



Poster and Cutout Activities

Welcome Unit – Welcome Back!

Activity WA

Objective: Review the present continuous tense using ocean-related vocabulary.

Examples: *The fish are swimming in the ocean.
The crabs are walking on the sand.*

Ask students: *Who likes going to the beach? Who likes swimming in the sea? Can you name animals that live in or near the ocean?* Next, show the cutouts one at a time and elicit the names of the animals, having students repeat them. Then invite volunteers to place the cutouts onto the poster. As they do so, say:

The fish are swimming in the ocean.

The crabs are walking on the sand.

The seagulls are flying in the sky.

The bird is eating a worm.

The spider is climbing a rock.

The starfish is floating in the ocean.

The sea turtle is digging a hole.

After that, organise students into pairs. Tell them to take turns miming the animal doing the actions. Their partners should guess what they are doing and which animal they are. Encourage them to produce sentences such as: *You are walking on the sand. You are a crab!*

Activity WB

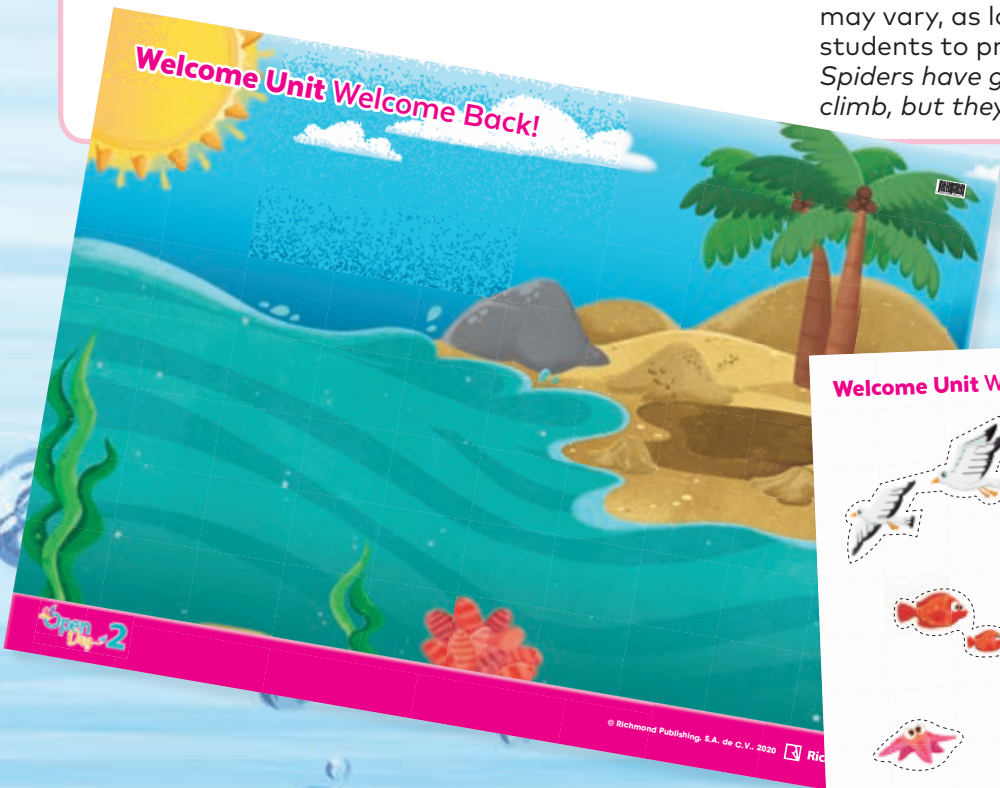
Objectives: Review the present continuous tense. Use the verbs *have got*, *eat* and *can / can't* to describe animals' characteristics and abilities.

