

People

★ ACTIVITY 3A: OCCUPATION BINGO!

AIMS: To practise using occupation vocabulary • To practise directional language: *up, down, across, diagonally*
LANGUAGE: Occupations: *teacher, sailor, police officer, popstar, chef, doctor, secretary, astronaut, zoo keeper, nurse, soldier, fire fighter* • *Red, yellow, blue, green* • *Up, down, across, diagonally* • *Choose*
TIMING: 40 mins
GROUP SIZE: Class
WHAT YOU NEED: Photocopy 3 per child. Colours. Scissors (Follow-up). Pictures of *teacher, sailor, police officer, popstar, chef, doctor, astronaut, zoo keeper, nurse, soldier,*

WHAT TO DO:
1 Teach the occupation words, using the pictures. Then play occupation charades as a class.
2 Give out photocopy 3. Reading from left to right, top to bottom, go through the pictures, e.g. *Show me Teacher A, Sailor A, Policeman A* etc. The children can hold up the photocopy and point to the pictures.
3 Explain that you will play *Bingo* with the class. The children have to choose a row, a diagonal or a vertical column of 4 pictures.
4 Teach *choose, up, down, across* and *diagonally*. The children colour the blank boxes on the four pictures in red, green, blue or yellow, using a different colour for each square.

5 Ask the children to hold up their sheets for you to check. Call out the occupations with a colour e.g. *teacher A: red, nurse A: yellow, doctor A: blue, popstar B: green*. Keep a record of what you have called, noting numbers and colours, and go on until three people have called *Bingo!*
6 Repeat, with the children choosing and colouring other groups of four pictures.

FOLLOW-UP ACTIVITY:
The children can cut the pictures into squares and, in pairs, play pelmanism. They should and place them face down on the table. They then turn up two pictures at a time. If they can make a pair and say the occupations in English, they win the pair.

★★ ACTIVITY 3B: WHERE DO YOU WORK?

AIMS: To practise asking questions • To practise using places and occupations
LANGUAGE: Occupations: *Teacher, sailor, police officer, popstar, chef, doctor, secretary, zoo keeper, astronaut, nurse, soldier, fire fighter* • *Hospital, boat, tank, school, police station, broomstick, spaceship, band, kitchen, fire station* • *Choose, circle* • *Up, down, across, diagonally* • *Do you work in ...? Who works in a ...?*
TIMING: 45-60 mins
GROUP: Class/Pairs
WHAT YOU NEED: As Activity 3A plus pictures of *hospital, boat, school, police station, an office, rocket/spaceship, a tank, a band in concert, gallery/studio, hotel/restaurant/kitchen, fire station.*

WHAT TO DO:
See Activity 3A Steps 1-6.
7 Divide the class into pairs. Assign each pair one of the occupations and ask them to think of places connected with that job, e.g. *nurse - hospital*. You may wish each pair to have access to a dictionary. Brainstorm on the board a small wordbank for each occupation focusing on the places associated with the job, e.g. *doctor/nurse - in a hospital, sailor - on a boat, soldier - in a tank, teacher - in a school, policeman - in a police station, secretary - in an office, astronaut - in a spaceship, popstar - in a band, chef - in a kitchen, fireman - in a fire station, zoo keeper - in a zoo*. Ask individuals *Who works in a ...?*
8 Explain that child A has to choose an occupation. Child B has to try and guess which one it is within three/five questions,

e.g. *Do you work in a school? Do you fly in a rocket?* The child answering can only reply *Yes/No*, so the children will have to choose their questions carefully.
9 Model the exchange with two volunteers at the front of the class. If child B guesses correctly, they choose the next occupation for child A to guess. If child A cannot guess the answer in the number of questions allowed, child B chooses another occupation.

FOLLOW-UP ACTIVITY:
In groups of three, let children devise a short mime showing the activities for one of the jobs. The class have to guess the occupation.

★★★ ACTIVITY 3C: HOW OLD IS SHE/HE? □

AIMS: To practise distinguishing people's ages • To use the comparative • To practise asking questions
LANGUAGE: Occupations: *Teacher, sailor, police officer, popstar, chef, doctor, secretary, zoo keeper, astronaut, nurse, soldier, fire fighter* • *Same age as, older than, younger than ...* • *Who?* • *Choose, up, down, across, diagonally* • *Your* • *How old is ...?* • *Red, yellow, blue, green*
TIMING: 45 mins
GROUP SIZE: Class/Pairs
WHAT YOU NEED: As Activity 3A plus cassette (tapescript p.93). Pictures of *old and young*.

WHAT TO DO:
See Activity 3A Steps 1-2.
3 Teach the comparative forms *older/younger* using the children in the class. Ask *Who is older than Maria? Who is younger than Maria?* Teach *the same age as ...*
4 Explain you will play the cassette which reveals how old each person is (the age is not always revealed directly). The children will have to listen and work out the answers. The children write the ages of the people in the blank squares as they listen to the cassette. They will have to follow the outer pictures, clockwise, starting from Teacher A and finishing at Chef A. Play the cassette.
5 Stop occasionally to check answers and make sure everyone is keeping up. Play the cassette again, twice if necessary.

