 2's turn to turn over the first card.
- 4 The winner is the pupil who has the most cards at the end.

Variations

- 1 The same game can be used to practise the following structures:
 - *good at/bad at e.g. I'm good at swimming.*
 - *can/can't e.g. I can't swim.*
 - *present continuous e.g. He's swimming.*
- 2 Ask each pupil to make a card showing a happy face and a card showing a sad face (see fig 1). They now sort the action cards out into 2 piles: the things they like doing go under the happy face and the things they don't like doing go under the sad face. Their partner now has to guess which hobbies they do and don't like.

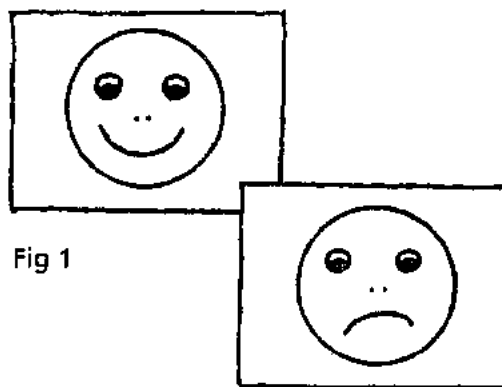
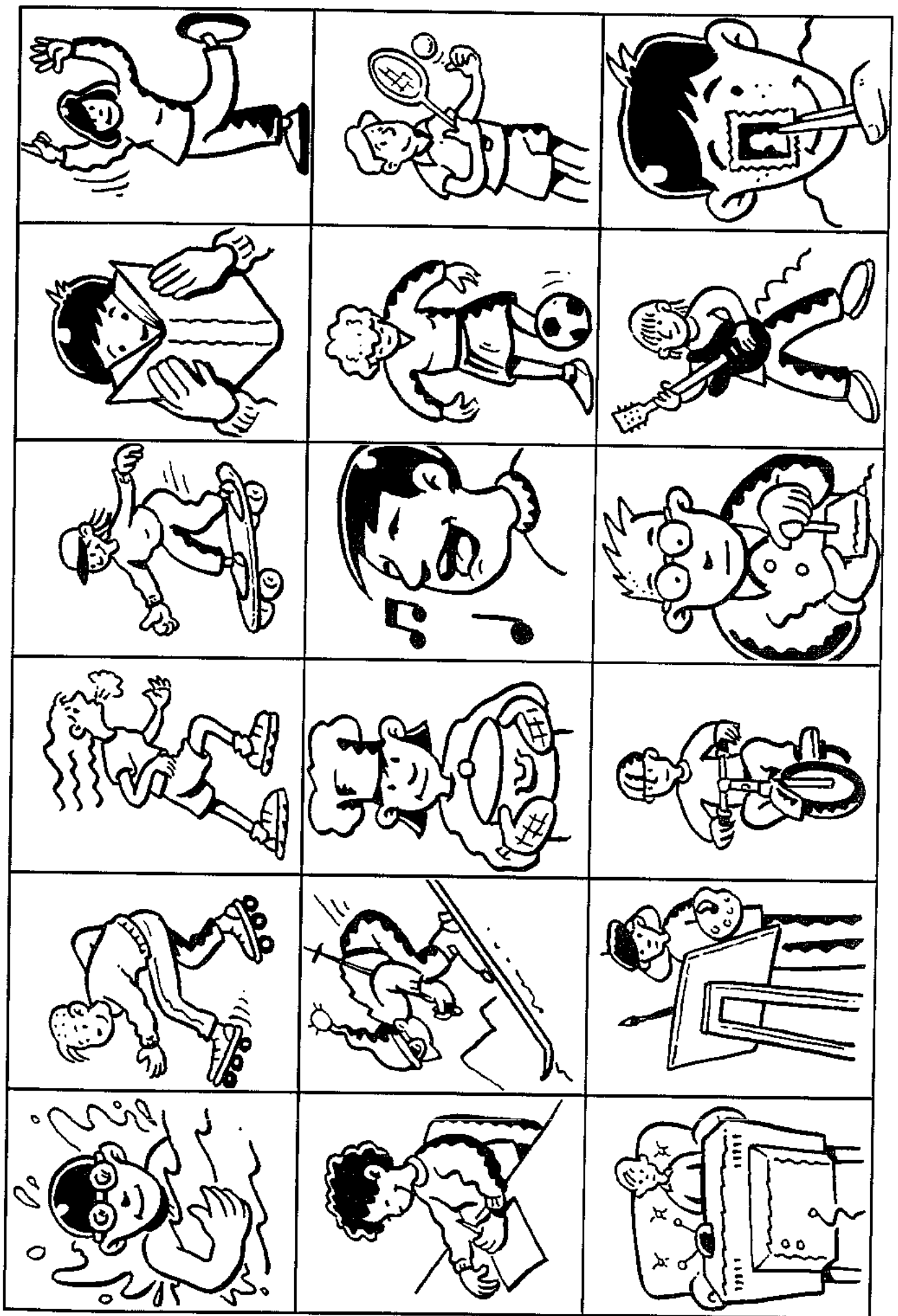


Fig 1



My Heroes



Language Focus

- ★ present simple
- ★ collecting and presenting information

Materials

- ★ copy of MY/05 for each pupil
- ★ sheet of poster-size paper for each group
- ★ magazine pictures of famous people (ask pupils to bring these in)
- ★ glue
- ★ scissors

Procedure

- 1 Ask pupils to suggest what different heroes/heroines there are e.g. female/male pop stars, film stars, sports stars, pop groups, football teams.
- 2 Give each pupil a copy of the worksheet then put them into groups of 4/5.
- 3 Get each group to choose one type of hero/heroine and to complete the question on their worksheet e.g. *Who is your favourite female pop star?*
- 4 Each pupil now chooses 5 pupils to ask this question to (try to make sure that all pupils in the class are included). They go round the class asking and answering questions, and writing the answers on their charts.
- 5 Pupils now get back into their groups to collate and present their information: give each group a sheet of poster-size paper, some magazine pictures, glue, crayons, etc and also some suggestions on how to visualise their results e.g. pie charts, bar charts, graphs, collages using pictures and drawings (see examples in fig 1).
- 6 Display these posters on the wall and let pupils wander around reading the results.

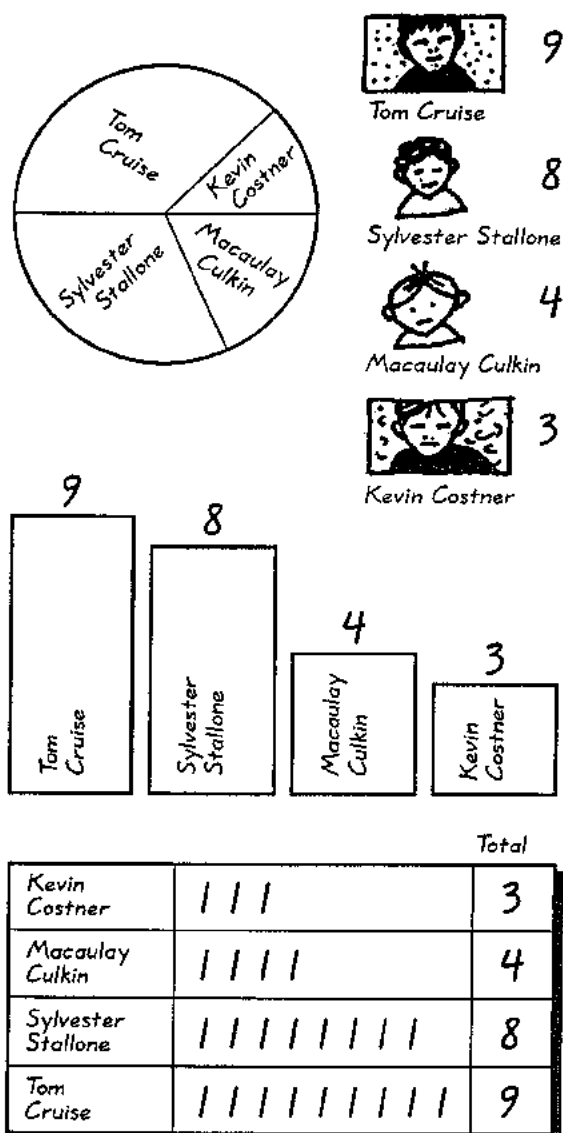


Fig 1

Name Class

Who / What is your favourite ?

	Pupil's name	Answer
ME		
1		
2		
3		
4		
5		

The Body Game



Language Focus

- ★ parts of the body vocabulary

Materials

- ★ copy of MY/06 for each pair/group
- ★ dice
- ★ a counter for each player
- ★ pencil and paper for each player

Procedure

Pupils play the game in groups of 2 or more following the rules below:

Choose a counter each and place it on START.

Throw the dice and the one with the highest number goes first.

Take it in turns to throw the dice and move your counter around the board in a clockwise direction.

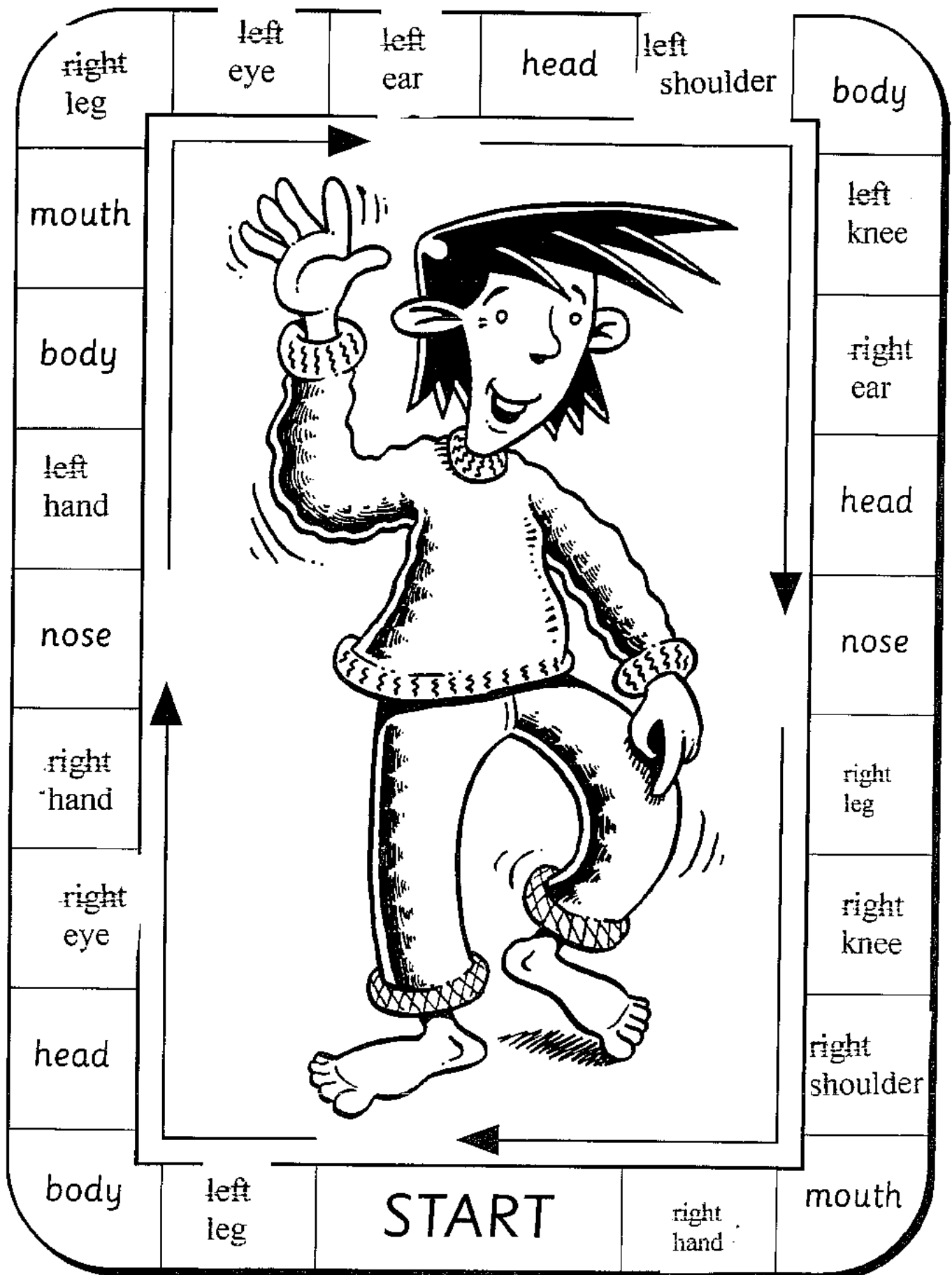
When you land on a square, draw that part of the body if you can.

Note: you must draw the body first and you must draw the head before the eyes and the leg before the foot, etc.

If you throw a 6, have another go (a maximum of 3 times).

The winner is the first pupil to draw a complete body.

The Body Game



Body Songs



Language Focus

- ★ body vocabulary
- ★ *have got*
- ★ numbers

Materials

- ★ copies of MY/07 (one between two would do)

I've Got Ten Fingers

- 1 Tell pupils *I've got 1 nose*. Ask them to tell you which parts of their body they've only got one of e.g. head, body, mouth.
- 2 Repeat with two e.g. *I've got 2 eyes*.
- 3 Count your fingers and say *I've got 10 fingers*. Get other pupils to do this. Now ask some pupils to take off their socks and shoes and count their toes, saying *I've got 10 toes* at the end. Repeat until all pupils are familiar with these phrases.
- 4 Hand out copies of the song lyrics and sing the song several times until pupils have learnt the words. Now get them to stand in a circle and sing the song while doing the actions e.g. bending down to touch their toes, holding their hands up when they say 'fingers', etc.

Heads, Shoulders, Knees and Toes

- 1 Sing the song several times until pupils are familiar with the tune and words.
- 2 Get pupils to stand up and sing the song through again, touching each part of the body as it is mentioned.
- 3 Sing the song again, missing out the word *heads* each time but still doing the actions.
- 4 Sing it again, missing out *heads* and *shoulders* but still doing the actions.
- 5 Continue like this until there are no words left and the song is just actions.

