

City Map

MAGICAL WORLD

Teacher's Notes

- 1 Stick the map on the wall.
- 2 Students work in groups of 3-5 (max 4 groups). Ask the groups to give directions from "you are here" to any destination on the map but don't tell the others the destination.
- 3 A student from one of the groups comes to the board. A student of another group tells him/her which way to go (according to the prepared directions). The student follows the directions.
- 4 Suggested exercise for Homework (depending on how well students know the town)
Ask students to give directions from the school to any place in town without telling the final destination. Ask a student to read out his/her directions. The others listen and tell what the destination is.

We'll have fun on holiday.

MAGICAL WORLD

Teacher's Notes

Aims

- consolidate holiday words
- consolidate nationalities

Language

airport, diary, hotel, passport, restaurant, suitcase, trip, train, train station

Nationalities: American, English, Greek, Japanese, Spanish

Activities

- 1 Pupils name all items on the poster. Ask volunteers to write the words on the board.
- 2 Name a nationality and ask volunteers to point to the correct flag on the poster. Then ask them to say what nationality they are.
- 3 Ask pupils to tell you what they did and didn't do yesterday.
- 4 Ask pupils these questions.
Did you watch TV yesterday?
Did you pack your suitcase last night?
Did you go on a trip at the weekend?
Did you clean your room on Sunday?
- 5 Tell pupils to work in pairs and talk about what they are going to do when school finishes. Then ask them to say what the other pupil is going to do.
I'm going to play in the park.
He/She is going to play in the park.

- 6 Ask pupils questions about holidays with *be going to*.

Are you going to go on holiday?

Are you going to in your diary?

Are you going to watch TV?

Are you going to read comics?

Are you going to go sightseeing/shopping?

Are you going to take a camera/MP3 player?

Are you going to stay in a hotel?

Are you going to sleep in a tent?

- 7 Ask pupils to say what they *will do* and *won't do* on their holidays.

Game

- Explain to pupils that they are going to play a guessing game. They must choose a word from the poster, come to the front of the classroom and describe the word without saying it. The rest of the class has to guess what the word is.
You pack your clothes in it. What is it? (a suitcase)
It's a small book and it has your photo in it.
What is it? (a passport)
You eat there. What is it? (a restaurant)

Have a great party! MAGICAL WORLD

Teacher's Notes

Aims

- consolidate food vocabulary
- consolidate months
- consolidate ordinal numbers 1st-10th and numbers 20-100

Language

chips, fizzy drink, ice cream, jam, lemonade, orange juice, pizza, sandwich, sausages

Months

Ordinal numbers: 1st – 10th

Numbers: 20-100

Activities

- 1 Ask pupils to tell you what foods they usually eat at parties. Then ask them to name the foods on the poster. In addition, ask pupils what they like to drink. Then tell them to name the drinks on the poster.
- 2 Tell a pupil to come to the front of the classroom and to mime eating or drinking something. Ask pupils to guess what he/she is eating or drinking.
He/She is eating chips.
He/She is drinking lemonade.
Then ask other volunteers to mime an action and ask pupils what they are doing.
Is he/she eating? (Yes, he/she is. No, he/she isn't.)
Is he/she drinking? (Yes, he/she is. No, he/she isn't.)
- 3 Write these sentences on the board and ask volunteers to say the opposite.
I am eating a sandwich.
The dog is drinking orange juice.
We are eating an ice cream.
- 4 Ask pupils to say what they *can* or *can't* do at a party.
We can eat pizza.
We can dance.
We can listen to music.
We can shout.

We can't sleep.
We can't do our homework.
We can't study.
We can't read.

- 5 Ask pupils to say what food they think they *must* and *mustn't* have at a party.
We must have fizzy drinks.
We mustn't have sausages.
- 6 Ask pupils to say the months. Then call out a month and ask pupils what order it is in the year.
July! It's the seventh month.
- 7 Write a few sentences on the board with *some* and *any* missing. Ask pupils to fill in the sentences.
There is _____ jam.
Are there _____ sausages?
There isn't _____ lemonade.
- 8 Write *How many* and *How much* on the board. Ask pupils to make questions using the words on the poster.
How many ice creams are there?
How much orange juice is there?
- 9 Write any number from 20 to 100 on the board and ask pupils to say it. Ask volunteers to write the numbers on the board and the rest of the class to say them.
- 10 Write these sentences on the board and ask pupils to find the right object pronoun.
I like chips. I like _____ .
He likes lemonade. He likes _____ .