6 The children can make up ages for the remaining eight people and write the ages in the blank boxes. In pairs, they then ask e.g. *A: How old is (your) policeman B? B: 24. B: How old is (your) policeman B? A: 35.*

FOLLOW-UP ACTIVITY:
The children cut up the pictures to make occupation cards. Four children pool their cards, shuffle them, and put them face down making a pile of cards. Each child then takes five cards. Every turn each child discards a card and picks up another one. When a child has four cards the same, they say *Happy Sailors* etc and put the cards on one side. They then take four more cards from the pile and continue.

People

★ ACTIVITY 4A: TRICK-OR-TREAT RAP □

AIMS: To practise describing fears and feelings • To practise using adjectives • To practise intonation and speech rhythms

LANGUAGE: *Black/white* • *What's this?* • *Cold/bright, spooky* • *Night, witch, moon, wind, stars, sky, ghosts, boys, girls, street* • *Meet, beat, fly, rhythm, rhyme*

TIMING: 30 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.93). Blu-tack. Pictures of *night, witch, moon, wind, stars, sky, ghosts, boys, girls, street*.

WHAT TO DO:

1 Explain that you will teach the children a rap. Teach new vocabulary using visuals (e.g. *sky, moon*) or mime (e.g. *cold, bright, spooky*). Give out photocopy 4 (top) and use it to consolidate vocabulary: *black/white, night, witch, moon, wind, stars, sky, ghosts, boys, girls* and *street*.

2 Stick each visual on the board. Ask T: *What's this?* (pointing to one visual) Ch: *Moon.* T: *Yes, it's the moon.* Then call two volunteers to the front to model the exchange, e.g. A: *What's this?* (point) B: *It's a ...* A: *Yes/No.* Swap turns.

3 Split the class into pairs. Explain that they use the photocopy to point to the items of vocabulary and practise the exchange, e.g. A: *What's this?* B: *It's a ...* A: *Yes/No.*

4 Play the cassette. Check that the children understood the rap. Ask *What's it about? Can you hear any words you know?* etc.

5 Play the cassette a few more times. Which words did the children hear this time? The children should hear the rap a few times to be sure of the rhythm.

6 Teach the rap.

FOLLOW-UP ACTIVITY:

Conduct a class survey of what everyone is afraid of. Attach visuals of frightening things to the board and ask the class to raise their hands if they are afraid of these things. Point and ask, e.g. *Are you afraid of spiders?* Count up the hands raised and write the number next to the visual.

★★ ACTIVITY 4B: RAPS, RHYTHMS, RHYMES □

AIMS: To practise describing fears and feelings • To practise intonation and speech rhythms • To develop children's "ear" for rhyming words

LANGUAGE: *Black/white* • *Cold, bright, spooky* • *Night, witch, moon, wind, stars, sky, ghosts, boys, girls, street* • *Meet, beat, fly, rhythm, rhyme, rhymes with ...*

TIMING: 30 mins

GROUP SIZE: Class/Ind

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.93). Pictures of *night, witch, moon, wind, stars, sky, ghosts, boys, girls, street*.

WHAT TO DO:

See Activity 4A Step 1.

2 Discuss rhymes with the class. Ask the children for words which rhyme with *witch, street, night, star, ghost* etc. Write these on the board in rhyming pairs, e.g. *night/kite, star/car* etc.

3 Next play a team game where you divide the class into two teams and give each member a number from 1-15. Now write a number on the board and say an English word, which is familiar to the children e.g. *hop/12*.

4 The two children in each team with the number 12 must think of a word which rhymes with the word given, *hop*. The first to put up his/her hand and tell you a correctly rhyming word wins the point, e.g.

shop, stop, pop. Teach rhymes with e.g. *shop rhymes with hop*. Ask *What rhymes with ...?*

5 Play the cassette (tapescript 4A). Explain the children should listen to the rap and try to identify rhymes. Collect these on the board.

6 Now teach the rap, focusing mainly on the chorus.

7 Once the children have learned the chorus, they can go on to learn the verses.

FOLLOW-UP ACTIVITY:

Make a class book of words which rhyme with each other. Encourage children to enter rhyming pairs as and when they are discovered. It can be an ongoing activity.

★★★ ACTIVITY 4C: MY FAVOURITE PERSON □

AIMS: To practise describing people • To practise filling in a form in English • To practise giving reasons for preferences

LANGUAGE: *Favourite, person, name, age, occupation, picture* • *Because, I like ... he/she* • *Present simple*

TIMING: 30 mins

GROUP SIZE: Class/Ind

WHAT YOU NEED:

Photocopy 4 (bottom) per child. Dual language dictionaries if possible.

WHAT TO DO:

1 Explain that the children should think of their favourite person. (To avoid hurting feelings, you might insist the person is not in the class or school.) They are going to write the name, age, occupation of this person, draw a picture of him/her and then write down why the person is their favourite. If their favourite person is a child, their occupation might be schoolboy/girl or baby.

2 Teach *I like ... because ...* using individuals in the class, e.g. *I like Maria because she smiles and laughs a lot/she does good work/she is very tidy/she can run quickly* etc.

3 Check understanding of age, description and occupation. The children

should try to describe their person to the rest of the class or to their neighbour.

4 The children should fill in the photocopy, using dictionaries and asking for help when necessary. The descriptions could be read aloud and then displayed later on.

FOLLOW-UP ACTIVITY:

The children choose a famous person and write in English about him/her for a class book of Famous People.