Examples: *Spiders have got 8 legs. They eat insects. They cannot fly.*

Invite different volunteers to the front of the classroom and ask them to put the cutouts onto the poster, saying what each animal is doing. Next, draw the following table on the board without the answers:

	Have	Eat	Can / Can't
spiders	eight legs	insects	climb / fly
fish	scales	algae	swim / walk
sea turtles	shell	algae	swim / fly
starfish	pointed arms	algae	float / climb
birds	feathers	worms	fly / climb
crabs	shell	algae	walk / fly
seagulls	feathers	fish	fly / climb

Write the answers in three circles outside the table. Organise students into groups. Ask them to copy and complete the table with the words in the circles. Check the activity with the whole class. The answers may vary, as long as they make sense. Encourage students to produce complete sentences, such as: *Spiders have got eight legs. They eat insects. They can climb, but they can't fly.*



Unit 1 – My Cool School

Activity 1A

Objective: Learn to use *has got* and *hasn't got* to talk about someone else's school schedule.

Examples: *Have you got maths on Mondays?* Yes, we have. / No, we haven't. *Has he got maths on Mondays?* Yes, he has. / No, he hasn't.

Show students the poster. Point at the different days of the week and invite students to name them. If necessary, teach the words *break* and *lunch*. Then ask: *What can you use this table for? What information is missing?* Write *School Subjects* on the board. Next, show students the cutouts and elicit the names of the subjects. After that, place the girl's cutout next to the poster and say: *Her name's Linda. Let's see what Linda's school routine is like.* Place the *English* and *science* cutouts in the spaces below *Monday* and say: *On Mondays, Linda has got English and science.* Have students repeat the sentence after you. Go on adding the rest of the cutouts below the other days of the week and invite students to produce sentences about them. When the timetable is complete, ask students: *Has Linda got (English) on (Mondays)?* and encourage them to answer with *Yes, she has.* or *No, she hasn't.* After that, remove all of the cutouts from the poster and replace the girl's cutout with the boy's. Introduce him and follow the same procedure.

A possible extension to this activity is to invite volunteers to place the cutouts on the poster to make the class's own timetable. Once the timetable is complete, ask students: *Have you got (IT) on (Thursdays)?* Encourage students to answer with *Yes, we have.* or *No, we haven't.*

Activity 1B

Objective: Review asking and answering questions about school schedules.

Examples: *What have you got on Mondays?* We have got *Music* and *PE*.

Additional Materials: sheets of paper (1 per pair). Display the poster and the cutouts for reference. Organise students into pairs and distribute the sheets of paper. Ask them to draw a timetable similar to the one on the poster and complete it with their ideal schedule. When students are done, have the pairs walk around the classroom comparing their timetables. Encourage them to ask: *What have you got on (Mondays)?* and provide complete answers. Finally, ask students if they found any timetables similar to their own.



Unit 2 - Time to Get Up!

Activity 2A

Objective: Learn to talk about routines using frequency adverbs: *always*, *sometimes* and *never*.

Examples: Ben always rides his bike. He sometimes watches TV. He never plays football.

Display the poster and introduce the boy. You can say: *This is Ben. This is his house and this is his school. Let's talk about Ben's everyday activities. Show students the cutouts, one at a time, and elicit what Ben is doing in each one. After that, show the cutouts of the ticks and crosses and elicit what they mean. (always, sometimes and never)* Place one cutout showing an activity and another showing a frequency in one of the spaces. For example, the cutout of Ben getting up and a cutout with three ticks. Elicit a sentence from students. (Ben always gets up at 7 o'clock.) Follow the same procedure with different cutouts. After a few rounds, invite volunteers to place different cutouts in different spaces and elicit sentences from the class.

Activity 2B

Objective: Learn to ask questions about someone else's routine using *does*.

