

People

★ ACTIVITY 1A: WHO'S GOT WHAT? □

AIMS: To practise asking questions • To practise using formal forms of address • To identify people from oral descriptions

LANGUAGE: *Who's got ...? I've got ...* • *Wear, have* • *Eyes, ears, nose, hair, beard, moustache, glasses* • *Long, round, short, big, small* • *Colours* • *Miss, Mr, Mrs, queen, friend*

TIMING: 30 mins

GROUP: Class

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.92). Scissors. Coloured pens. Pictures of *beard, moustache, glasses.*

WHAT TO DO:

1 Teach vocabulary using the children, saying *Show me your eyes, ears* etc.

2 Teach *glasses, moustache, beard* using pictures.

3 Show the children the photocopy.

4 Explain that the children will hear each person describing himself/herself and saying a name which is based upon a colour e.g. *Miss Blue*. The children can indicate the name by colouring the box in each picture. Play the cassette twice.

5 The children listen and colour the features as specified.

6 They then cut up the faces and spread them out on their tables. The children take away each face as you read aloud the descriptions

one by one. Read them all except one. The first child to identify the missing person wins!

7 Now ask the class about one face at a time, e.g. *T: Who's got big, round, red glasses?*

FOLLOW-UP ACTIVITY:

Call up a pair of children and let them model a question/answer exchange. Child A chooses one face and says: *A: Brown hair. B: Mrs Brown. A: No. Short, brown hair. B: Mr Brown.* etc until child B guesses child A's choice. The children then change over, with B asking A.

★★ ACTIVITY 1B: GUESS WHO? □

AIMS: To identify people from oral descriptions • To practise using numbers 1-10

LANGUAGE: *Eyes, ears, nose, hair, beard, moustache, glasses* • *Crown, queen, king* • *I've/She's/He's got ..., Who's got ...?* • *Long, short, big, small* • *Wear, can't* • *Black /white* • *I'm number ..., show me* • *Numbers 1-10*

TIMING: 30 mins

GROUP: Class

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.93). Scissors. Pictures of faces facial features e.g. *eyes*. A few circles/badges with *Top Detective!* on or small sweets as prizes.

WHAT TO DO:

See Activity 1A Steps 1-2.

3 Show the children photocopy 1 and explain that there has been a crime. Somebody has taken the queen's crown. The class pretend they are detectives solving the crime.

4 Explain that the children will hear each person describing himself/herself and saying a number which the children write in the box.

5 Play the cassette (tapescript 1) twice, stopping at the pauses (/ /). Check the children have numbered the faces correctly.

6 Ask the children to guess which person took the crown. They should put a crown on the picture, e.g. on the head of the thief.

7 Play tapescript 2. The children will hear the queen saying who the thief is. If a child

has guessed correctly, he/she wins a small prize or point.

8 Call up a pair of children to model an exchange. Child A chooses one face and then asks child B e.g. *A: Who's got a black moustache and a long nose? B: Number 1. A: Yes.* etc.

FOLLOW-UP ACTIVITY:

The children cut up the pictures and play a guessing game. Child A spreads out her pictures on the table. She starts to describe one of them, without pointing to it. Child B guesses who it is. If child B is correct he has the next turn. If he can't guess, child A says the answer and has another turn with a different face.

★★★ ACTIVITY 1C: WHAT'S THE DIFFERENCE? □

AIMS: To practise using the comparative with *than* • To describe differences between people • To practise using formal forms of address

LANGUAGE: *She's got bigger glasses/a smaller nose/more hair etc* • *Eyes, ears, nose, hair, beard, moustache, glasses* • *Long, short, big, small, curly* • *Mr, Miss, Mrs*

TIMING: 30 mins

GROUP: Class/Pairs

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.93). Scissors. Coloured pencils. Pictures of *beard, moustache, glasses.*

WHAT TO DO:

See Activity 1A Steps 1-2.

3 Teach the comparative form using the children themselves or their possessions, e.g. *Mario's bag is bigger than Paulo's*. Encourage each child to make up a sentence comparing two things.

4 Show the children the photocopy and explain that the queen is sad because her very expensive diamond ring was stolen by one of the people on the photocopy. The class will listen to the cassette (tapescript 1) and pretend they are detectives looking for someone who fits the description of the thief.

5 Play the cassette (tapescript 1) twice. The children write the name of the character underneath the face and also colour in the characters. They can copy from the board if you prefer.

6 Explain that the children will have to go through a process of elimination, by listening to people saying they didn't take the ring. The children should put a cross in the box under each picture, to indicate that they think that person did not do it.

7 Ask one or two to identify who the thief could be, by pointing to the two remaining characters on the photocopy. Encourage the children to point out the differences between the last two characters.

8 Play tapescript 2. The children listen and identify the thief. (It's Mr Red.)

FOLLOW-UP ACTIVITY:

The children cut up faces from magazines and create amusing identikit style faces, e.g. eyes from one face, a nose from another face etc. They then describe their funny faces.

