

Poster and Cutout Activities



Welcome Unit – Hello!

Activity WA – Review and Presentation

Objectives: Review school objects. Introduce greetings and classroom instructions.

Examples: *Good morning ,class. Stand up. Take out your pencils. Open your books. Close your books. Put away your pencils.*

Put the cutouts on your desk. Put the poster on the left-hand side of the board, draw students' attention to it and say: *Look, it's a...* . Encourage students to say the word *classroom*. Point to the classroom walls on the poster and say: *Look, there are some pictures of school objects*. Point to each picture, and have students name them. When you get to the empty picture say: *Look, it's empty!* Show students the ruler cutout, put it on the empty picture, and have students name it.

Show students the *teacher* cutout and ask: *Who is she?* Make sure students know the word *teacher*.

Put the cutout on the poster. Point to the teacher's hand, mime and say: *Good morning, class!* Have students repeat the greeting after you. Then put the *teacher* cutout on the right-hand side of the board and write *Good morning, class!* next to it. You could have students repeat the phrase one more time. Next, point to the students sitting down and say: *Listen to the teacher. Sit down, please.* Repeat the instruction as you mime it. Write the instruction on the board, and have students say it. Put another

cutout on the poster, and follow the same procedure to present the instruction. Do the same with the rest of the *instructions* cutouts. If you wish you can divide the class in two. You can tell students that half of the class will be the teacher, and will give instructions to the other half of the class who will be the students. Have students act out, and then switch roles.

Activity WB

Objective: Introduce yourself.

Examples: *Hello. What's your name? Hi. My name's Jill. How are you? I'm fine thanks.*

Point to the boy who is sitting in the front row of the poster. Model the first line of the following dialogue for the students to repeat:

Boy: *Hello. What's your name?*

Girl: *Hi. My name's Jill.*

Boy: *How are you?*

Girl: *I'm fine thanks.*

Next, point to the girl, and teach the second line in the same way. You could write the lines on the board as you practise them. Next, divide the class into boys and girls, and have them practise the first two lines. You could point to the characters in the poster while they are talking. Use the same procedure to teach the last two lines of the conversation. Once students have learned the conversation you can ask them to work in pairs, and practise the conversation using their own names.



Unit 1 – My Friends

Activity 1A

Objective: Present questions with the verb *to be*.

Examples: *What's your name? How old are you? Are you in Year 1 or 2? Are you six (years old)?*