Examples: *What time does... ? / What does... do at / in...? / Does...?*

Display the poster with the cutouts. As you do so, ask the class questions such as: *What time does Ben get up?* *Does he walk to school in the morning?* Then organise the class into groups and write the following cues on the board:

1. *does / What time / Ben / get up?*
2. *When / do / he / his homework? / does*
3. *does / in the afternoon? / What / do / he*
4. *Does / play / he / in the afternoon? / football*
5. *read / Does / he / a book / in the evening?*
6. *go / he / to school / Does / by car?*
7. *does / go / What time / he / to bed?*

Have students write the cues in the correct order to form questions and answer them according to the information on the poster. Advise them to use their notebooks to do so. Finally, invite pairs of volunteers from the different groups to ask and answer the questions.



Unit 3 - At the Market

Activity 3A

Objective: Learn to talk about quantities using *there are*.

Examples: *Are there any limes? Yes, there are. There are some limes. / No, there aren't. There aren't any limes.*

Display the poster and ask students what it shows. (a stand at a market) Then show them the different cutouts and elicit the names of the fruits. After that, invite a volunteer to label the crates using the cutouts with the names of the fruits. Next, have volunteers take turns placing the cutouts with the fruits in the correct crates. When the stand is complete, ask students: *Are there any (coconuts)?* and guide them to answer *Yes, there are. There are some coconuts.* Follow the same procedure with all of the fruits. After that, remove a few cutouts, but leave the labels on the crates. Then ask students: *Are there any (pineapples)?* and guide them to answer *No, there aren't. There aren't any (pineapples).* Follow the same procedure with different fruits.

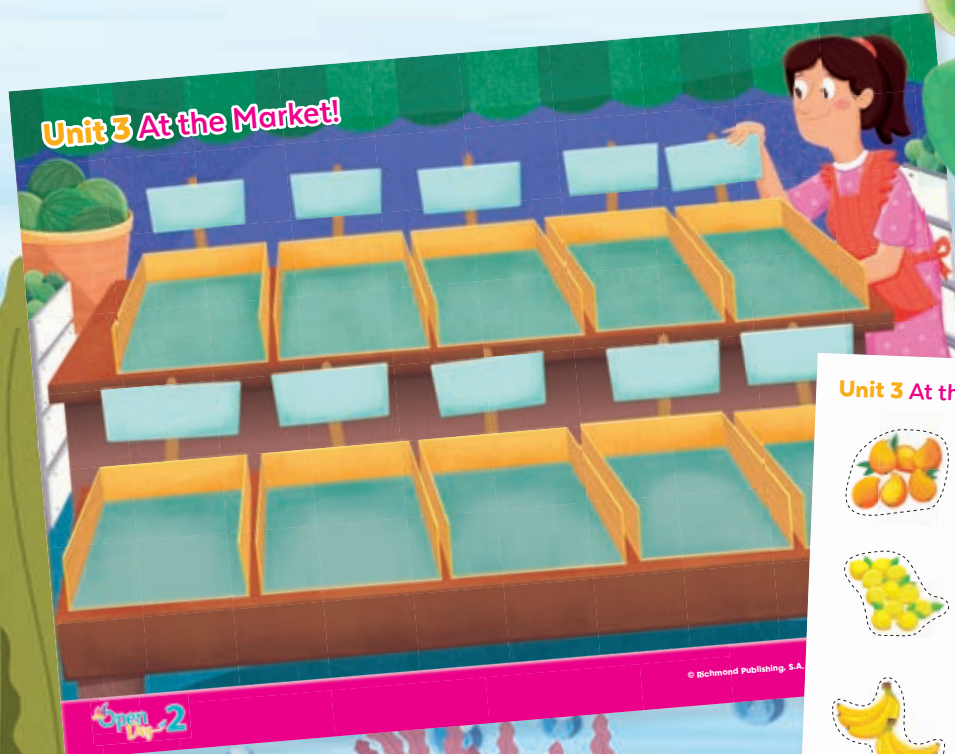
A possible extension to this activity is to remove a few cutouts and cover the poster. Then organise students into groups and ask them to write sentences trying to guess what there is in the stand. They should write, for instance: *There are some (mangoes). There aren't any (pears).* When they are done, uncover the poster and grant the groups a point for each correct sentence. The group with most correct sentences is the winner.