People

★ ACTIVITY 2A: FUNNY FOLD FACES □

AIMS: To practise using facial features and colours • To practise describing people • To introduce/revise *He's/She's got ...*

LANGUAGE: *Hair, eyes, nose, ears, teeth, smile* • *Point to your ...* • *Colour ...* • *Fold, cut* • *Witch, chef* • *Colours* • *He/She's got ...*

TIMING: 30 mins

GROUP SIZE: Class/Ind

WHAT YOU NEED:

Photocopy 2 per child. Cassette (tapescript p.93). Colours. Scissors. One photocopy already cut and folded for yourself.

WHAT TO DO:

1 Teach the body vocabulary by playing *Simon says* e.g. *Simon says point to your nose, your eyes, etc.*

2 Ask a few individuals to come to the front and help you draw a funny face on the board, e.g. one child draws the mouth, a second child adds the nose, etc.

3 Give out photocopy 2 and the scissors, explaining that you are going to teach the children how to make magic funny faces. Teach *witch* and *chef*. Explain that the larger faces are Gary and Winnie.

4 Show the class how to cut along the black lines. Tell the children to fold the long fold, then how to colour each of the faces, starting with Gary, the large chef.

5 Tell the class to colour Gary's eyes green, mouth red, the nose and ears pink

and his hat blue. Say *He's got green eyes, a blue hat ...* etc.

6 Once Gary is finished, ask the children to colour Winnie according to the cassette. (The children should listen and put a simple colour mark, then go back and colour in the rest later.) Play the cassette.

7 Now let the children fold the other shorter folds and see how many funny faces appear magically. Invent names for them e.g. *Winnie, Ginnie, Ninnie, Minnie* and *Gary, Larry, Barry* and *Harry*.

FOLLOW-UP ACTIVITY:

The children can colour the other funny fold faces as they wish. In pairs, they can then compare them, using *He's got/She's got ...*

★★ ACTIVITY 2B: COLOUR THE FACES □

AIMS: To practise following and giving instructions • To practise vocabulary of facial features

LANGUAGE: *Nose, eyes, ears, hair, cheeks, chin* • *He's/She's got ...* • *Witch, chef* • *Colours* • *Colour her ... cut, fold*

TIMING: 40 mins

GROUP SIZE: Class/Ind/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Colours. Scissors. Cassette (tapescript p.93). One photocopy already cut and folded for yourself.

WHAT TO DO:

See Activity 2A Steps 1-4.

5 Teach *cheeks* and *chin*.

6 Tell the class to colour Gary's eyes green, his mouth red, his nose and ears pink and his hat blue. Colour his cheeks and chin pink.

7 Tell the class to colour Winnie according to the instructions. Play the cassette.

8 Now let the children fold the other folds and see how many funny faces appear magically. Number them 1, 2, 3, 4 going from large to small. Invent names for them e.g. *Winnie, Ginnie, Ninnie, Minnie* and *Gary, Larry, Barry* and *Harry*.

9 In pairs the children can then agree to colour face number 2 with the colours of their own choice. They can then compare the pictures, e.g. *Child A: She's got red*

hair and green eyes. Child B: No, she's got blue hair and yellow eyes.

10 When they have finished face 2, child A can colour face 3 and child B colour face 4. The children can then tell each other which colours to use in a colouring dictation. Child A begins, and tells child B about face 3, and then they swap, e.g. *Child A: Colour Winnie's nose yellow. Colour her nose purple. Child B: Colour Minnie's eyes orange.* etc.

11 Afterwards they should compare their pictures to check their own accuracy of speaking and listening.

FOLLOW-UP ACTIVITY:

Let the children make simple funny face puppets out of paper plates or paper bags. They then use these to roleplay

★★★ ACTIVITY 2C: WHAT DO YOU LIKE TO EAT? □

AIMS: To practise using food vocabulary and mealtimes • To practise asking questions • To practise expressing likes/dislikes

LANGUAGE:

What do you like to eat for breakfast/lunch/tea/dinner?

• **Food vocabulary:** *soup, bread, cake, biscuits, cheese, spaghetti, pizza, milkshake, pancake, jelly* etc • *Witch, chef*

TIMING: 50 mins

GROUP: Class/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Cassette (tapescript p.00). Colours. Scissors. Flashcards for food vocabulary.

WHAT TO DO:

See Activity 2A Steps 3-5

4 Tell the class to colour Winnie according to the instructions on the cassette. (Play *People 2A* tapescript.)

5 Now let the children fold the other folds and see how many funny faces appear magically. Number them 1, 2, 3, 4 going from large to small. Invent names for them e.g. *Winnie, Ginnie, Ninnie, Minnie* and *Gary, Larry, Barry* and *Harry*.

6 Review known food vocabulary using real food or flashcards. Teach *breakfast, lunch, tea* and *dinner*.

7 Explain, in L1, that Gary and Winnie often cook meals for each other and like to surprise one another.

8 Use a volunteer to be your partner and

model the exchange at the front of the class, e.g. *A: What do you like to eat for breakfast, Gary? T: Mmm ... I like dinosaur eggs, toast and jelly, carrot ice cream and green coffee. A: Mmm .../Yuk! T: What do you like to eat for breakfast, Winnie?* etc.

FOLLOW-UP ACTIVITY:

The children use the faces to roleplay a dialogue between the characters, with Gary cooking two meals (breakfast and tea) and Winnie cooking two meals (lunch and dinner). Both children should have some time to think and make notes (in pictures or writing) for their menus. Encourage the children to use their imagination and humour.