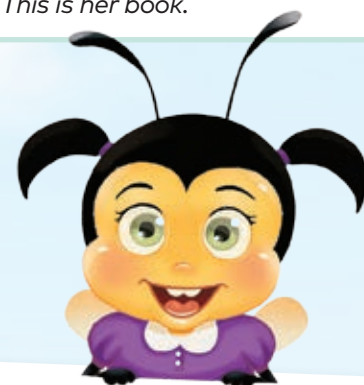
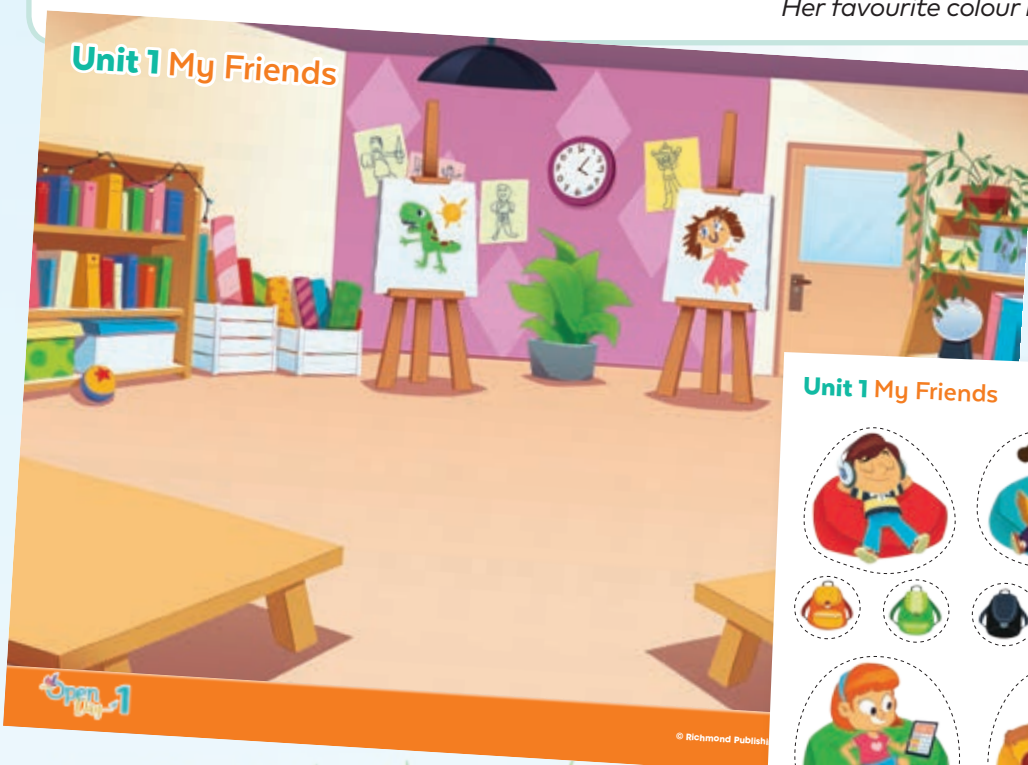
Display two cutouts (a boy and girl) in the centre of the board. Suggest names for each. If you wish, you can have students vote for the name they like best. Write the name below the corresponding cutout. Point to the girl and pretend that you ask her: *What's your name?* Answer pretending to be the girl: *My name's (Anna).* Have a volunteer pretend to be the girl and ask: *How old are you? Are you six or seven?* Show students the cutouts 6 and 7 to prompt the answer. Have the volunteer answer and place the number below the girl. Then ask: *Are you in Year 1 or 2?* The volunteer answers and places number 1 or 2. Repeat the procedure with another volunteer and the cutout of the boy. Write the following questions on the board in a column: *Are you six? Are you in Year 2?* Write next to them: *Yes, I am. / No, I'm not.* Point to the cutout of the girl and ask a volunteer to pretend to be the girl. Ask: *Are you six?* Point to the answer on the board to help the volunteer answer. Then ask him or her to come to the board and draw a line from the question to the answer on the board. Do the same for the second question with a different volunteer. Finally, point to the questions and answers. Read them one by one for students to repeat chorally. Circle the verb inversion in the questions. Leave the cutouts on the board for future use.

Activity 1B

Objective: Present possessive adjectives *his / her*.

Examples: *His favourite colour is blue.*

Display the poster and the cutouts of the numbers, schoolbags and school objects on the right-hand side of the board before the class starts. Point to the poster and ask: *What is it?* (a classroom) Then place the cutouts of the boy and girl that were not used in Poster Activity 1A. You can ask volunteers to assign a name to each. Point to the girl and ask: *What's her name? How old is she? Is she six or seven?* Have a volunteer answer the question. Then have them come to the front and place the corresponding number next to the girl. Point to the girl and the schoolbags as you ask: *What is her favourite colour?* Have a volunteer place a schoolbag next to the girl and answer the question: *Her favourite colour is (red).* After that, place three school objects next to the girl and say: *These are her school objects. This is her (pen). This is her (rubber). This is her (notebook).* Invite a volunteer to say a sentence for the third item. Guide them into saying *her* before the school object. Repeat the procedure for the cutout of the boy. After that, write on the board: *This is his (book). This is her (pen).* Circle the possessive adjectives and explain that when we talk about objects that belong to a boy, we use *his*. When we talk about an object that belongs to a girl, we use *her*. Finally, ask two volunteers to talk about the boy and the girl on the board using possessive adjectives where necessary: *Her name's Anna. She is six. She is in Year 1. Her favourite colour is blue. This is her book.*



Unit 2 - My Family

Activity 2A

Objective: Present family members.