Activity 3B

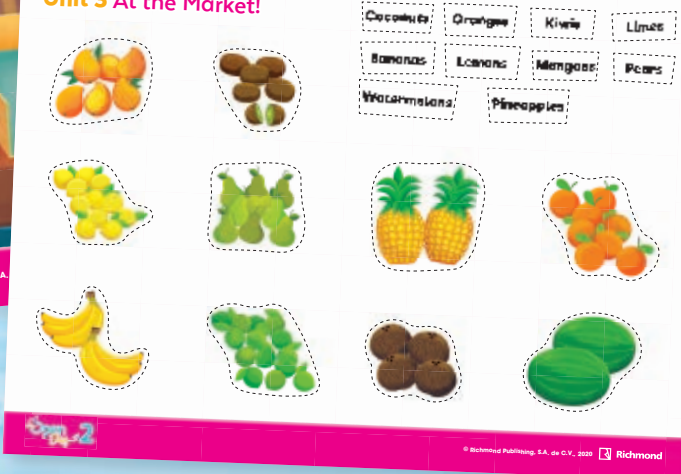
Objective: Review language for buying and selling fruits.

Examples: *Can I help you? Can I have some apples? Here you are. / There aren't any apples.*

Display the poster with a few cutouts in the crates. Then ask students to imagine that they want to buy some bananas and elicit what question they should ask. (*Can I have some bananas?*) Write it on the board. Then invite 10 volunteers and give each volunteer a cutout with the name of a fruit. Explain that they should come to your stand and ask for that fruit. Answer with *Here you are.* or *Sorry, there aren't any (kiwis).* accordingly. Next, ask for a volunteer to be the seller. Remove some fruits cutouts from the stand and add others. Then give the words cutouts to other students and have them try to buy the fruits they want. You may interrupt the activity after a few rounds and invite another volunteer to be the seller. Encourage students to use expressions such as *good morning / afternoon, please and sorry* throughout the activity. Make sure all students participate at least once.



Unit 3 At the Market!



Unit 4 – It's Lunchtime!

Activity 4A

Objective: Talk about food likes and dislikes.

Examples: *He / She loves pasta. He / She doesn't like fries. I hate apple pie!*

Display the poster and ask students where the children are. (at a cafeteria) Encourage the class to choose names for the boy and the girl in the centre of the poster. Next, ask students what they believe the boy and the girl want to eat. Show students the cutouts and elicit or teach the names of the food items. Then pick a food item and place it inside the boy's speech bubble. Pick another one and place it inside the girl's speech bubble. After that, pick one of the cutouts showing facial expressions and place it over the boy's face. Pick another one and place it over the girl's face. Ask students: *Does (Bobby) like (pasta)?* Guide them to answer according to the expression on the boy's face. Then encourage them to produce a complete sentence, such as: *Bobby loves pasta.* Follow the same procedure with the girl. Replace the cutouts and ask students again. You may also invite volunteers to replace the cutouts. After several combinations, place all the food cutouts on a desk face down. Have students take turns picking a cutout and saying whether they like that food item. Encourage them to produce complete sentences, such as: *I don't like apple pie.*

Activity 4B

Objective: Learn to order food in a restaurant.

Examples: *What would you like to eat? I'd like a hamburger.*

Display the poster and place the cutout of the waitress next to the children's table. Tell students that the children are now ready to order their food. Pretend that you are the waitress and say: *What would you like to eat?* Have students repeat the sentence after you and write it on the board for reference. Then place a food cutout into the boy's and the girl's speech bubbles. Pretend that you are the boy and say: *I'd like (a salad), please.* Then pretend that you are the girl and say: *I'd like (a hamburger), please.* Have students repeat the sentences after you and write them on the board. After that, replace the food cutouts with drinks cutouts. Then pretend that you are the waitress and say: *What would you like to drink?* Model the children's answers. Finally, replace the drinks with desserts and have the waitress ask: *Would you like a dessert?* Write all sentences on the board for reference. After modelling the answers, invite volunteers to play the roles of the waitress, the boy and the girl. Encourage them to choose new cutouts. Keep inviting new volunteers until all students have participated at least once.