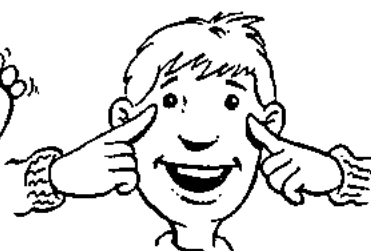
I've Got Ten Fingers



I've got ten fin-gers, I've got ten toes, I've



got two ears, two eyes, one nose!



Heads, Shoulders, Knees and Toes



Heads, shoul-ders, knees and toes, knees and toes,



Heads, shoul-ders, knees and toes, knees and toes, _ And _



eyes and ears and mouth and _ nose,



Heads, shoul-ders, knees and toes, knees and toes.



My Height



Language Focus

- ★ measurements
- ★ comparative and superlative of adjectives

Materials

- ★ copy of MY/08 for each pupil
- ★ long strips of paper for each group

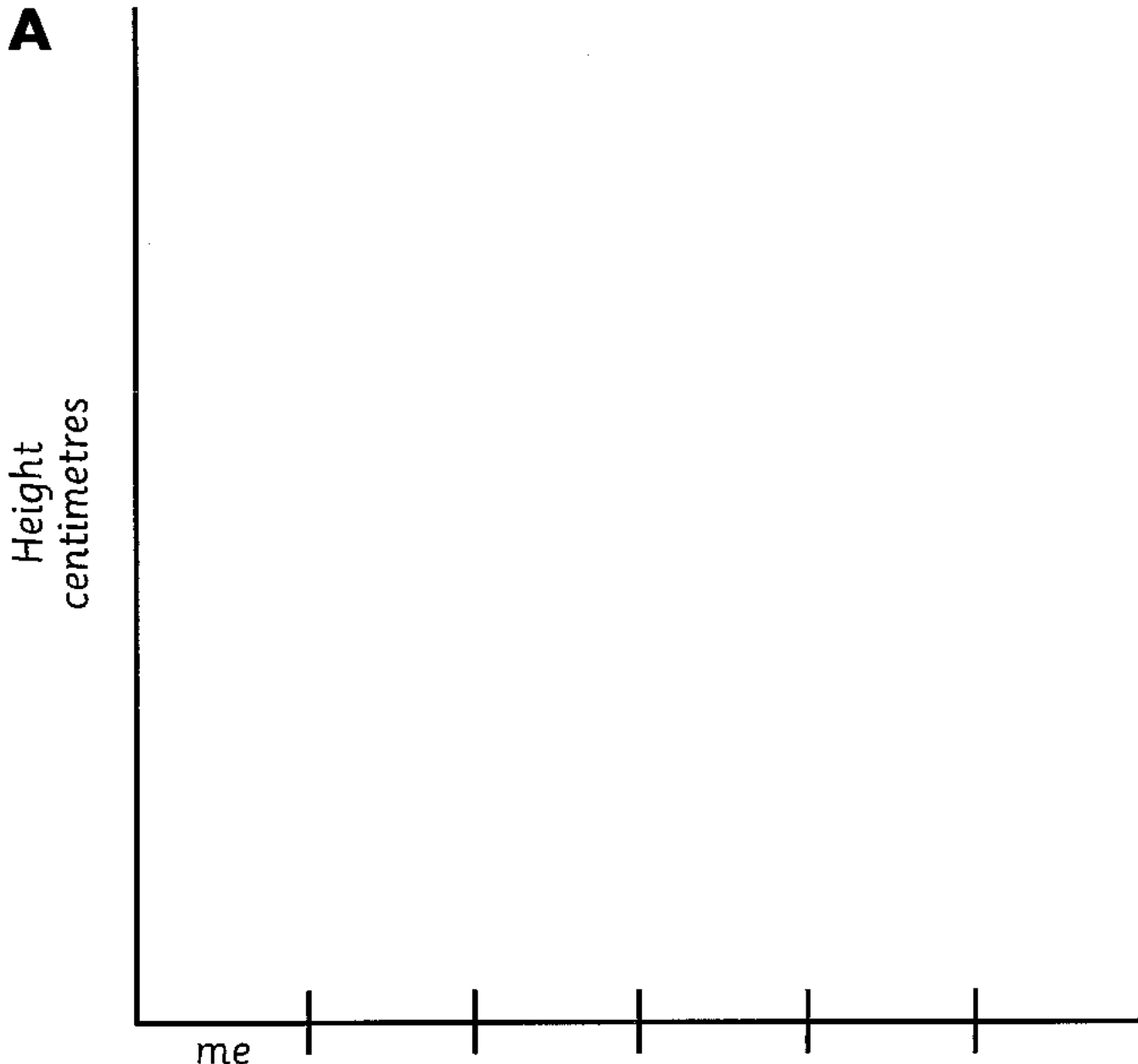
Procedure

- 1 Put pupils into groups of about 6 and ask each group to make a long strip of paper, longer than the tallest pupil in their group.
- 2 They attach this strip to the wall with the bottom touching the floor and divide it into metres and centimetres.
- 3 They each stand with their back to the strip and their heels touching the wall while another pupil measures their height and writes their name at the correct point on the strip of paper.
- 4 Give each pupil a copy of MY/08 and ask them to complete part A for their group.
- 5 Pin a copy of each group's results on the wall and get pupils to walk around, comparing the information until they can complete part B on their worksheet.
- 6 Check this by asking the class questions like *Who is the tallest in our class? Who is the shortest? Is Mary taller than Linda?*

Follow-ups

- 1 Pupils use the charts to collect information like:
 - *How many pupils are taller than you?*
 - *Who is the same height as you?*
 - *How many pupils are under 120 cms tall?*
- 2 Pupils can make a height chart for themselves: they label it with their name and then get a partner to help them measure the height of their knees, shoulders, waist and nose. They can add labels stating *My knees come up to here* or *My knees are 35 cms high*.

A



B

- 1 is the tallest in our class.
- 2 is taller than
- 3 is the shortest in our class.
- 4 is shorter than

My Fingerprints



Language Focus

- ★ adjectives
- ★ *he/she's got*
- ★ *he/she's wearing*

Materials

- ★ copy of MY/09 for each pupil
- ★ magnifying glass
- ★ an ink pad
- ★ crayons/felt pens

Procedure

- 1 Each pupil makes a fingerprint of their thumb on a piece of paper. Then, in pairs, they use a magnifying glass to study and compare their fingerprints. Explain, if necessary, that every fingerprint is unique.
- 2 Hand out a copy of MY/09 to each pupil. Get them to make a print of each finger of one hand on each section of the photocopy, e.g. the thumb in the first section, the middle finger in the third section.
- 3 Now ask them to use coloured pens or crayons to make characters for their prints, e.g. by adding arms, legs, heads, hair, clothes, accessories (see fig 1).
- 4 They now complete the sentences describing their characters e.g. *He's small, He's got brown hair, He's wearing a hat.*
- 5 Finally, they cut out the strip round the solid black line and fold the sections along the dotted lines to make a zig-zag book which they can show to other pupils or pin on the wall.

Follow-up

- 1 More advanced pupils could make up stories about their fingerprint characters.
- 2 Younger pupils could make other pictures out of fingerprints and write short descriptions of these. Animals are especially good - see fig 2 for ideas.

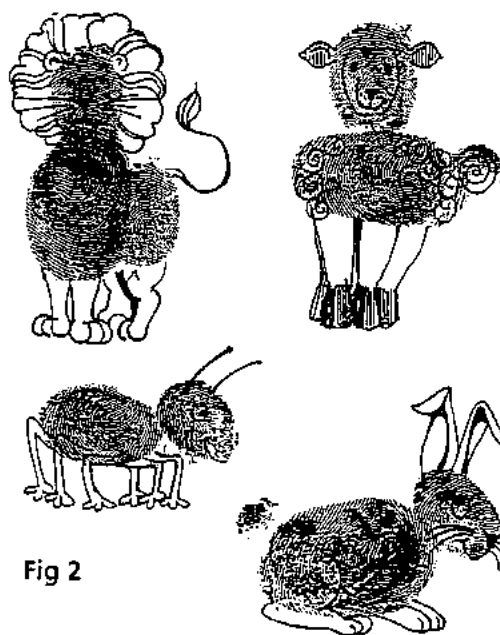


Fig 2

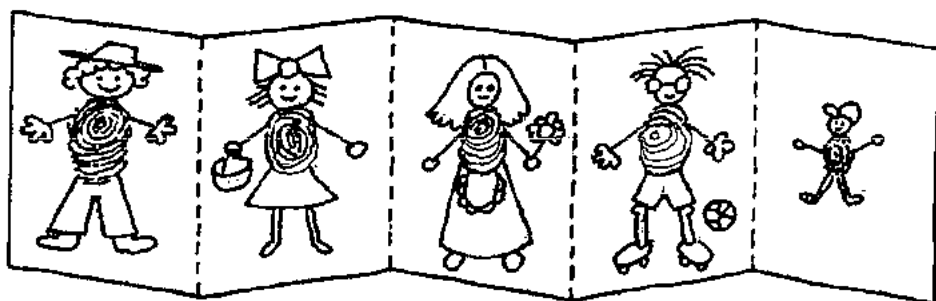


Fig 1



Mr Thumb	Paula Pointer	Maggie Middle Finger	Fred Finger	Baby Little Finger
He's	She's	She's	He's
He's got	She's got	She's got	He's got
He's wearing	She's wearing	She's wearing	He's wearing

My Family



Language Focus

- ★ family vocabulary
- ★ comparative/superlative of adjectives
- ★ writing descriptions (with *has got*, ages, etc)

Materials

- ★ copy of MY/10 for each pupil
- ★ glue
- ★ family photographs

Procedure

- 1 Before starting this activity, ask pupils to bring in 2 photographs of members of their family.
- 2 Now hand out copies of MY/10 and ask them to complete part A using the following key:

- 1 = grandfather (father's father)
- 2 = grandmother (father's mother)
- 3 = grandfather (mother's father)
- 4 = grandmother (mother's mother)
- 5 = father
- 6 = mother
- 7 = myself
- 8 = brothers and sisters

- 3 You can follow this up by asking individual pupils about different members of their family e.g. how old their grandparents are, etc.
- 4 Pupils complete part B of their worksheet by sticking on the 2 photographs and then writing a short description of that family member. You can use this activity to practise *he's/she's* + adjectives; *he's/she's got*.
- 5 This page can now be included in their 'Myself' booklets.

Name Class

A My Family Tree

1 2 3 4

5 6

7

8

My is the oldest in my family. He's/she's (age).

My is the youngest in my family. He's/she's (age).

I am the youngest in my family. I'm (age).

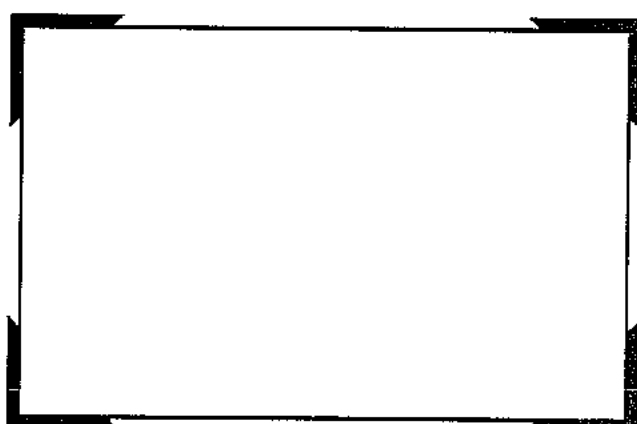
B Here are some photos of my family



This is my

.....

.....



This is my

.....

.....

My Surprise Present



Language Focus

- ★ colours
- ★ numbers
- ★ family vocabulary

Materials

- ★ copy of MY/11 for each pupil

Procedure

- 1 Give out copies of the puzzle to each pupil. Look at the picture and ask pupils questions:
 - *Whose birthday is it?*
 - *What's he doing?*
 - *Who's at his birthday party?*
 Point to the people in the picture and get pupils to guess who they think they might be e.g. *father, mother, aunt, cousin, grandfather*, etc. Finally, ask them to guess who the surprise present is from.
- 2 Now get them to complete the puzzle: read out the grid references in the order listed below and pupils colour in the squares. At the end they will be able to read who the present is from (Answer = *cousin*). You could also get different pupils to read out the grid references to make it more fun.

five - red	nine - brown
twenty-one - brown	twenty - blue
seventeen - yellow	seventeen - blue
fifteen - red	nine - yellow
eleven - brown	one - blue
one - green	fifteen - brown
two - blue	nineteen - brown
nineteen - green	eleven - red
thirteen - blue	five - brown
seven - yellow	nineteen - blue
seventeen - brown	fifteen - green
nine - red	ten - brown
three - brown	seven - blue
twenty-one - yellow	one - brown
one - yellow	nineteen - red
five - blue	seventeen - red
nine - blue	fourteen - blue
thirteen - brown	fourteen - red
five - green	nine - green
seven - brown	three - blue
thirteen - red	six - brown
fifteen - blue	twenty-one - blue
nineteen - yellow	thirteen - yellow
twenty-one - green	fourteen - brown
seventeen - green	eleven - yellow
eleven - blue	seven - red
eleven - green	one - red
two - brown	five - yellow
seven - green	twenty-one - red
six - blue	

Name Class

Jack is opening his birthday presents.
Here's a surprise present.
Who's it from?