Game

- Play Hangman.
- Divide the pupils into two groups. Group one chooses a word from the poster and a pupil writes the first letter on the board and lines for the other letters. Pupils from the other group call out letters and try to find the word. They must call out all the letters before saying the word. If they get a letter wrong the pupil draws a birthday cake in three stages.
1 the cake base
2 a candle
3 a flame on the candle

Teacher's Notes

Aims

- revise alphabet
- revise colours
- revise numbers 1-20
- revise plurals (regular and irregular)
- consolidate shopping vocabulary

Language

belt, coat, gloves, lamp, MP3 player, carpet, slippers, pullover, swing, teapot, toy box, trousers

Colours: black, blue, brown, green, orange, pink, purple, red, white, yellow

Numbers: 1-20

Alphabet: Aa-Zz

Activities

- 1 Practise this dialogue with pupils:
Hello. I'm (Miss Brown). What's your name?
Hi. My name's (Jack).
How old are you?
I'm (eleven years old).
Are you beautiful/cute/handsome/old/young?
- 2 Ask pupils to count how many objects there are on the poster. Then ask them what colour each object is.

- 3 Pupils name all objects. Ask volunteers to spell each word. Write them on the board. Erase words, say a word and ask volunteers to write it on the board.
- 4 Ask pupils if they have got any of the items on the poster.
Have you got an MP3 player? (Yes, I have. / No, I haven't.)
Has your dad got a toy box? (No, he hasn't.)
Has your mum got a blue coat? (Yes, she has. / No, she hasn't.)
- 5 Ask pupils questions about the items on the poster using *Is/Are there*.
Is there a teapot? (Yes, there is.)
Are there any toys? (No, there aren't.)
- 6 Ask questions about pupils' belongings. Then ask a pupil about another pupil's belongings.
Is your rug brown?
What colour are your slippers?
Is his/her rug red? (Yes, it is. / No, it isn't.)
Are his/her slippers red? (Yes, they are. / No, they aren't.)

Game

- Play *I spy*.
- A pupil chooses an object from the poster eg *sweater*. Then he/she says the phrase *I spy a thing with the letter s*. Other pupils must guess what the object is.

What do you want to be?

MAGICAL WORLD

Teacher's Notes

Aims

- consolidate job vocabulary

Language

actor, astronaut, cook, doctor, firefighter, photographer, pilot, police officer, postman, vet

Activities

- 1 Ask pupils to name the jobs on the poster.
- 2 Ask volunteers to mime a job from the poster in front of the class. The others have to guess the job.
He/She is a cook.
- 3 Ask pupils to tell you what they want to be.
I want to be a pilot.
- 4 Tell pupils to work in pairs and tell each other what they do at the weekend. Then ask each pupil to say what the other pupil does at the weekend.
I ride my bike in the park.
He/She rides his/her bike in the park.
- 5 Write these sentences on the board and ask pupils to say the opposite.
I like helping animals.
She flies every day.
We read lots of books.
Tim works in the afternoon.
They cook in the morning.
- 6 Tell pupils to work in pairs and ask and answer questions.
Do you go to the museum? Yes, I do. / No, I don't.
- 7 Write the adverbs of frequency on the board (*always, often, sometimes, never*) and draw four circles in a row next to each other. Ask volunteers to come to the board and colour the circles accordingly. Eg pupils colour all four circles for *always*, three for *often* and so on. Then tell pupils to think of a sentence using an adverb of frequency. Write pupils' sentences on the board.
- 8 Ask pupils to compare people or things in the classroom.
My hand is smaller than John's hand.
Alice is the tallest girl in the classroom.
This book is bigger than that book.
- 9 Ask pupils to tell you where they were yesterday.
- 10 Write these sentences on the board and ask pupils to fill in the gaps with *wasn't* or *weren't*.
She _____ at home.
The astronauts _____ on the moon.
The actor _____ sleepy.
I _____ at the doctor's yesterday.
- 11 Ask pupils questions about the past.
Was your grandpa a postman?
Were you at the school yesterday?
Was your mum in the bookshop on Thursday?

Game

- Divide the class into two groups. Both groups should have the same number of pupils. Hand out the job flashcards to one group and corresponding word cards to the other group. Tell pupils to walk around the classroom and whisper their words to their classmates without showing their cards. When pupils find their matching pair, they should stand together and show their cards.

What do you wear?

MAGICAL WORLD

Teacher's Notes

- 1 Stick the poster on the board. Cut the cards and put them in a box.
- 2 Ask students to tell adjectives and nouns connected to weather.
- 3 Ask them to tell what the weather is like:
 - at the moment
 - usually in summer
 - usually in winter
 - usually in spring
 - usually in autumn
- 4 Ask a student to come to the board, pick a card. Student must tell what is shown on the card when he/she usually wears it and stick it into the correct box.

Where do you keep this?

MAGICAL WORLD

Teacher's Notes

- 1 Stick the posters on the wall. Put the cards in a box.
- 2 Students come to the board one by one, pick a card and tell
 - what they can see on the card,
 - what they know about it
 - if they like it or not + why
 - where it is usually kept + why it is kept there (if they know)