Display Poster 2 on the board. Ask: *What is it? What can you see?* Encourage students to say the words *park* and *picnic*. Write the two words in the left-hand side corner of the board. Show students the cutouts and ask: *Who is having a picnic?* Introduce the word *family* and write it on the board. Place the family members on the left-hand side of the board. Invite volunteers to come to the board and organise the cutouts according to the age of each of the members in form of a pyramid. (grandma and grandpa on top, mum and dad below them and the kids below their parents) Then point to each family member, say the word and have students repeat chorally. You may ask volunteers to come to the board, take a cutout, say the word and put it in the corresponding place on the poster. Finally, write the names of the family members on the right-hand side of the board.

Activity 2B

Objective: Present questions with the verb *to be* and the personal pronouns *we / they*.

Examples: *Are your grandma and grandpa happy? Yes, they are. / No, they aren't. Are we sad? No, we're happy.*

Additional materials: *Adjectives Flashcards.*

Tell students that you are going to show them what a rebus is. (a puzzle which mixes pictures with letters to depict phrases) Point to all the family members in the poster and say: *they*. Have students repeat. Then point to you and your class and say: *we*. Students repeat. Next, write the following rebus on the board: *Are + (cutouts of grandma and grandpa) + (flashcard of the adjective old) + ?* Point to each piece of the rebus and read: *Are they old?* Write *Are* under the *Are* in the rebus and invite a volunteer to come and form a similar question. Make sure that they choose cutouts of two people to convey the meaning of *they*. Repeat for two more questions. Circle *Are* and *they* in each question. Then remind students that when they include themselves in a group that they want to talk about, they should use the pronoun *we*. Give some examples: *We are in the classroom. We are (Argentinian).* Then invite a volunteer to form a question in the form of a rebus. To convey the meaning of *we*, they should use a cutout and their name: *Are + (cutout of a brother and the student's name) + (flashcard of the adjective young) + ?* Continue with several volunteers. Once the structure is clear, students can draw a rebus for one question using the pronoun *they* and one using the pronoun *we* in their notebooks.



Unit 3 - My House

Activity 3A

Objective: Present rooms in the house. Present the question: *How many... are there?* and answers with *There is / There are + numbers*.

Examples: *How many rooms are there in the house? There are five rooms.*

Point to the poster and ask: *What is it?* Teach the word *house*, and point to the title at the top of the poster, *My House*. Point to the rooms in the house as you ask: *How many rooms are there in the house? Let's count.* Encourage students to count with you. Then say the name of each room, and have students repeat after you: *living room, dining room, kitchen, bathroom, bedroom.* You can write the names on one side of the board to teach the written form.

Point to the rooms in the house and ask: *How many rooms are there in the house?* Students might say *five*. Model the full answer: *There are five rooms in the house.* You can have students repeat chorally and individually. Then ask: *How many bedrooms are there?* Encourage students to say: *There are two bedrooms.* Next, ask: *How many living rooms are there in the house?* Model the answer in singular form: *There is one living room.* Have students repeat after you. Then write both sentences on the board: *There is one living room. There are two bedrooms.* Make sure students understand the difference between the answer in singular form, and

the answer in plural form. Elicit the question: *How many rooms are there in the house?* Model the question and have students repeat. Have different students ask you questions about the house. Finally, have students ask and answer the questions in pairs.

Activity 3B

Objective: Present furniture vocabulary. Ask and answer about the location of furniture.

Examples: *Where's the fridge? It's in the kitchen.*

Place the cutouts on the board. Point to them one at a time to introduce each furniture item. Have students repeat after you. Then point to the furniture items in random order, and have students name them. To vary the activity, you can have volunteers come to the front, and point to the furniture items for their classmates to name them.

Place the *fridge* cutout in the kitchen and ask: *Where's the fridge?* Encourage students to answer: *It's in the kitchen.* Model the answer and have students repeat. Call students to the front. Give each student a *furniture* cutout, and have them put it in the room they think it should go. Then ask questions about the location of the furniture items: *Where's the bed? Where's the toilet? Where's the chair?* etc. Have students answer: *It's in...* . Then write the beginning of the question on the board: *Where's the...?* Invite students to ask questions for the class to answer.



Unit 4 – My Bedroom

Activity 4A

Objectives: Review prepositions of place and furniture vocabulary. Present toys vocabulary.