Unit 4 It's Lunchtime!



Unit 4 It's Lunchtime!



Unit 5 – Animal Rescue

Activity 5A

Objective: Learn to use comparative adjectives ending in -er.

Examples: *A cat is heavier than a mouse. A snake is longer than a worm.*

Display the poster and elicit the name of the place where the girl and her dad are. Then draw students' attention to the objects and ask them what animals they believe live in that place. Next, show students the animals cutouts, one at a time, and elicit or teach their names. Place them on the poster or invite volunteers to do so. After that, point at the cutout of the dogs and ask students: *Which dog is tall and which dog is short?* As students answer, place the *tall* and *short* cutouts next to each dog. Then say: *The labrador is taller than the poodle.* Have students repeat the sentence after you and write it on the board for reference. Follow the same procedure with the other adjectives cutouts. Some suggested sentences are: *The turtle is faster than the snail. The cat is heavier than the mouse. The horse is bigger than the pony. The parrot is noisier than the rabbit. The snake is longer than the worm.* Next, point at the remaining adjectives cutouts and elicit sentences from students. Some ideas are: *The poodle is shorter than the labrador. The snail is slower than the turtle. The mouse is lighter than the cat. The pony is smaller than the horse. The rabbit is quieter than the parrot. The worm is shorter than the snake.*

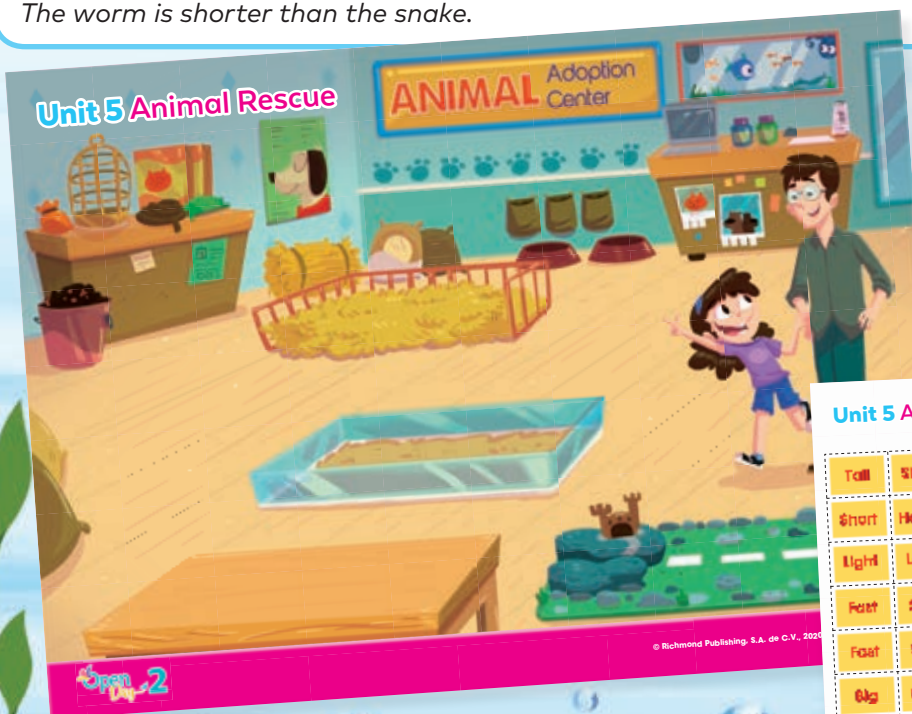
Activity 5B

Objective: Review comparative adjectives ending in -er.

Examples: *I'm bigger than my friend. I'm louder than my friend.*

Additional Materials: index cards with the names of the animals in the cutouts (1 per student). If your class is too large, repeat the names of the animals.