Fill in the squares.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21

blue																					
yellow																					
red																					
green																					
brown																					

My Mother



Language Focus

- ★ the gerund
- ★ writing letters

Materials

- ★ copy of MY/12 for each pupil
- ★ coloured pencils or crayons
- ★ scissors
- ★ glue
- ★ card

Procedure

- 1 Give out a copy of MY/12 to each pupil. Copy the skeleton letter onto the board and ask pupils to suggest phrases to complete it (see fig 1; page 4).
- 2 Pupils now complete their own letter with whichever phrases they wish. You will need to go round helping and correcting as necessary.
- 3 Once you have checked all the letters, ask pupils to cut out round the inside black line.
- 4 Give out a sheet of card to each pupil. They fold this in half, write 'Happy Mother's Day' on the front and decorate it in any way they wish (e.g. with a photograph of themselves with their mother, with drawings or with cut-out pictures of flowers).
- 5 They stick their letter onto the inside-right page and draw and colour little pictures around it e.g. of flowers, cakes, chocolates, butterflies.
- 6 These cards can now be given to their mothers on Mother's Day.

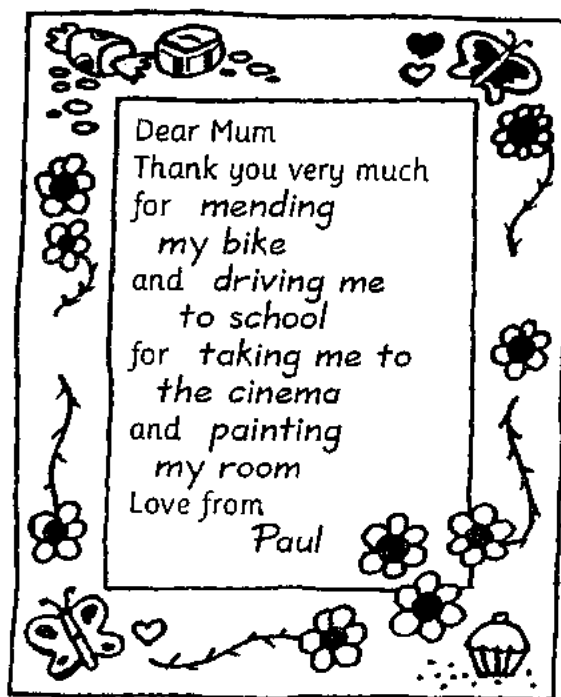


Fig 1



mending my bike



cooking my food



helping me
with my
school work

Dear Mum

Thank you very much

for

and

for

and

Love from



taking me
to the
cinema



painting
my room



playing
football
with me



playing
games with
me



buying my
birthday
cake



ironing my jeans



reading to me



driving me to school

My Room



Language Focus

- ★ *What's this? It's a ...*
- ★ prepositions
- ★ listening comprehension

Materials

- ★ copy of MY/13 for each pupil

Procedure

- 1 Give a copy of the worksheet to each pupil. Ask them to look at the pictures and ask them *What's this? (It's a house)*.
- 2 Read out the story below and ask pupils to tick the box showing the correct answer.




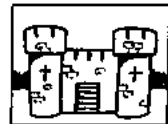
Sarah lives in a flat in London. Her favourite room in the flat is her bedroom. Her bedroom walls are yellow and her curtains are pink, yellow and white. In her room, there's a bed and a bookcase. Under the bed, there's a guitar and there are lots of books in the bookcase. Sarah loves reading.

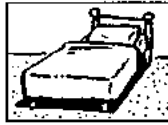
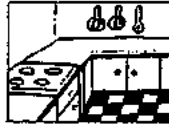


- 3 Check the answers by asking different pupils to read out the sentences.
- 4 Now ask them to complete part B by writing about their own rooms. You will need to go round helping and correcting where necessary.
- 5 Pupils read the descriptions of their rooms to a partner.
- 6 Finally, ask pupils to draw and colour a picture of their room which can be included in their booklets along with the written descriptions.

Follow-up

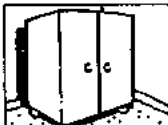



- 1 Photocopy (or ask pupils to copy) the basic picture of their room.
- 2 Get them to add 5 more items to their original drawing e.g. more furniture plus toys under the bed, etc.
- 3 They now give the photocopy of their room to a partner and do a picture dictation i.e. they describe where to draw the additional toys, etc (without letting their partner see the new drawing). For example, *My clock is above the bed, My bin is under the desk.*
- 4 Pupils now compare the 2 drawings.

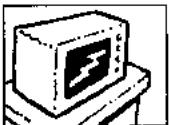
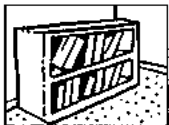
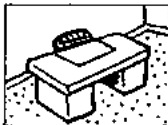
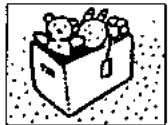
A Tick the correct answer.



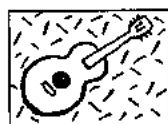

Sarah lives in a ☐  ☐  ☐  ☐ 



Her favourite room is the ☐  ☐  ☐  ☐ 

Her bedroom walls are ☐ pink ☐ yellow ☐ white ☐ blue

In her room there's a ☐  ☐  ☐  ☐ 

and a ☐  ☐  ☐  ☐ 

There's a ☐  ☐  ☐  ☐ 

under the bed and there are lots of ☐  ☐ 

☐  ☐  on the shelves in the bookcase.

B Now you write.

My bedroom walls are There's a ,
a , and a in my room.
There's a under the and there
are some on the
My favourite toy is my

My Favourite Food



Language Focus

- ★ past tense (*ate, drank, had*)
- ★ questions with *did*

Materials

- ★ copy of MY/14 for each pupil
- ★ paper/pencils

Procedure

- 1 Hand out a copy of the blank food diaries to each pupil one week before you wish to start the lesson and ask them to fill it in every day for a week. (Use the board and fill in one day with them as an example).
- 2 When pupils return their completed diaries, stick them on the walls.
- 3 Each pupil stands in front of someone else's diary and reads it.
- 4 Ask 3 questions to the class and pupils write down answers from the diary in front of them. For example, *When did he/she drink milk? Did he/she eat pizza this week? On which day did he/she eat salad?* As feedback, pupils can now tell the class or a partner what this pupil ate/drank.
- 5 The pupils now move on to a different diary and you ask 3 different questions. Get them to write the answers out this time, e.g. *Josh ate spaghetti on Thursday.*

Follow-up

- 1 Ask pupils to move round the room looking at the diaries, and then to write down the 4 most popular foods. Pupils compare notes afterwards.
- 2 In pairs, pupils have their own diaries and ask each other questions like *What did you have for dinner on Friday?*
- 3 Ask pupils to choose their favourite meal and to draw a picture of it, labelling the items in English.
- 4 These diaries can be used to start a discussion on balanced meals and healthy eating.

Name Class

Food Diary

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Breakfast							
Lunch							
Dinner							
Supper							
Snacks							

My School Day



Language Focus

- ★ time
- ★ present simple
- ★ adverbs of frequency

Follow-up

- 1 Pupils could make up a worksheet like the one on MY/15 for 'My Holidays' and give to another pupil to complete.

Materials

- ★ copy of MY/15 for each pupil

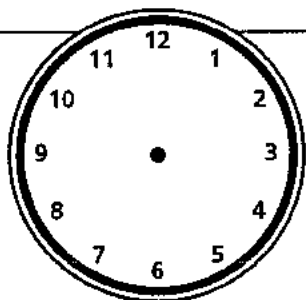
Procedure

- 1 Give out a copy of the worksheet to each pupil and explain that this is a typical school day. Ask them to draw the times on the clocks.
- 2 In pairs they ask and answer questions like *What time do you have breakfast? I have breakfast at half past seven.*
- 3 Ask pupils to write these 3 headings on a piece of paper: ALWAYS, SOMETIMES, NEVER and to list the activities from the worksheet under the relevant heading e.g. they may write *go to school at 8.45* under ALWAYS.
- 4 In pairs they must find 4 true statements about each other by asking questions like *Do you sometimes go to bed at 7 o'clock?*. The pupil who finds out 4 true facts with the least number of questions is the winner.

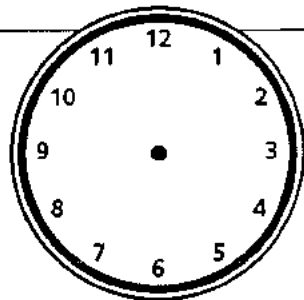
My School Day



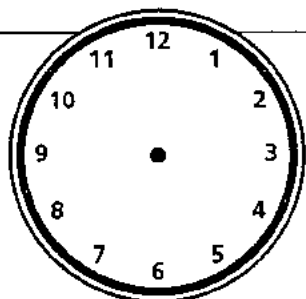
I wake up at



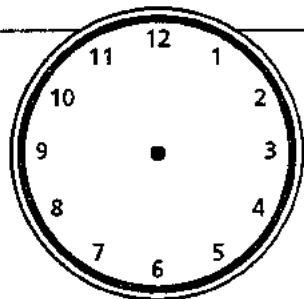
I eat lunch at



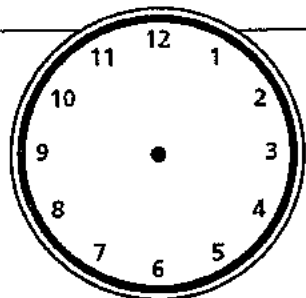
I get dressed at



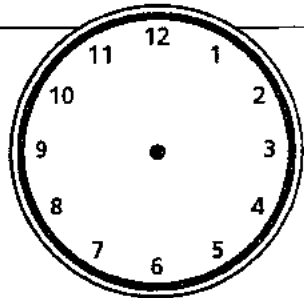
I return from school at



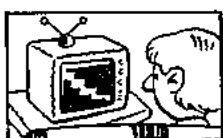
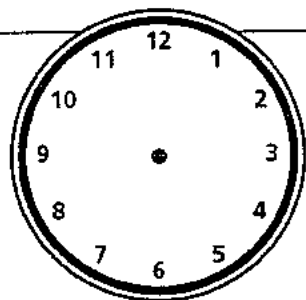
I have my breakfast at



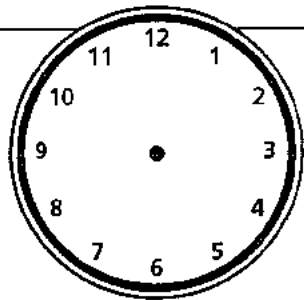
I do my homework at



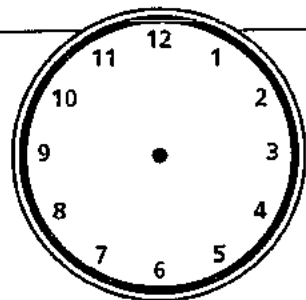
I brush my teeth at



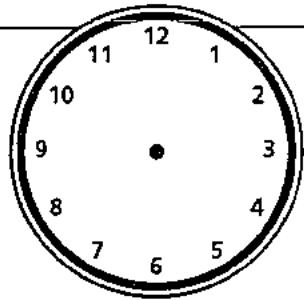
I watch TV at



I go to school at



I go to bed at



My Weekends



Language Focus

- ★ present simple
- ★ *going to*
- ★ storytelling

Materials

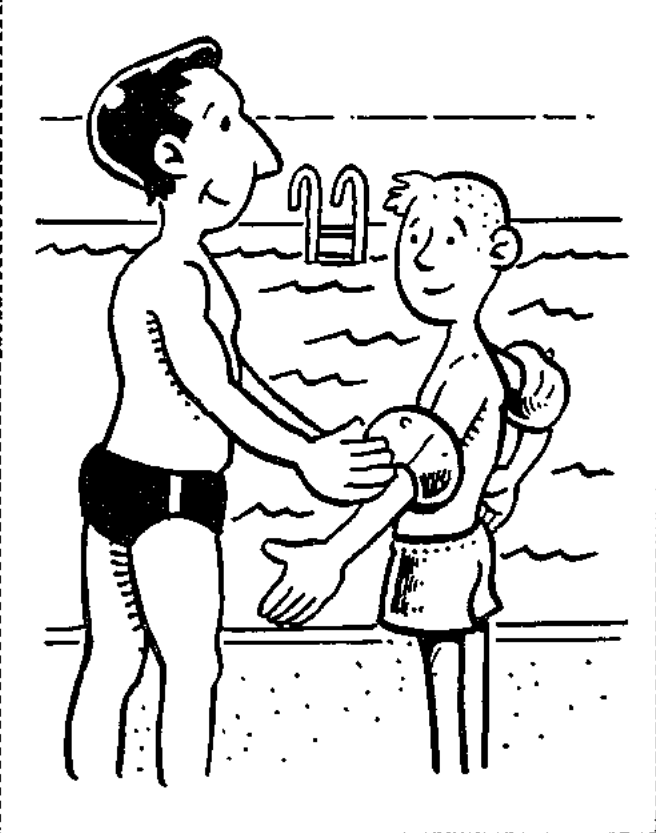
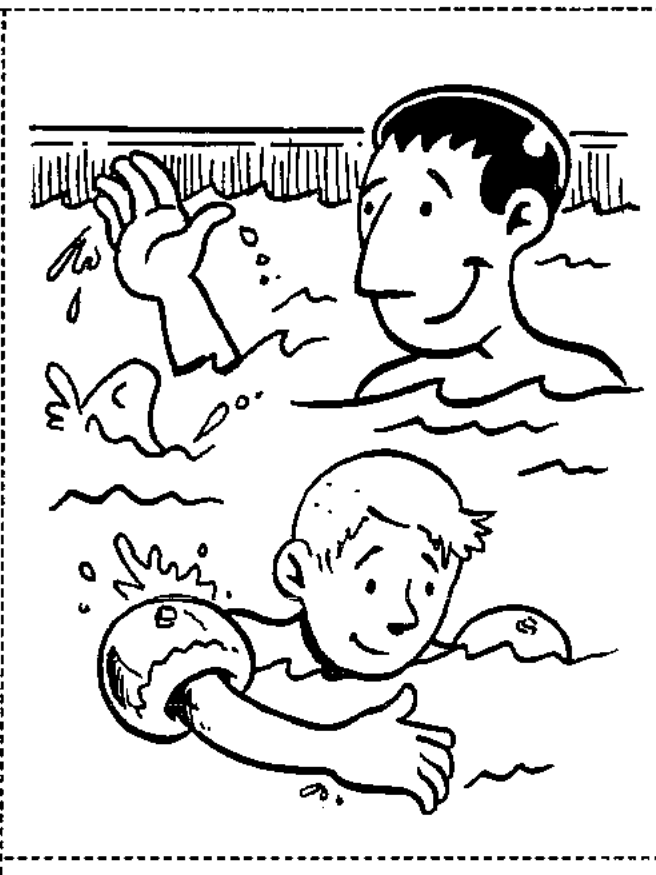
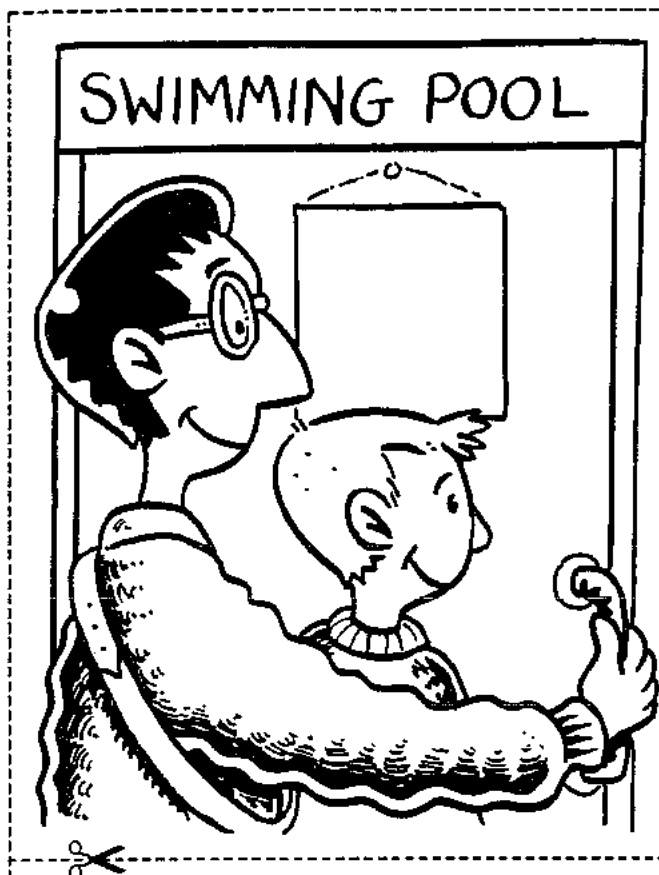
- ★ copy of MY/16 for each pupil
- ★ crayons
- ★ scissors
- ★ glue