Examples: *The mirror is on the wall next to the window. The bookcase is under the mirror. The desk is opposite the bookcase. The doll is on the bed. The car is in the toy box. The robot is in the toy box next to the car.*

Additional Materials: Two face masks on lollypop sticks (a boy and a girl).

This review should be carried out after the prepositions of place have been presented with the flashcards. Put the poster on the board and ask: *What part of the house is it? Who are the family members in the picture?* Then point to the title of the poster: *My bedroom.* Put the furniture cutouts on your desk, and call four students to the front, one at a time. Ask them to listen to, and follow your instructions: *Student 1—Put the mirror on the wall next to the window. Student 2—Put the bookcase under the mirror. Student 3—Put the desk opposite the bookcase. Student 4—Put the rug on the floor next to the bed.* Then ask: *Where's the mirror? Where's the bookcase? Where's the desk? Where's the rug?* Have students answer chorally.

Put the toys cutouts on the board. Point to them, one at a time and name them. Have students repeat after

you. You can give different volunteers a toy cutout. Have them go to the front, and follow your instructions: *Put the train on the rug. Put the doll on the bed. Put the car in the toy box. Put the robot in the toy box, next to the car.*, etc. Then ask: *Which are your favourite toys?* Encourage students to raise their hands and answer.

Activity 4B

Objective: Talk about likes and dislikes.

Examples: *I like cars, but I don't like boats. Do you like trains? Yes, I do. Do you like monsters? No, I don't.*

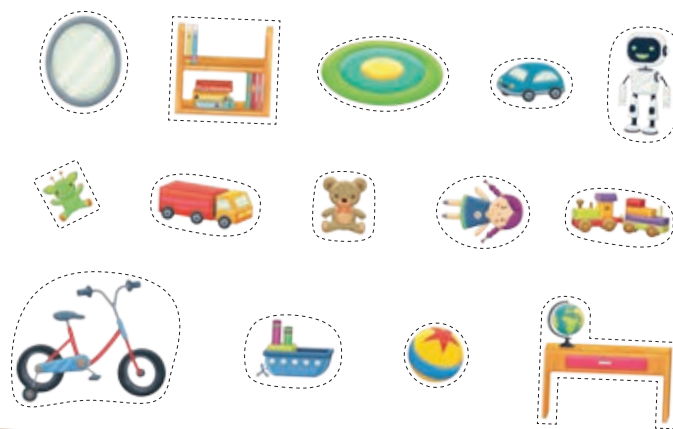
Additional Materials: Two face masks on lollypop sticks (a boy and a girl).

Put the toys cutouts on the poster. Hold the girl's mask to your face. Point to the doll and the monster as you say: *I like the doll but I don't like the monster.* Then hold the boy's mask and say: *I like the truck but I don't like the car.* Divide the class into girls and boys. Use the girl's mask, and have them act out. Say: *I like the doll but I don't like the monster.* Then use the boy's mask and have them act out and say: *I like the truck but I don't like the car.* Give the masks to different pairs, and invite them to act out their lines. You can also call volunteer pairs to the front, and ask them to talk about their own likes and dislikes.

Unit 4 My Bedroom



Unit 4 My Bedroom



Unit 5 – On the Farm

Activity 5A

Objective: Present farm animals vocabulary.

Place the poster on the board. Have students look at the picture, and teach the word *farm*. Point to each item in the scene and name it: *farmer, barn, pen, well, bucket, pond*. Have students repeat after you. Then ask: *What animals are there on a farm?* Show students the *animals* cutouts, place them on the board, and name them. Have students repeat after you. Call different students to the front, and have them follow your instructions to place the animals on the poster: *Put the sheep in the pen. Put the dog next to the farmer. Put the donkey behind the well, etc.* You can also invite volunteers to choose where to put the animals, and have the class say where they are. Finally, write the names of the farm animals on the board.

Activity 5B

Objective: Describe farm animals' abilities.

Examples: *Can ducks swim? Yes, they can. Can horses climb a tree? No, they can't.*

Say and mime the following actions to introduce the concept of *can* and *can't*: *I can jump. I can run. I can sing but I can't fly.* Then ask students to stand up, say, and mime the actions after you. Place the *dog* cutout on the poster, point to it and ask: *Can dogs run?* Students might say: *Yes.* Model the full form: *Yes, they can.* Have students repeat. Continue asking questions that require *Yes* answers: *Can sheep jump? Can ducks swim? Can donkeys walk?*



Unit 6 – Backyard Safari

Activity 6A

Objective: Present backyard animals vocabulary.