Display the poster and show students the cutouts, one at a time, eliciting the animals' names. Then distribute the index cards and tell students not to let anyone read what is written on them. Explain that they are going to move around the classroom comparing themselves to their friends in order to find them. Model by showing the horse cutout and saying to a student *I'm bigger than my friend. Are you my friend?* If the student answers with *No, I'm not*, move on to other students and ask them the same question until you find a student who answers *Yes, I am*. Check that he or she has the pony cutout. If you had to repeat the animals, explain that students may end up finding more than one friend. If you see fit, write the model on the board: *I'm _____ than my friend. Are you my friend?* When all students have found their friends, invite volunteers to show their cards to the class and produce sentences such as: *I'm bigger than my friend. I'm a horse. / I'm smaller than my friend. I'm a pony.*



Unit 6 – Wild Animals

Activity 6A

Objective: Learn to use superlative adjectives ending in -est.

Examples: *The coldest place is Antarctica. The fastest animal is the cheetah.*

Additional Materials: pictures of the Amazon Rainforest, the Atacama Desert, the Gobi Desert and Antarctica (optional).

Display Poster 6 and elicit the names of the places from students. If possible, show them pictures of the places and ask students what they know about them. Then show students the cutouts related to climate and ask them: *Which of these places is the coldest?* (Antarctica) Place the *cold* cutout on Antarctica. Follow the same procedure with *the hottest* (Gobi Desert), *the wettest* (Amazon Rainforest) and *the driest* (Atacama Desert). Write sentences on the board for reference. After that, show students the animals cutouts and elicit or introduce their names. (giraffe, elephant, tortoise, sloth, cheetah, whale and beetle) Ask students where these animals usually live and place them on the map. (Africa—giraffe, elephant, cheetah; South America—sloth, tortoise; Oceania—beetle; Antarctic Ocean—blue whale) Next, tell students that these animals hold some world records. Then show them the cutouts with the adjectives. As you do so, ask them questions such as: *Which is the fastest animal on Earth?* (the cheetah) Follow the same procedure with *the biggest* (the blue whale), *the biggest on land* (the elephant), *the slowest* (the sloth), *the tallest* (the giraffe), *the one with the*

longest life (the tortoise) and *the strongest insect* (the beetle). Write sentences about the animals and leave them on the board for reference.

Activity 6B

Objective: Review the use of superlative adjectives ending in -est.

Examples: *The giraffe is the tallest animal. Antarctica is the coldest place.*

Additional Materials: cards with the following words from the information on Poster 6 (1 set per group):

The / cheetah / is / the / fastest / animal.

The / blue / whale / is / the / biggest / animal.

The / sloth / is / the / slowest / animal.

The / giraffe / is / the / tallest / animal.

Antarctica / is / the / coldest / place.

The / Atacama / Desert / is / the / driest / place.

Display Poster 6 and the animals cutouts. Elicit the names of the places and the animals. Place the animals cutouts on the poster. Then organise students into groups and distribute the sets of cards. Tell them to unscramble the words and form sentences about the animals and places on the poster. When students are done, invite volunteers to write the sentences on the board. If you see fit, turn the activity into a competition between the groups. Give one scrambled sentence to the groups at a time and grant a point to the group that finishes unscrambling it first. Follow the same procedure with the other sentences.



Unit 7 – Try This!

Activity 7A

Objective: Learn the use of frequency expressions.

Examples: *Yoko plays the violin every day.*

Glenn flies his kite once a week.