Procedure

- 1 Give out a copy of the story to each pupil.
- 2 Ask them to colour and cut up the pictures, then put them in the correct order.
- 3 They now cut up the 4 sentences and put these in the correct order under the relevant picture. (They could also do this activity in pairs.)
- 4 Finally, get them to stick the pictures and sentences (in the correct order) into their 'Myself' booklets.

Follow-up

- 1 On the opposite page in their booklet get them to draw and write a short story about their typical Saturday or Sunday (using the present tense).
- 2 Alternatively, they could write a short story entitled 'This weekend' when they describe what they are *going to do*. Each day for a week you could ask different pupils to read out their stories to the class.



Then we go to the swimming pool.

I like swimming very much.

On Saturdays my father puts my swimming costume into a bag.

My father helps me put on my arm bands.

ANIMALS

The activities in this pack are designed to revise particular structures and language, while teaching pupils something about the differences between animals; about their life chains; and about their habitats and food. It is

assumed that pupils already know a range of animal vocabulary before starting the pack. In addition, we have chosen to deal with only farm and wild animals, as PETS will be the subject of a future Resources Pack.

Find the Animals



Language Focus

- ★ prepositions
- ★ British woodland animals

Materials

- ★ a copy of AN/01 for each pupil

Procedure

- 1 Revise or pre-teach the names of the animals using flashcards/pictures or a poster.
- 2 Give out copies of the worksheet and ensure pupils know the necessary vocabulary e.g. *cave*, *log*, *rock*.
- 3 Ask them to look at the picture and see how many animals they can spot (Answer = 6).

- 4 They now complete the worksheet by writing in the prepositions.

Solution:

1. next to/under the tree.
2. in the cave.
3. on the log.
4. in/up the tree.
5. under the rock.
6. behind the bush.

- 5 They can check their answers in pairs by asking and answering questions such as *Where is the fox? It's in the hole.*

Follow-up

Explain that these animals are typically found in the British countryside. Ask them to tell you about animals which are found only in their country. How do they differ from the British ones?



Write where the animals are.

- 1 The hedgehog is the tree.
- 2 The fox is the cave.
- 3 The rabbit is the log.
- 4 The squirrel is the tree.
- 5 The adder is the rock.
- 6 The badger is the bush.

At the Zoo



Language Focus

- ★ directions
- ★ prepositions
- ★ zoo animal vocabulary

Materials

- ★ a copy of AN/02 for each pupil

Procedure

- 1 If possible, record the listening text below on to a tape first.

As you go into the zoo, the first thing you see are the seals in the round cage in front of you. The monkeys are in the cage on your right and the hippos are on the left, in the cage with the water pool. Next to the monkeys are the giraffes and next to the hippos are the elephants. Walk past the elephants to the back of the zoo. In the left-hand corner are the tigers. The lions are in the middle cage and the bears are on the right opposite the penguins. Turn right and walk past the seals, between the bears and the penguins. Opposite you are the parrots on the left, next to the Exit, and the ostriches are on the right.

- 2 Give pupils a copy of the worksheet and play or read the whole text through once while pupils just listen.
- 3 Play it again, pausing after each phrase so that pupils can write the names of the animals in the correct cages. You may have to play it several times, depending on the level of your class.

- 4 Let them check their answers in pairs or groups before hearing it again. Then go over it as a class activity.

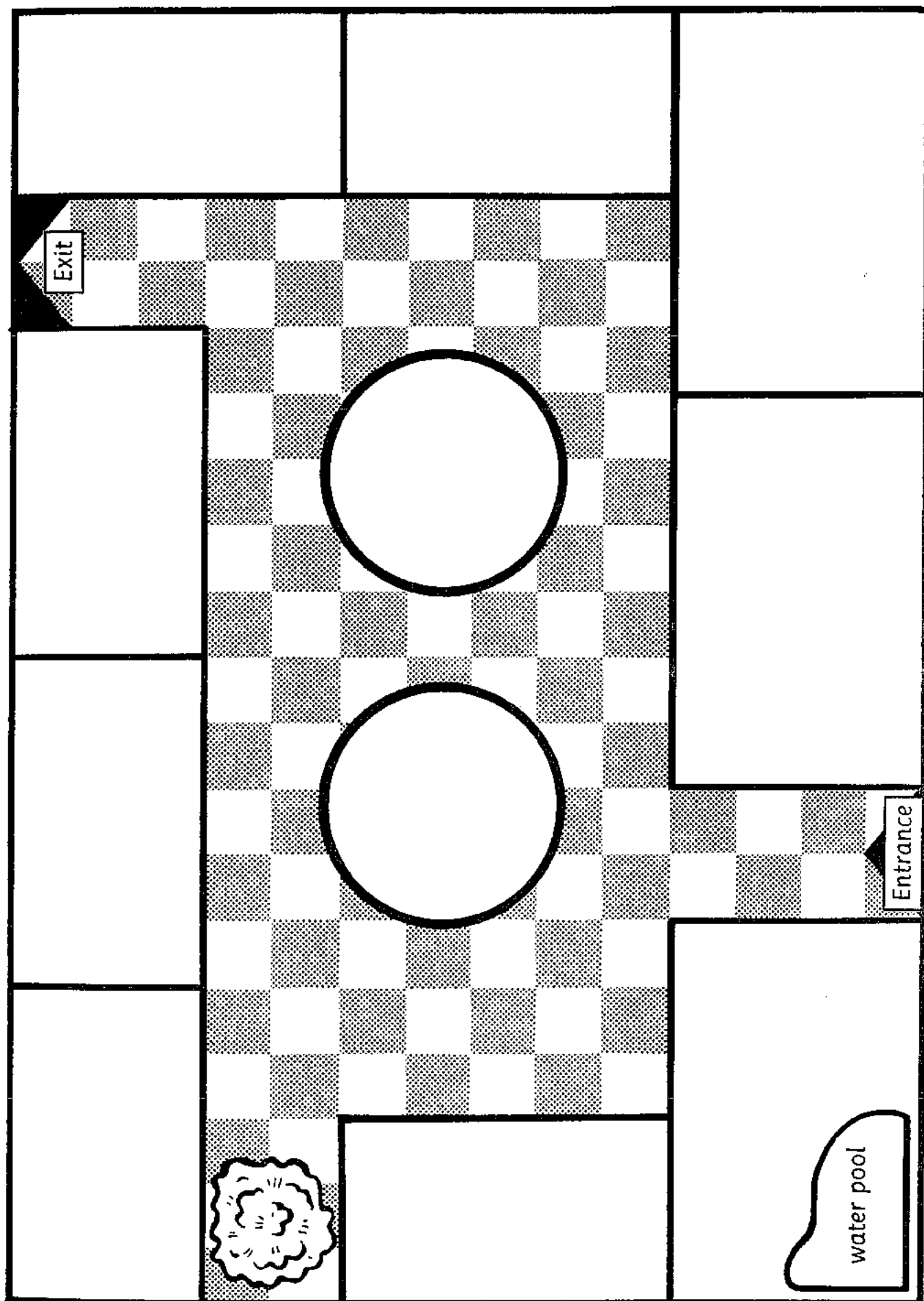
Variation

To simplify things you could give the children the names of the animals beforehand so they have a list to copy from, or you could write the names on the board and put a number next to them so that pupils just write the correct number in the cage.

Follow-up

- 1 You can use the zoo plan to further practise prepositions e.g. by asking questions like *Which animals are opposite the seals?*
- 2 Pupils could make up directions to ask a partner e.g. *Enter the zoo, turn right, take the first on the left, which animals are in the cage on your right?*

Name Class



Mixed-up Animal



Language Focus

- ★ *has got*
- ★ *parts of the body*
- ★ *the possessive's*

Materials

- ★ a copy of AN/03 for each pupil
- ★ crayons/coloured pencils

Procedure

- 1 Give a copy of the worksheet to each pupil. Ask them some questions about the animal e.g. *Is it a real animal? Has it got a lion's head?*
- 2 Ask them to complete part A (individually or in pairs) following the written example.
- 3 Go over the answers with the class.

Answers:

It's got an elephant's head, a giraffe's neck, a bird's wings, a zebra's body, a cow's legs and a rabbit's ears.

- 4 Pupils now complete part B by drawing their own mixed-up animal and giving this to a partner to write about. They then colour in their animals and display them on the walls along with the written descriptions.

Follow-up

- 1 Split the class into teams for a general knowledge quiz.
- 2 Ask the following questions (you can add more) and the first team to give you a correct answer wins a point.

Which animal has got a long neck?
Which animal has got black stripes?
Which animal has got a woolly coat?
Which animal has got long ears?
Which animal has got 2 horns?

- 3 The team who have the most points at the end are the winners.
- 4 Again, teams could go on to make up questions to ask another team.

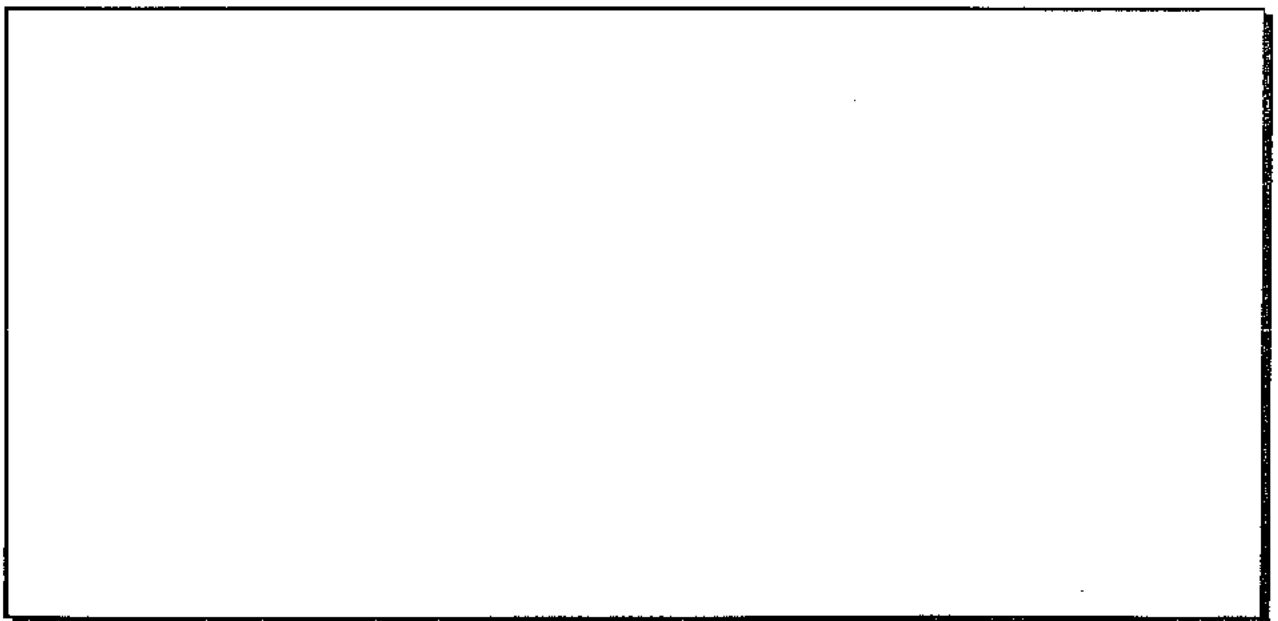
A Look at the mixed-up animal.
What has it got?



Example: It's got a monkey's tail.

- 1 It's got a
- 2 It's got a
- 3
- 4
- 5
- 6

B Draw your own mixed-up animal.