Point to the poster's scene and ask: *What is it?* Present the word *backyard*. Draw students' attention to the title of the poster. Explain that *Backyard Safari* means going around the backyard, observing all the small animals that live in it. Then ask: *Who has got a backyard at home? Is it big or small?* Point to the poster and ask: *What can you see in this backyard?* Then point to the binoculars and magnifying glasses. Ask: *What are these?* Teach both words and write them on the board. Point to the children in the poster as you ask: *What can you use binoculars and magnifying glasses for?* Point to the worms, ants and beetle and ask: *Are these backyard animals big or small?* Use the cutouts to present the different animals, put them on the poster, and write their names on the board. Have students repeat their names. Then call two students to the front, and ask: *Which backyard animals do you like? Which backyard animals don't you like?* Have students point to the animals and answer. You can divide the class into pairs. Have students tell their classmate which backyard animals they like and don't like like. (I like butterflies. I don't like frogs.)



Activity 6B

Objective: Present *have got* and *haven't got* to talk about animals' characteristics.

Examples: *An ant has got six legs. It has got two eyes. It hasn't got any ears. A worm hasn't got any legs. It hasn't got any ears but it has got a mouth.*

To carry out this presentation you should ideally have presented the body parts with the flashcards. Put the poster and the *ants* cutouts on the board. Then point to an ant, and model the following sentences: *An ant has got six legs. It has got two eyes. It hasn't got any ears.* Have students repeat after you. Write the information on the board, and encourage students to say it while you point at the sentences.

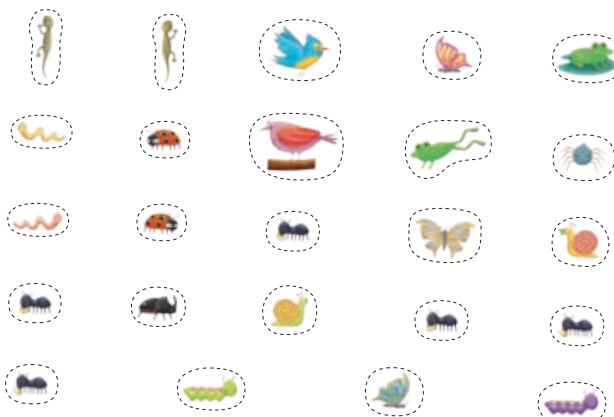
Put the *worms* cutouts on the poster. Point to the worm, and mime to elicit the following sentences: *A worm hasn't got any legs. It hasn't got any ears but it has got a mouth.* Model the sentences, and have students repeat after you. Put the *butterflies*, *snails* and *spiders* cutouts on the poster. Write the following prompts on the board, and have volunteers describe the animals.

| A butterfly | A snail | A spider |
|----------------|-------------------------------|------------|
| (✓) four wings | (✓) two eyes | (✓) 8 legs |
| (✓) two eyes | (✓) a shell | (✓) 8 eyes |
| (✓) 6 legs | (X) two tentacles or antennas | (X) tail |
| (X) a mouth | | (X) wings |

Call a volunteer to the front to describe a backyard animal without saying its name. The class should guess the animal.



Unit 6 Backyard Safari



Unit 7 – Dressing Up

Activity 7A

Objective: Describe what someone is wearing.

Examples: *The girl's wearing a white and pink dress. The boy's wearing shorts and a green T-shirt. I'm wearing a blue skirt and a white blouse.*