Display Poster 7 and ask students: *What place is this?* (a sports centre) *What activities can you do there?* (play a musical instrument, play football, play tennis, play table tennis, etc.) Then introduce the cutouts of the children to students and have them repeat their names. Place the children cutouts on different spots of the poster. Next, display the activities cutouts and elicit what each one represents. (play badminton, play the drums, fly a kite, roller-skate, play the violin, play hockey, play basketball, play table tennis, swim, read a book, play football and watch TV) Work on the repetition of the activities. After that, pair the activities cutouts up with the children cutouts at random and elicit from students what each child does in his or her free

time. Encourage them to say sentences such as: *Zuri roller-skates*. Next, show students the cutouts with the ticks and point at the frequency expressions on the poster. Elicit from the class what frequency expression each number of ticks represents. Then work on the repetition of the expressions. After that, pick one of the ticks cutouts and match it with the cutout of a child and the cutout of an activity. Elicit the sentence from students. For example: *Zuri roller-skates twice a week*. Follow the same procedure with all of the other ticks cutouts. As an extension to this activity, shuffle all the cutouts and display them on a desk. Invite a volunteer and say a sentence, such as: *Anna plays the drums five times a week*. Tell the volunteer to pick the corresponding cutouts and show them to the class. Encourage the class to check if the cutouts are the correct ones. Follow the same procedure with different volunteers and sentences.



Activity 7B

Objective: Review the use of frequency expressions.

Examples: *Mike rides his bike every day. I watch TV three times a week.*

Additional Materials: sheets of graph paper (one per group).

Display Poster 7 with the cutouts. Quickly review the use of frequency expressions by matching the cutouts and eliciting sentences from the class. Then organise students in groups and distribute the graph paper. Tell students to draw a table with three columns on the graph paper. All the students in a group should write their names in the left-hand column of the table.

Advise them to leave some lines between the names. Next, tell each student to choose one activity from the ones on the cutouts. They should make a drawing representing it in the middle column, aligned with their names. If there is not enough time, have students write the activities instead. Finally, they should draw the number of ticks that corresponds to the frequency with which they do that activity. The ticks should be drawn in the right-hand column. When all the groups are finished, have each student say a sentence about a classmate based on the information in the table. They should say sentences such as: *Clara plays football three times a week.* Encourage students to talk about their own habits by asking them questions such as: *What about you? How often do you play football?*

Unit 7 Try This!

Free time

- Once a week
- Twice a week
- Three times a week
- Four times a week
- Five times a week
- Six times a week
- Every day

Unit 7 Try This!

Students can use the cutouts to create a table with three columns: Name, Activity, and Frequency.

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Unit 8 – Let's Go Swimming!

Activity 8A

Objective: Learn the use of *must* and *mustn't* to talk about rules.

Examples: *You must wear a cap in the swimming pool. You mustn't run.*

Display Poster 8 and ask students the following questions: *What can you see? Do you usually go to places like this? What rules do we have to follow in these places? Why do we have to follow these rules?* Guide students to notice that places with a swimming pool have rules so that people do not get hurt or hurt others. Next, show them one of the cutouts and elicit what rule it represents. As students answer, introduce the use of *must* / *mustn't*. For instance, if the rule is *don't swim*, introduce the sentence *You mustn't swim*. Have students repeat it after you. Follow the same procedure with all of the other cutouts. (You must have a shower before swimming. You mustn't run. You must throw your rubbish in a bin. You mustn't climb the trees. You mustn't pick flowers. You mustn't dive / splash. You must wear a swimming cap.) After that, invite a volunteer to pick a cutout and decide in which sign on the poster it should be. Encourage the other students to say whether they agree with the volunteer's decision. As he or she places the cutout on the poster, have all students say the corresponding rule.

Activity 8B

Objective: Review the use of *must* and *mustn't* to talk about rules.

Examples: *You must wear a cap in the swimming pool. You mustn't run.*

Display Poster 8 and invite different volunteers to place the cutouts in the signs. As they do so, encourage the class to say the rules they represent. After that, organise students into at least eight groups. Assign a rule to each group and tell students to act out a scene in which someone breaks that rule. The other group member(s) should remind that person or those people of the corresponding rule. Allow the groups time to rehearse their scenes. When the groups are done, have them act out their scenes in front of the class. Alternatively, you may have the groups act out the scene in silence and then elicit from the class the corresponding rules.



Unit 8 Let's Go Swimming!