Animal Songs



Language Focus

- ★ listening comprehension

Materials

- ★ copies of AN/04 (one between 2 would do)
- ★ crayons/coloured pencils

Having a Picnic

- 1 Sing this song (to the tune of *Humpty Dumpty*) until pupils are very familiar with it.
- 2 Split them into groups and sing the song as a round i.e. one group starts off, when they have finished the first line the second groups starts, and so on.
- 3 Ask each group to make up their own song by changing the words which are underlined (i.e. to other animals/foods). They each sing their new song to the class.
- 4 Finally, they draw and colour a picture to illustrate their song and display these round the class.

A Pretty Yellow Butterfly

- 1 Again, sing this song (to the tune of *Sing a Song of Sixpence*) several times.
- 2 Give each pupil the name of one of the animals in the song.
- 3 Sing the song again. When pupils hear their animal's name, they stand up/put their hands up.
- 4 Sing the song again and pupils act out what their animal is doing e.g. the pupils who are 'butterflies' pretend to fly; those who are 'rabbits' all laugh, etc.
- 5 Groups of pupils could come to the front of the class and act out the song as the other pupils sing it.
- 6 Pupils choose a scene from the song to illustrate for display.

Having a Picnic

(The) parrot, the rabbit, the mon-key and me
 (Were) having a pic - nic down by the sea
 (With) app-les and rice a - nd eve - ry - thing nice
 And lots of cups of ver - y strong tea

A Pretty Yellow Butterfly

(A) pret - ty yel - low butt - er - fly flying through the air
 (A) ve - ry hairy squir - rel com - bing his hair
 (A) li - on, a tig - er, and a great big tall gir - affe
 (A) funny little monkey who is making them all laugh!

An enormous hippo who's standing in a pool,
 A very woolly sheep who's trying to keep cool.
 An elephant, a pig, a rabbit and a bird
 Laughing at the monkey's tricks - he really is absurd!

Noah's Ark



Language Focus

- ★ *has got*
- ★ animal descriptions

Materials

- ★ a copy of AN/05 for each group
- ★ 2 copies of AN/06 for each group
- ★ scissors
- ★ crayons

Preparation

- 1 Tell the story of Noah's Ark (**Noah's Ark** by Marcia Williams, published by Walker Books, ISBN 0 74451 469 X) to your pupils and sing *The Animals Went in Two by Two* together to familiarise them with the Noah story.
- 2 Put pupils in groups of 4 and give each a copy of the Ark template and 2 copies of the animal cards.
- 3 They first prepare the ark by colouring it in, then cutting it out and folding it along the dotted line so that it stands up. Cut out the door and make a drawbridge for it (see fig 1).
- 4 Each pupil then chooses the same 3 animal cards from the 2 copies of AN/06. (This means they should have 6 cards in total e.g. 2 lions, 2 elephants and 2 tortoises.) They colour in both sides and fold them along the dotted line so they stand up (see fig 2).

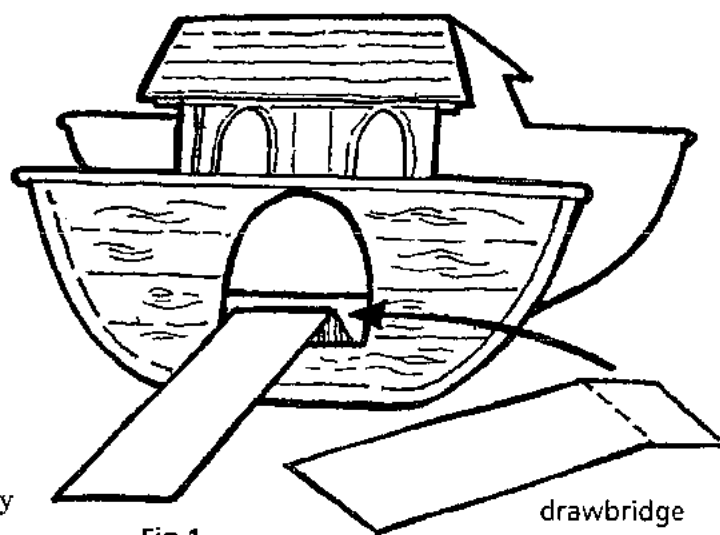


Fig 1

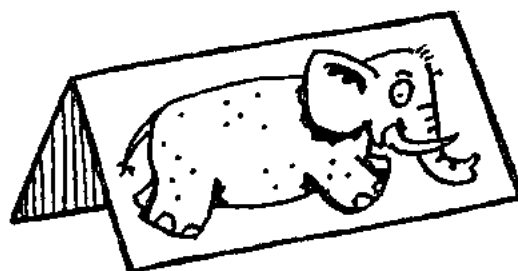
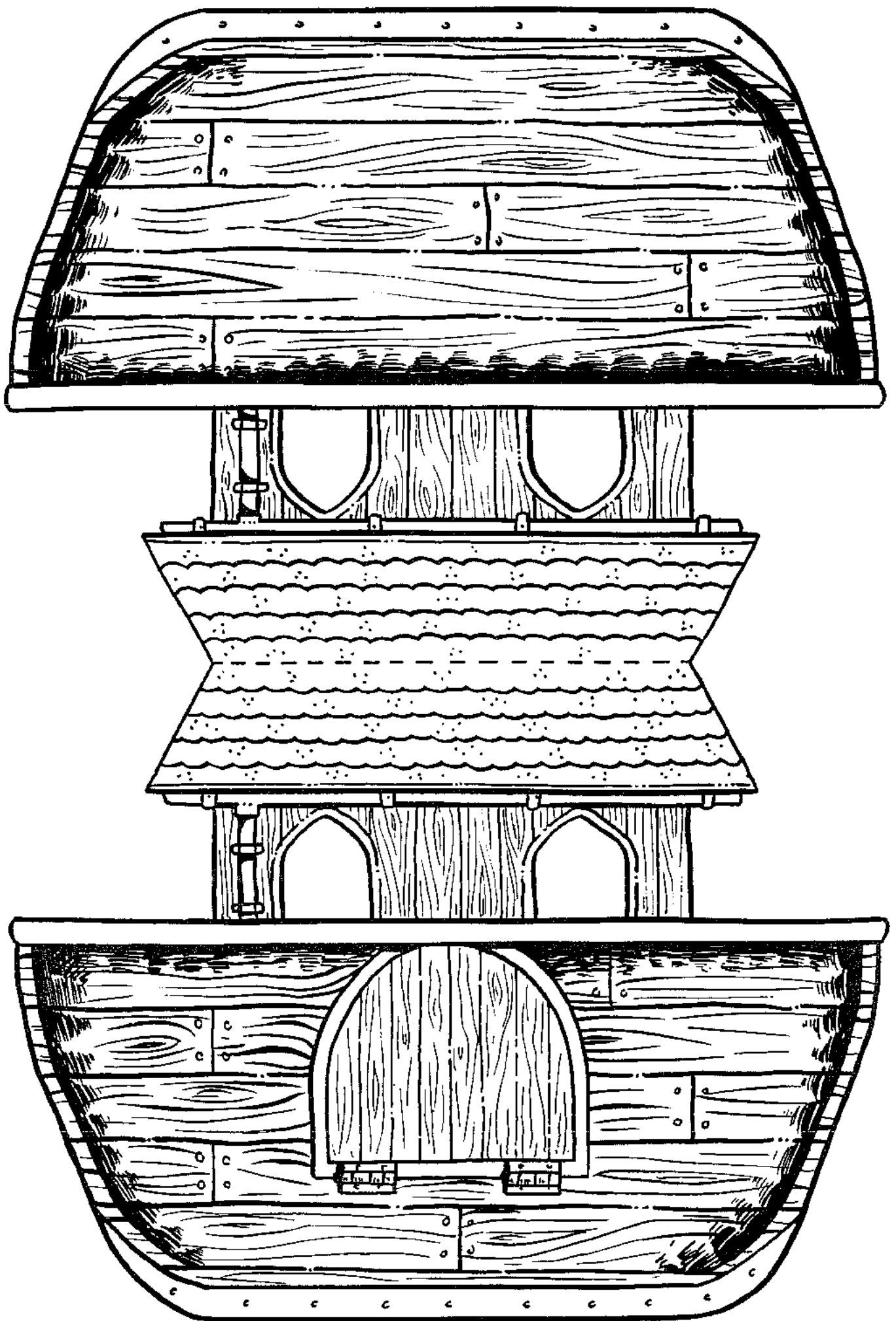


Fig 2



Noah's Ark

Procedure

- 1 Each group sits together with their ark at the side of the table and one set of the 12 cards in a pile in the middle. Each pupil has one set of the 3 cards they coloured in.
- 2 Explain that the aim of the game is to make pairs of animals form a queue to enter their ark.
- 3 Read out the first clue below. When a pupil has the correct animal card, he/she quickly finds the companion card in the pile, places them together in the queue and shouts 'I have'. The first player to do this with the correct animals gets to leave their cards in the queue; the other groups must start again.
- 4 Continue with the next clue.
- 5 The winning group is the one with the most animals in the queue when you have finished reading out all the clues. If you wish to make the game longer, you can repeat clues until one group has all their animals in the queue.

Clues:

Who's got the animal with a long trunk? (elephant)

Who's got the animal that says "moo"? (cow)

Who's got the animal with a beak and feathers? (hen)

Who's got the animal that's long and thin? (snake)

Who's got the animal that roars? (lion)

Who's got the animal with long ears? (rabbit)

Who's got the animal that moves very slowly? (tortoise)

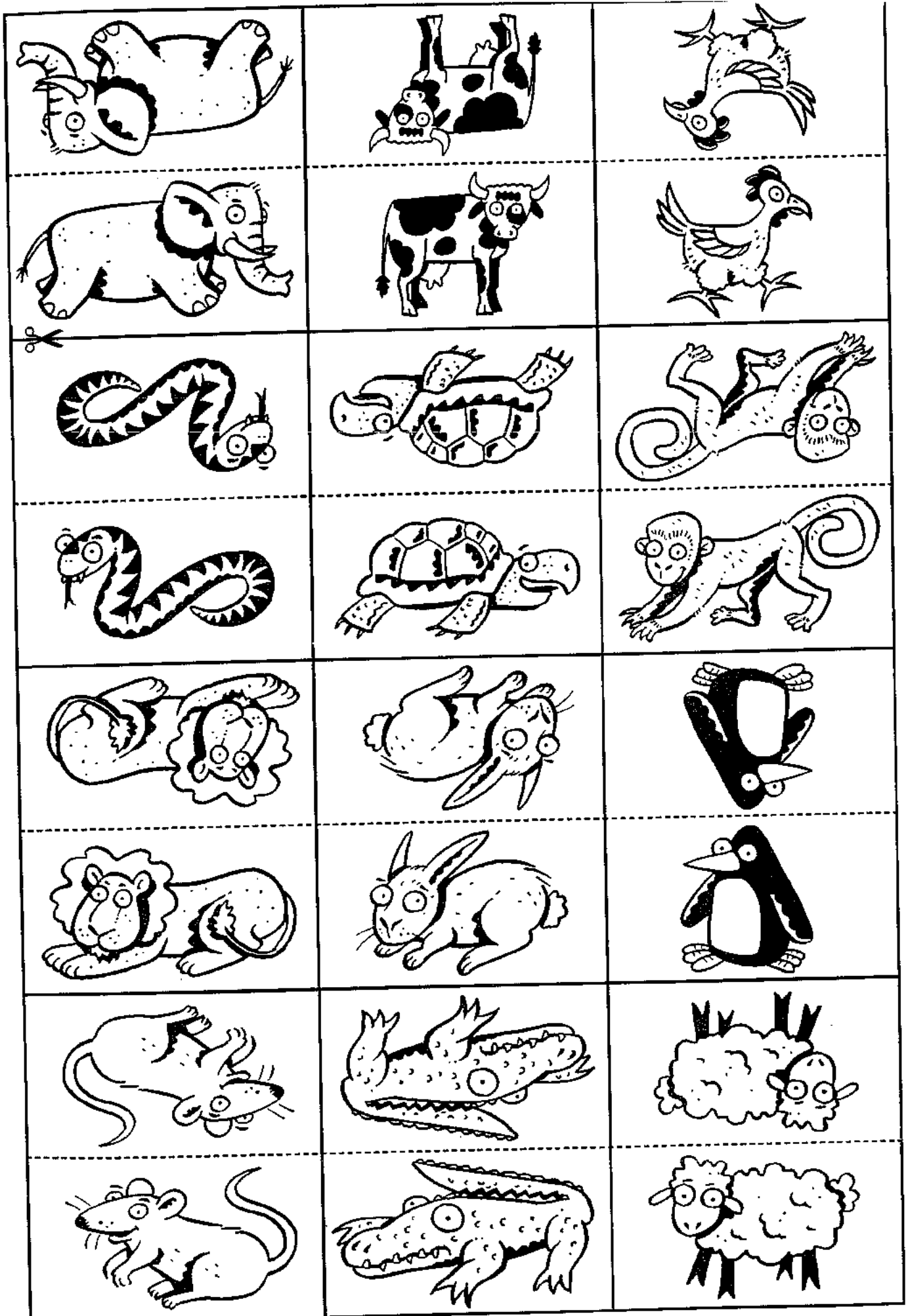
Who's got the animal that says "ooh, ooh, ooh"? (monkey)

Who's got the animal that's black and white? (penguin)

Who's got the animal with whiskers and a long tail? (mouse)

Who's got the animal with a hard skin? (crocodile)

Who's got the animal that says "baa"? (sheep)



Mother and Baby



Language Focus

- ★ vocabulary of farm and baby animals

Materials

- ★ a copy of AN/07 for each pair/group
- ★ scissors
- ★ glue

Procedure

- 1 Give a copy of AN/07 to each group/pair and use the pictures to revise vocabulary.
- 2 Get each group to cut out the adult cards and to make the dice by folding and sticking it together (see fig 3).
- 3 They can now play a game by placing the pictures of the 'mother' animals face up. Each pupil takes a turn to roll the die to show a baby animal. He/she must then select the correct mother and say, for example, *the piglet's mother is the pig*. If this is correct, they keep the card and the next pupil has a turn. The winner is the pupil with the most cards at the end.
- 4 You can vary this by getting pupils to place the 'mother' cards face down. When a pupil throws the dice he/she turns over a card. If it matches, they keep it, if not, they turn it face down again and the next player has a turn. This then becomes a type of memory game.