Present the clothes vocabulary using the flashcards before using this poster. Place the poster on the board, and put the *clothes* cutouts on your desk. Point to the poster and say: *This is a clothes shop.* Point to the different clothes, and have students name them. Call a girl volunteer to the front. Ask her to find the *dress* cutout, and place it on the girl in the poster. Then ask: *What colour is the girl's dress?* Students might say: *white and pink.* Say: *The girl's wearing a white and pink dress.* Have students repeat after you. Call another girl volunteer to the front, and ask her to find the *red boots* cutout. Have her place them on the girl in the poster. Then say: *The girl's wearing a white and pink dress and red boots.* Have students repeat after you. You can call other volunteers to the front to choose more clothing items, and accessories for the girl. Have the class describe what the girl is wearing. Then have different boy volunteers go to the front, and choose clothing items, and accessories for the boy. Have the class describe what the boy is wearing. Write the following sentence beginnings on the board: *The girl's wearing...* . *The boy's wearing...* . Then have volunteers come to the front to change both

the boy's and girl's clothes for the rest of the class to describe what they are wearing. Point to the sentence beginnings on the board to prompt the description.

Finally, point at your clothes and say: *I'm wearing...* . (describe your clothes) Write the sentence beginning on the board. Invite different students to describe what they are wearing.

Activity 7B

Objective: Ask questions about what someone is wearing.

Examples: *Are you wearing...? Yes, I am. / No, I'm not.*

Place the poster on the board, and the *clothes* cutouts on one side. Call a boy and a girl volunteer to the front. Explain that they are going to be the manikins on the poster. Have them write down on a piece of paper what they are wearing without telling the class. Then divide the class into two teams, and explain that they will ask questions to guess the clothes the manikins are wearing. Model the question: *Are you wearing...?* Next have a student ask the question to the boy or girl at the front. If the answer is affirmative (Yes, I am.), the student takes the cutout, and places it on the corresponding manikin on the poster. If the answer is negative (No, I'm not.), they will have to wait for their next turn to ask again. The team that puts all the correct clothes on the manikins first, wins.



Unit 8 – In the Park

Activity 8A

Objective: Describe actions happening at the moment of speaking.

Examples: *Matt is eating ice cream. Kate is taking a selfie. Nolan is skateboarding. Sophie and Lisa are playing football.*

Additional Materials: Small pieces of cardboard for name tags. (Sophie, Claire, Gianna, Linda, Kate, Patrick, Mario, Mat, Nolan, Leo)

Point to the title of the poster and ask: *Do you like going to the park?* Have students close their eyes. Put the *girl on the swing* cutout with a name tag on the poster. Ask students to open their eyes. Say: *Look, Gianna is playing on the swing.* Have students repeat after you. Continue in the same way until all the cutouts have been put on the poster. Use the following models:

1. *Matt is eating ice cream.*
2. *Kate is taking a selfie.*

3. *Nolan is skateboarding.*
4. *Mario is running.*
5. *Leo is riding his bike.*
6. *Sophie and Lisa are playing football.*
7. *Rita and her dad are fishing.*

Ask questions which require affirmative answers only for the students to respond: *Yes, he is. / Yes, she is. or Yes, they are.* Model the answers if necessary. Do the same with questions which require negative answers, so that students respond: *No, he isn't / No, she isn't. or No, they aren't.* Then model the question form, and have the class repeat after you. Finally, divide the class in two groups. Have them take turns asking and answering questions using the prompts provided.

Group A: *Matt / eating / ice cream?*

Group B: Answers.

Group B: *Sophie and Lisa / fishing?*

Group A: Answers.



Unit 8 In the Park



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Activity 8B

Objective: Ask questions about actions happening at the moment of speaking.

Examples: Are you wearing yellow shorts? No, I'm not.
Are you wearing a purple and orange T-shirt and orange shorts? Yes, I am. Are you fishing? Yes, I am.

Place the poster on the board, and the children cutouts on one side with their name tags. Review the activities the children are performing. Model the following questions: Are you a boy or a girl? Are you wearing...? Are you (eating)? Explain that you have chosen a child from the set of cutouts for them to guess. Have students ask questions:

Student 1: Are you a boy or a girl?

Teacher: I'm a girl.

Student 2: Are you wearing yellow shorts?

Teacher: No, I'm not.

Student 3: Are you wearing a purple and orange T-shirt, and orange shorts?

Teacher: Yes, I am.

Student 1: Are you fishing?

Teacher: Yes, I am.

Student 2: Are you Rita?

Teacher: Yes, I am.

Have students work in pairs. Have them take turns asking and answering questions about the child they chose for their classmates to guess.