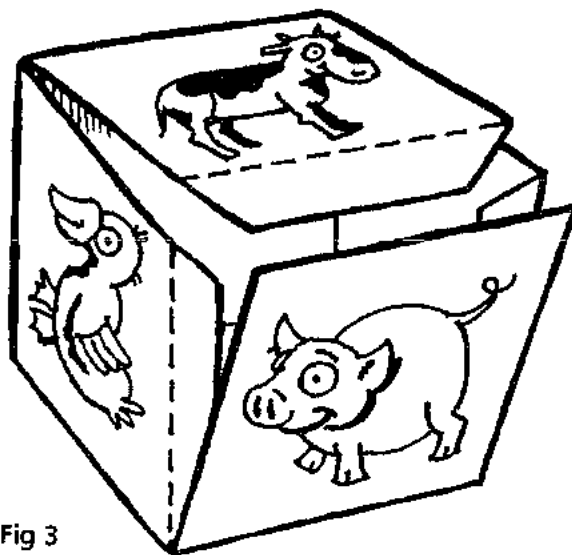
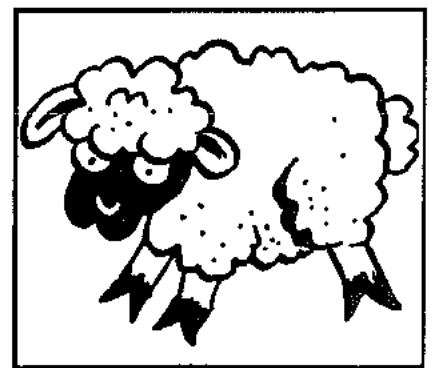
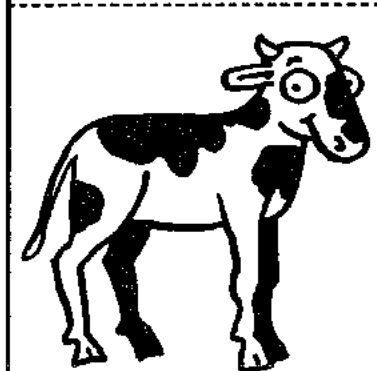
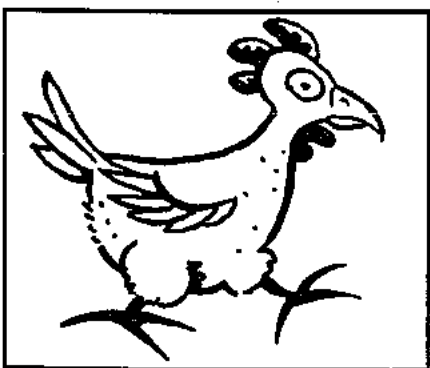
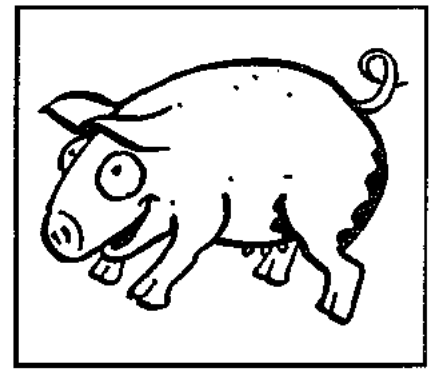
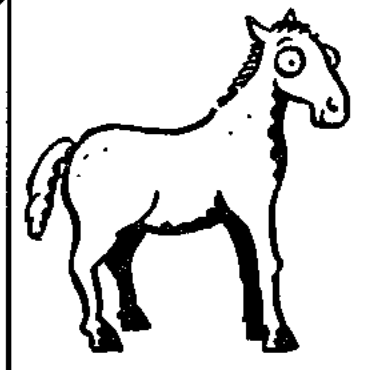
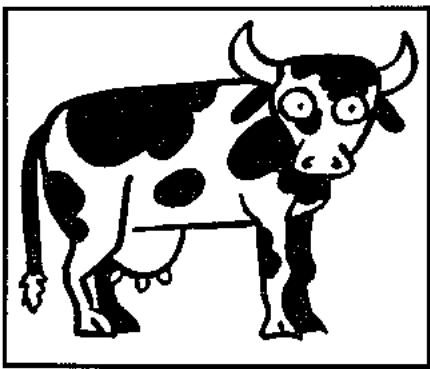
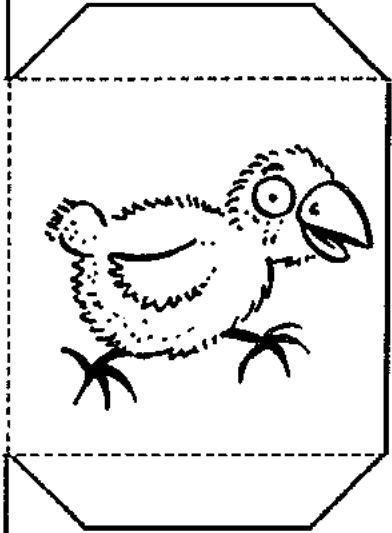
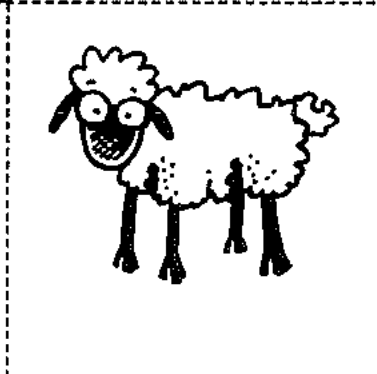
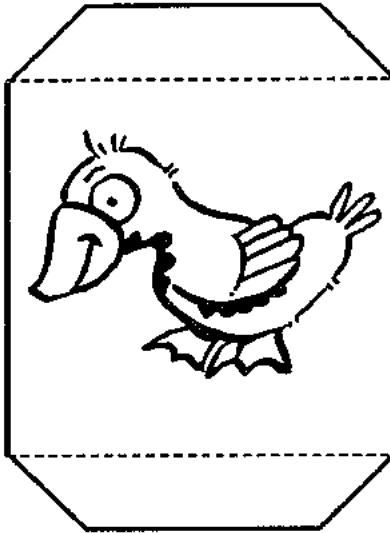
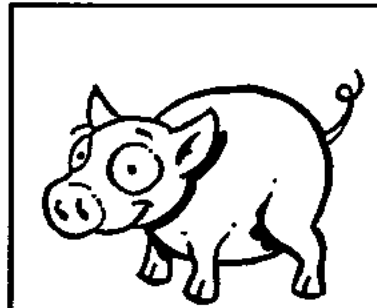
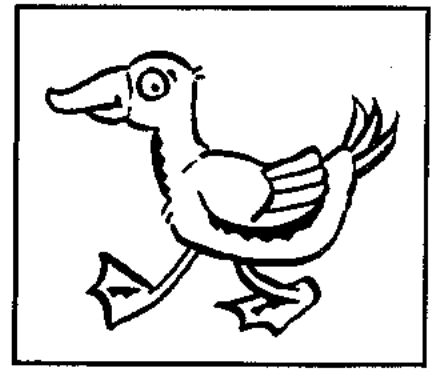
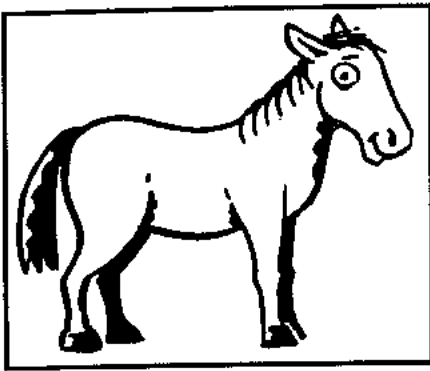


Fig 3

Follow-up

These games can lead on to the following discussions in English or mother tongue (depending on the level of your class):

- how young and old animals differ in appearance
- how baby animals are born and looked after



Mother Hen



Language Focus

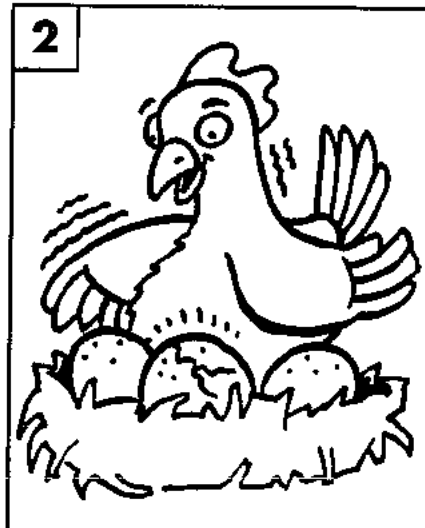
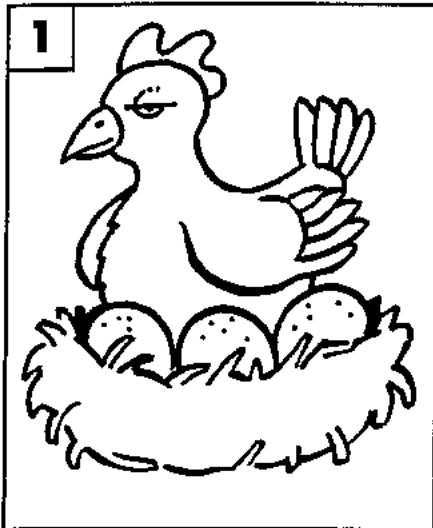
- ★ present tense
- ★ storytelling/writing

Material

- ★ a copy of AN/08 for each pupil
- ★ crayons

Procedure

- 1 Give a copy of the Mother Hen story to each pupil.
- 2 Ask them questions about the first 3 pictures then get them to complete part A by putting the sentences in the correct order and writing them on the lines.
- 3 In pairs ask them to compare the 2 bottom pictures.
- 4 They can now complete part B by choosing which ending they wish and making up a final sentence themselves. You can make this easier by first eliciting ideas from the class and writing possible sentences on the board for pupils to choose from.
- 5 Finally, pupils colour and cut out the story pictures, stick them on to one sheet of paper and write the correct sentences below. (Perhaps for inclusion in a book on animals.)



CRACK!

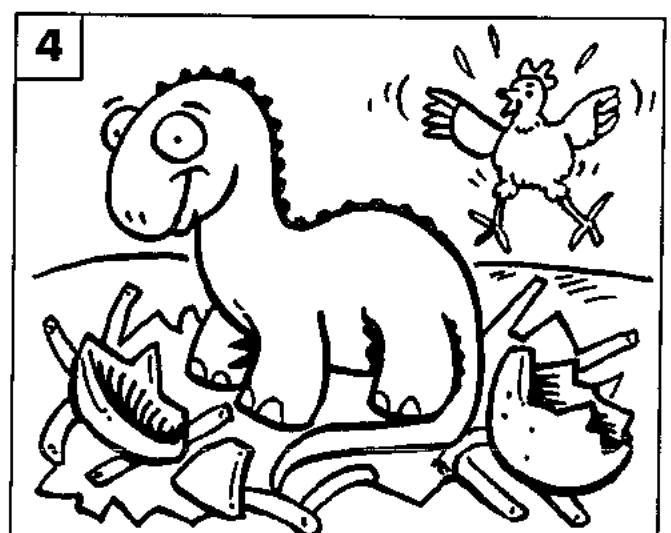
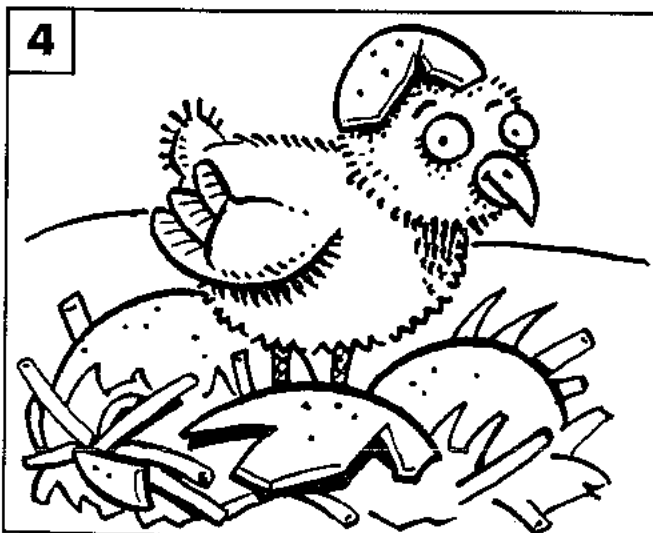
An egg begins to crack.

A hen sits on her eggs.

A Choose the correct sentence.

- 1
- 2
- 3

B What happens next?



Choose the ending you like best.
Write the last sentence yourself.

- 4

The Ugly Duckling



Language Focus

- ★ present simple tense
- ★ storytelling
- ★ animal life chains

Materials

- ★ a copy of AN/09 for each pupil
- ★ scissors
- ★ crayons
- ★ glue
- ★ card

Procedure

- 1 Using the Mother Hen story from the previous activity, discuss with pupils what happens when a hen lays an egg (e.g. she sits on it, she keeps it warm, the chick grows, the chick hatches, etc).
- 2 Give each pupil a copy of the story pictures.
- 3 Ask them to colour them in. Then cut them out and try to place them in the correct order. They could do this in pairs.
- 4 Check this with the class.
- 5 Then ask them to make a 'round about' book by cutting out a long strip of card; folding it into 5 parts; glueing the ends together to make a circle; and finally sticking on the 5 pictures (they can miss out one of the swans) in the correct order (see fig 1). This illustrates that the process of egg, cygnet, swan, egg is continuous.

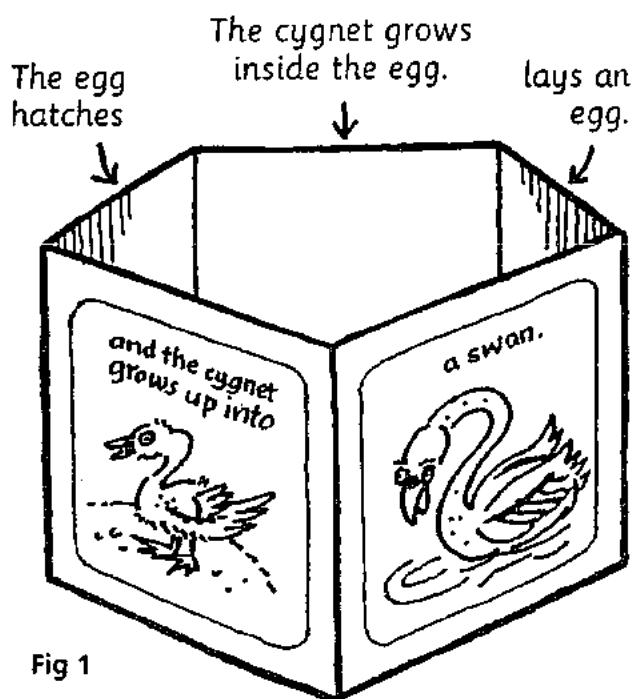
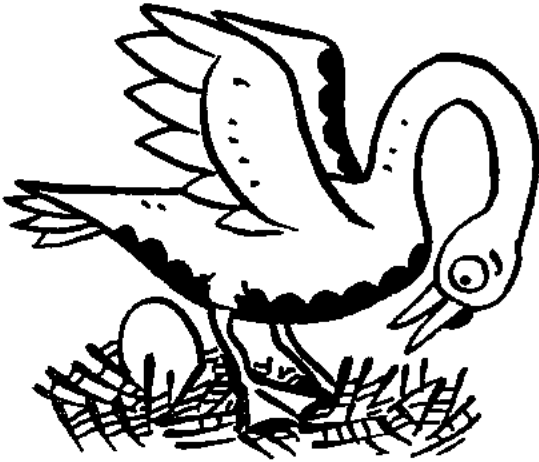


Fig 1

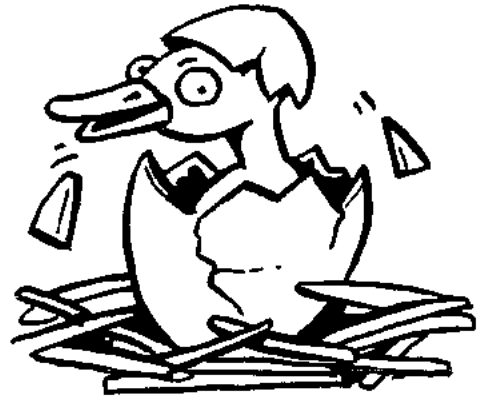
Follow-up

- 1 Tell the children the story of *The Ugly Duckling* (Ladybird Books).
- 2 You could also sing the song called *There Once Was An Ugly Duckling* available on *All Aboard* (BBC Children's Favourites).

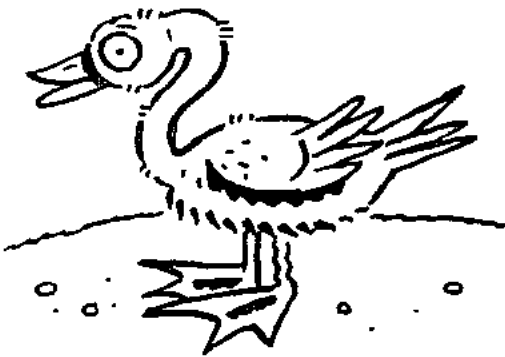
lays an egg.



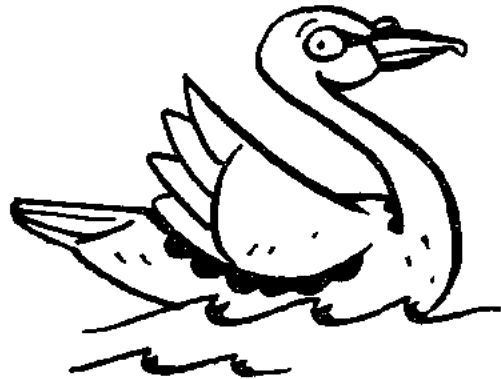
The egg hatches



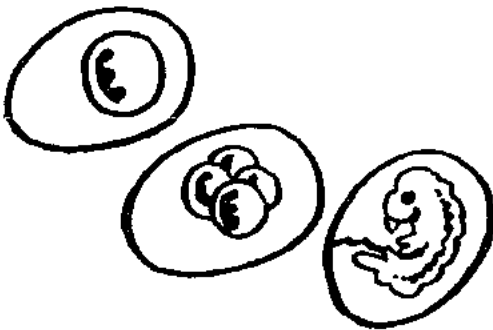
and the cygnet
grows up into



A swan



The cygnet grows
inside the egg.



a swan.



Animal Foods



Language Focus

- ★ present simple with *eats*

Materials

- ★ a copy of AN/06 for each group
- ★ a copy of AN/10 for each group
- ★ scissors
- ★ card

Procedure

- 1 Use the food cards on AN/10 to pre-teach the names of animal foods (e.g. *grass, leaves, meat*). Ask pupils to suggest animals which eat these different foods.
- 2 Divide the class into groups of 4 or 5 and give each group the 2 photocopies.
- 3 Ask them to make 2 sets of cards by sticking the copies onto card first, then cutting out the 12 food pictures and one half of the 12 animal cards. They are now ready to play various card games, for example:

Snap

- place the animals in one pile and the food items in another, face down. Turn them over one by one. When the food and animal correlate (e.g. *a rabbit with carrots*) the first pupil to shout 'Snap' wins the cards. The player with the most cards at the end is the winner.

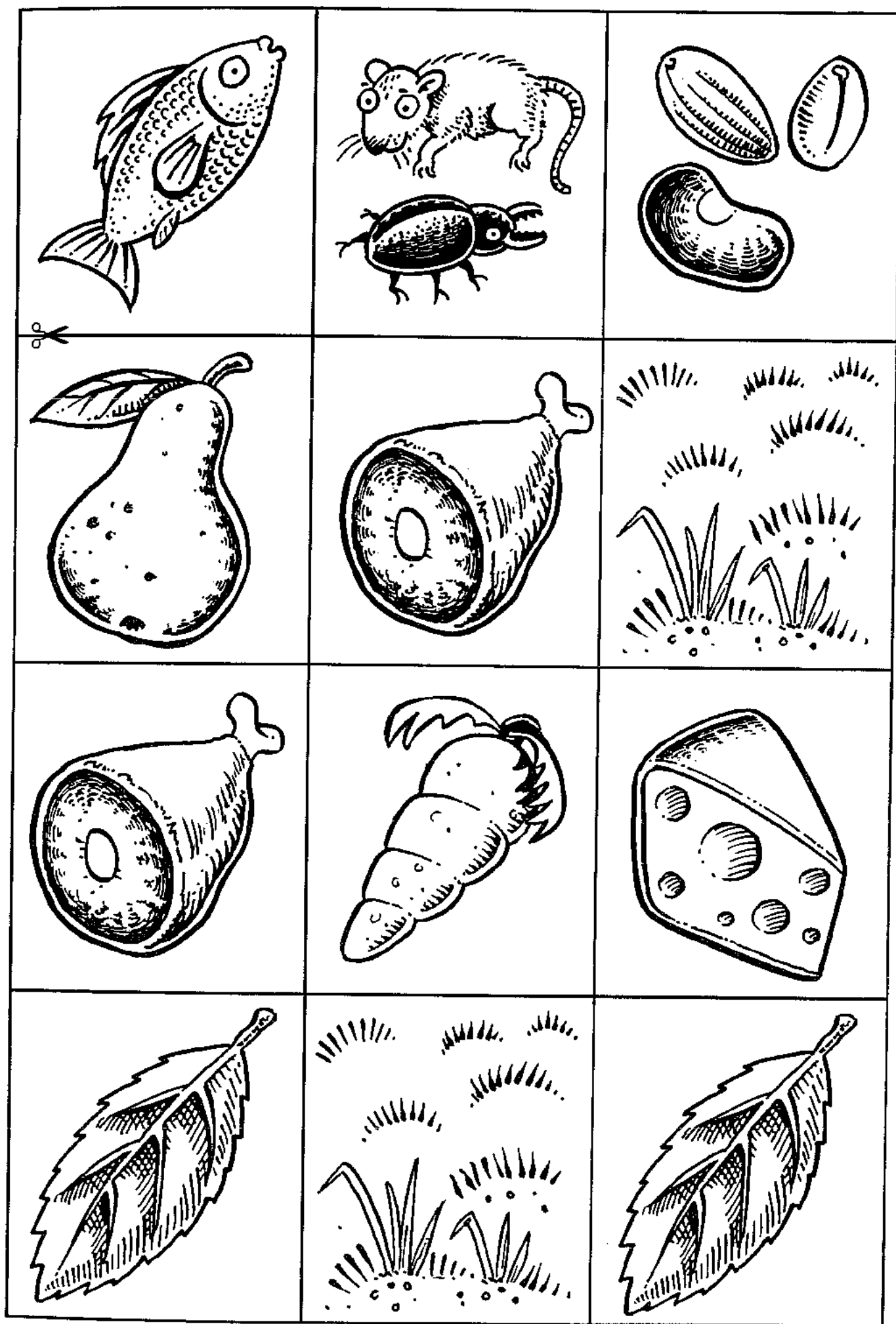
Memory

- place the animal cards face down on one side of the table and the food items on the other. Pupils take it in turns to turn over one animal and one food card and make a sentence (e.g. *the rabbit eats carrots*). If the sentence is correct they keep the cards, if not they turn them face down and the next pupil has a turn. The player with the most cards at the end is the winner.

You will have to be on hand to help when necessary (*see answers below*).

Answers

elephant - leaves
lion - meat
monkey - fruit
penguin - fish
snake - small animals
cow - grass
rabbit - carrots
crocodile - meat
tortoise - leaves
hen - seeds
sheep - grass
mouse - cheese



Animal Habitats



Language Focus

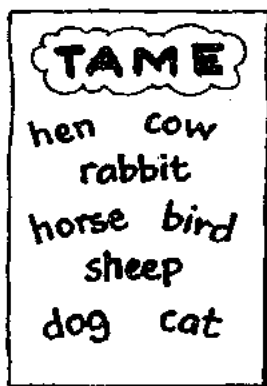
- ★ present simple with *lives*

Materials

- ★ a copy of AN/11 for each pupil
- ★ poster paper for each team
- ★ a thick felt pen for each team

Warm-up

- 1 Divide the class into 2 teams (or more if your class is large).
- 2 Give each team a sheet of poster paper and a name: Team T (Tame) or Team W (Wild).
- 3 Each team chooses a leader who pins their poster on the wall and stands next to it ready to write down the answers.
- 4 Now give them a time limit (say 5 minutes) to suggest and write down as many animal names as possible. Remind them that Team T want tame animals and Team W want wild ones. It is a good idea to have a selection of animal/nature books and encyclopaedias in the room for pupils to refer to.
- 5 At the end of the time limit the team with the most correct names on their poster wins.



Procedure

- 1 Give each pupil a copy of the worksheet. Explain the different animal habitats if necessary. Ask pupils to suggest whether tame or wild animals live in them.
- 2 Pupils now choose 10 animals to write in the boxes on the left hand side of their chart. They can select names from the posters around the room.
- 3 They tick the correct box in the chart stating where the animal lives (as in the example). If they don't know the correct answer, encourage them to look up a nature encyclopaedia, ask you or another pupil (in English).
- 4 They now write 5 sentences about where the animals live (as in the example). Go round the class helping where necessary.
- 5 Feedback can be done as a class activity or in pairs.

Follow-up

- 1 Pupils get into groups of 4 or 5 to make a book. Each pupil chooses one animal and draws a picture of it (or cuts a picture from a magazine), then writes 2 or 3 sentences underneath e.g. *The cow lives on a farm; It eats grass.* Pupils then staple the pages together and prepare a cover with pictures/drawings of the animals inside and a title e.g. *Our Book of Animals.*
- 2 Alternatively, in pairs they could prepare a poster showing how animals differ from each other e.g. *The cow lives on a farm but the lion lives in the jungle. The crocodile eats meat but the monkey eats fruit.*

Name Class

Animal	Where does it live?				
	on a farm	underground	in the jungle	in water	in a tree
COW	✓				

Write 5 sentences.

Example: A cow lives on a farm.

- 1
- 2
- 3
- 4
- 5

Animal Dominoes



This activity is really a follow-up to the Animal Food and Habitats activities and further practises the vocabulary/structures introduced there.

Language Focus

- ★ present simple tense (with *live* and *eat*)

Materials

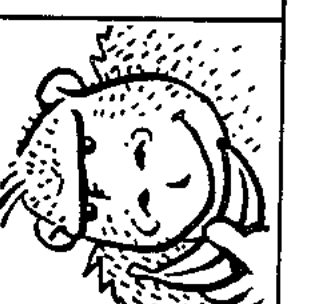
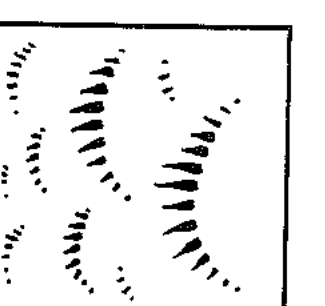
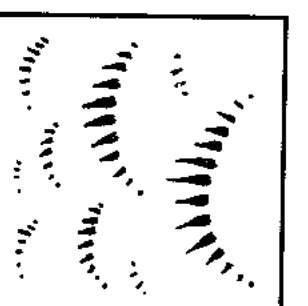
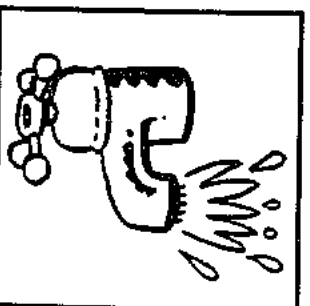
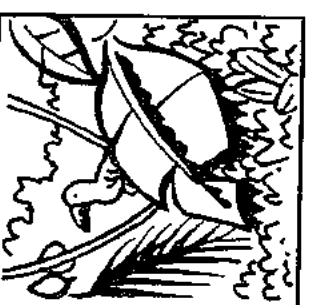
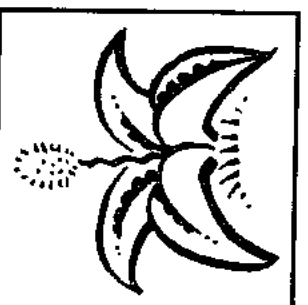
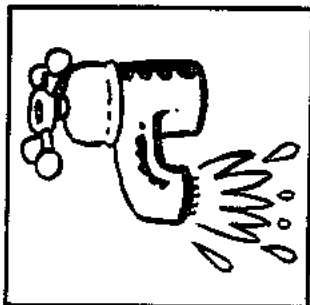
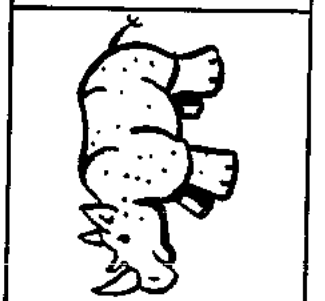
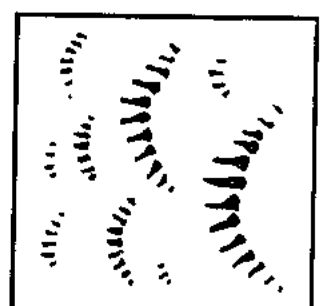
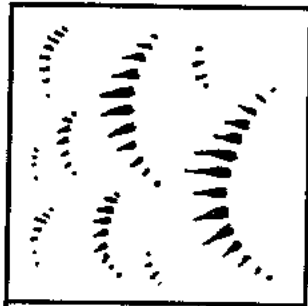
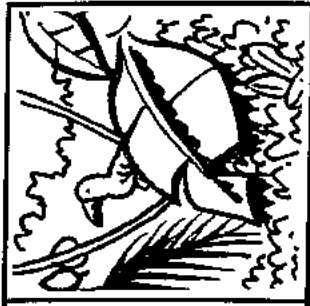
- ★ a copy of AN/12 for each pair
- ★ scissors
- ★ glue
- ★ card

Procedure

- 1 First ask each pair to prepare a set of dominoes by sticking their photocopy onto card and cutting out the 12 cards.
- 2 They place their set of dominoes face down and each partner chooses 6 but does not let the other see them.
- 3 Pupil 1 begins by placing a domino on the table.
- 4 Pupil 2 has to place one of his/her dominoes next to it stating a correct link of habitat or food e.g. *Tigers live in the jungle*; *Tortoises eat plants*. Encourage them to use the plural/ collective form. If any pupil can't make a domino link, he/she misses a turn.
- 5 The game continues until one pupil has finished his/her dominoes and is thus the winner.

Follow-up

- 1 Pupils can make more dominoes to add to their sets and then play in groups.
- 2 Pupils can make different dominoes to practise other connections e.g. they can draw tusks, fur, a zoo sign, etc, next to animals to practise *People hunt elephants for their tusks*, etc.



A Visit to the Zoo



Language Focus

- ★ *What's that? It's a ...*
- ★ *can/can't*
- ★ numbers 1-10
- ★ colours

Materials

- ★ a copy of AN/13 for each pupil

Procedure

- 1 Split the class into groups to perform the play. The minimum number needed in each group is 6 (to play the mother, child, balloon-seller, sweet-seller and 2 wild animals) but this should be increased by adding in more animals.
- 2 Once each group has decided which roles they are going to play, get them to prepare their own props, for example:
 - a coat, hat, bag for the mother
 - a rucksack, a camera for the child
 - balloons tied together for the balloon-seller
 - a basket of sweets for the sweet-seller
 - a flashcard to hang round each animal's neck with a picture/drawing of the animal on itThey could also prepare a mask for themselves if you have the time/ resources.
- 3 Get each group to practise the play several times. You go round helping with pronunciation/intonation and with actions/ facial expressions. It is much better if pupils can learn their lines instead of 'reading' from the play script.
- 4 Organise the layout to suit the shape of your room. See example room plan in fig 1. The 'animals' can sit on all fours or on chairs.
- 5 Each group now acts out the play which you could video or take photographs of.

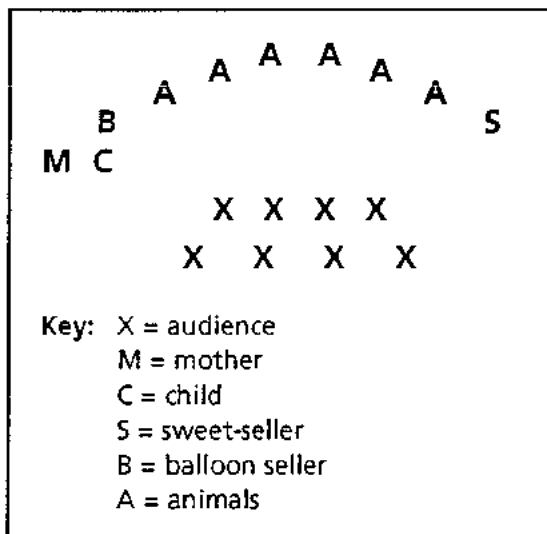


Fig 1

Variation

You can easily adapt this play to suit older pupils and to incorporate other structures e.g. the children can ask the animals more difficult questions like *Do you like bananas? Where do you live?*

A Visit to the Zoo

SCENE 1

(Mum and child outside the zoo)

Child: Mummy, let's go to the zoo.

Mother: Yes, good idea.

SCENE 2

(next to the balloon-seller)

B-S: Balloons! Balloons!

Child: Can I have a balloon, please?

B-S: Which colour ...
(indicating colours)
blue, red, yellow or green?

Child: Red, please.

B-S: Here you are.

SCENE 3

(in front of first animal)

Child: Mummy, what's that?

Mother: It's a lion.

Child: *(to animal)*
Can you climb trees?

Lion: No, I can't, but I **can** bite!
(snapping at child, child jumps back)

Mother: Let's go!
(mother and child move on to next animal)

SCENE 4

(in front of second animal)

Child: Mummy, what's that?

Mother: It's a crocodile.

Child: *(to animal)*
Can you ride a bike?

Crocodile: No, I can't, but I **can** bite!
(snapping at child, child jumps back)

Mother: Let's go!

(Repeat this with each animal, changing the question e.g. Can you swim fast? Can you play tennis? Can you sing pop songs?)

SCENE 5

(next to the sweet-seller)

S-S: Sweets, sweets, lovely sweets!

Child: Can I have some sweets, please?

S-S: How many?

Child: 10.

S-S: OK. 1,2,3,4,5,6,7,8,9,10.
Here you are.

Child: Thank you.

SCENE 6

(at the zoo exit)

Mother: *(looking at her watch)*
Oh, it's late. Let's go home.

Child: Yes, OK.
(Mother and child leave saying 'bye-bye', all the animals and sellers wave to them and say 'bye-bye')

Zoo Boardgame



Language Focus

- ★ *has/have got*
- ★ *can/can't*
- ★ present simple with animal foods, habitats and habits

Materials

- ★ a copy of AN/14 and AN/15 for each group
- ★ dice
- ★ a counter for each pupil
- ★ scissors, glue, card

Procedure

- 1 Pupils get into groups of 2-6 and each prepare their board and question cards by sticking them onto card and cutting them out.
- 2 The groups play the game following the rules below:

Choose a counter and place it on ENTRANCE.

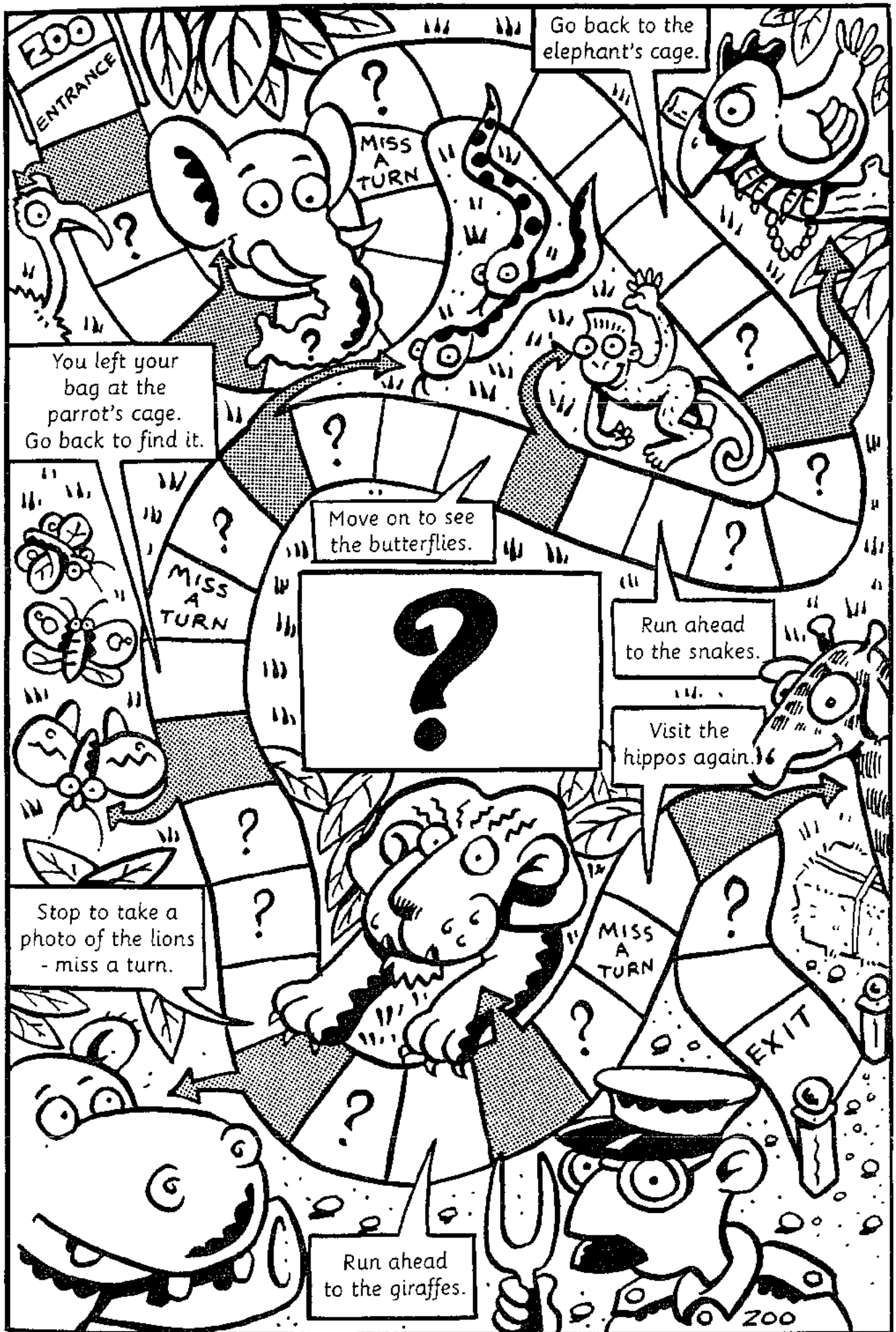
Place the question cards face down in a pile in the centre of the board. Throw the dice each. The player with the highest number goes first.

Take it in turns to throw the dice and move along the path.

If you land on a square with instructions, do what it says.

If you land on a square with a question mark, take one of the cards and read the question aloud. If you can answer the question correctly have another turn, if not, the next player has a turn. (The other players must agree if the answer is correct. If there is a problem, ask the teacher or use a reference book.)

The winner is the first player to reach EXIT.



Where do
polar bears live?

Where do
cows live?

Where do
parrots live?

Where do
fish live?

What do
dolphins eat?

What do
squirrels eat?

What do
zebras eat?

What do
monkeys eat?

Name 2
meat-eating
animals

Name 2
vegetarian
animals

Which is bigger:
a lion or
a monkey?

Which is taller:
an elephant or
a giraffe?

Which is smaller:
a monkey or
a zebra?

Which is faster:
a cheetah or
a zebra?

Name an animal
beginning
with K

Name an animal
beginning
with R

Name an animal
beginning
with T

Name an animal
which hunts at
night and sleeps
during the day

Name an animal
which lives in
a cave

Name an animal
which eats
leaves

Name an animal
which has
a tail

When the Rain Started



Language Focus

- ★ past tense
- ★ storytelling

Materials

- ★ a copy of AN/16 for each pupil

Procedure

- 1 Revise irregular past tenses first.
- 2 Give out copies of the worksheet and ask pupils to suggest different things that the animals in the story can do e.g. *a horse can run, eat grass, gallop, jump fences, etc.*
- 3 Now ask them to complete part A by joining up the sentences so that the story makes sense.
- 4 They then complete part B by drawing the animals in the correct positions on the picture.
- 5 Finally, ask each pupil to draw a simple picture of a scene with no animals in it and to give this to a partner. They then prepare a dictation which they read out to their partner and he/she has to draw the animal in the correct place. Try to encourage them to make the story ridiculous e.g. *When the rain started ... the monkey leapt on to the lion; the cow jumped over the roof; the spider fell into the cup, etc.*

A Join the two parts of each sentence.

When the rain started ...

The cat

The fish

The horse

The mouse

The rabbit

The bird

leapt out of the pond.

galloped across the field.

flew into the tree.

hid under the car.

ran into the mouse hole.

jumped into its hutch.

B Draw the animals on the picture.

