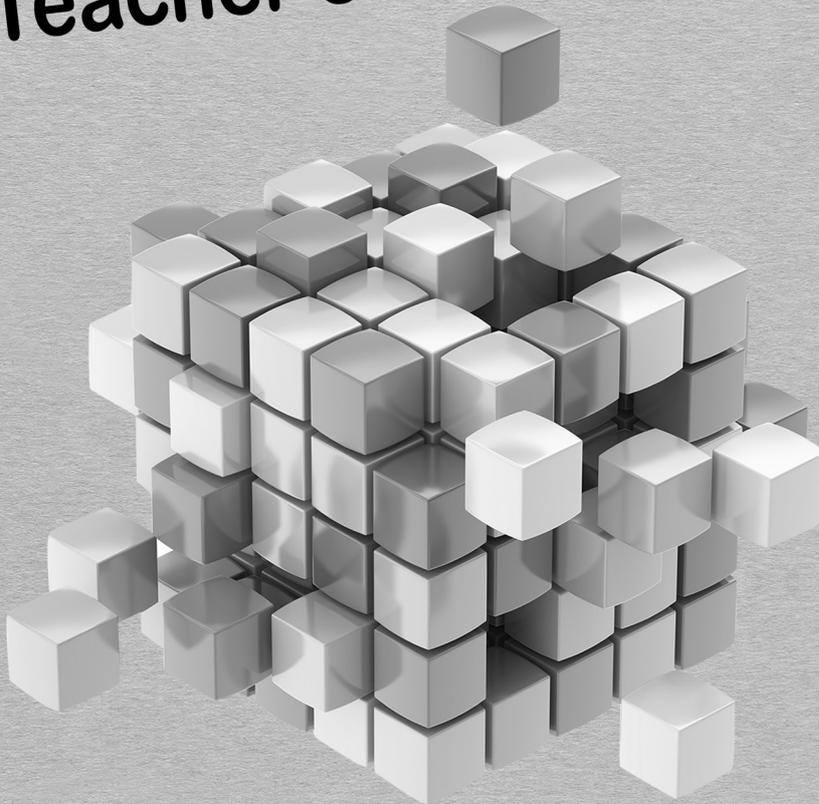


PRIMARY Booster

Teacher's Book



2

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PRIMARY Booster

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INTRODUCTION

The **Primary Booster** series is specially designed for young learners in the formative stages of English language learning. It can be used to supplement any course and is suitable both for classroom and self-study use. It promotes a student-centred approach to learning, thereby boosting young learners' self-confidence and helping to develop greater autonomy in the learning process. The consolidation and reinforcement of all key skills throughout the series provides invaluable practice and will enable young learners to take the next step in English language learning with confidence.

Primary Booster 2 comprises ten theme-orientated units, relevant to the age and interests of young learners, which reflect the language covered in a wide range of primary English courses. All activities have been carefully selected and designed to cater for all types of learners and learning styles in order to help pupils learn in the way that suits them best while having fun!

COMPONENTS

• Pupil's Book

The **Pupil's Book** has been designed to appeal to, as well as motivate pupils to further consolidate and develop their language and thinking skills. Through an array of captivating activities including songs, projects and arts and crafts, young learners develop their receptive and productive skills. The *Pupil's Book* features:

I My Activities

The **My Activities** section consists of ten theme-orientated units. Each unit includes four graded activities (from easier to more demanding) colourfully illustrated, that promote language learning in an enjoyable way. The pupils recycle the key vocabulary, reinforce their listening and writing skills, and develop critical thinking skills.

Throughout the *My Activities* section, the following symbols have been used to indicate the level of difficulty of each activity:

- ★ These are less demanding activities, usually in the form of fun, catchy songs that help the pupils become familiar and feel at ease with the vocabulary while having fun.
- ★★ These are slightly more demanding activities, in that they require pupils to use the new vocabulary.
- ★★★ Activities labelled with three stars are the most challenging, as they require pupils to make use of both language and thinking skills.

At the end of the *My Activities* section, the pupils consolidate the language presented in all topics through a board game (**Let's Play!**) and the **Fun Time** section.

II My Projects

Projects offer young learners the opportunity to apply their knowledge in a more personalised context. This makes the learning process more meaningful, and ensures that the pupils retain the new vocabulary and structures for a longer time. Projects promote a more holistic learning, while helping learners develop their cooperative, thinking and organisational skills. The pupils can work in their own time, at their own pace, and decide on how best to prepare and present their work. In this way, they become more autonomous and independent learners.

The **My Projects** section comprises two topic-based projects per unit, twenty in total. Upon completion of each project, the pupils not only present their own work, but also look at their peers' projects and become actively involved in the assessment procedure by evaluating them. Through choosing and applying their assessment criteria, the pupils learn to:

- reflect on their own performance and evaluate their work;
- reflect on their peers' performance and evaluate their work;
- become responsible for their own learning.

The *MY FRIEND / MY TEACHER* evaluation boxes at the end of each project can be used as follows: The pupils use the stickers at the end of the *Pupil's Book* to assess their peers' work (*MY FRIEND* box). After each project has been presented by the pupils, teachers use their own stickers to reward them for their work by putting one in the *MY TEACHER* box.

III My Craftwork

Arts and crafts are an ideal way to engage the pupils and allow them to express their creativity. They contribute to the development of the pupils' fine motor skills, as well as their imagination and social skills. Through these activities, young learners work in ways that express their individuality, while increasing their motivation and involvement in the learning process.

Through the various crafts in the **My Craftwork** section, young learners:

- develop hand-eye coordination and fine motor skills;
- express themselves creatively, boost their imagination and become more resourceful;
- feel in control of the craft they create;
- enhance their decision-making abilities;
- improve their memory.

When the pupils have completed this section, they will have a collection of their work showing their abilities and language development, and they will feel a sense of pride and achievement.

• Teacher's Book

In the **Teacher's Book**, teachers can find the key to the activities for the *My Activities* section, as well as the audioscripts for all the songs included in the *Pupil's Book*. There are also guidelines on how to make, present and evaluate the projects in the *My Projects* section. In the *My Craftwork* section, teachers can find the lists of the materials needed for each craft, as well as step-by-step instructions along with pictures of the finished craft. It is recommended that teachers prepare a model of the craft before each lesson to show the pupils.

My Reward Jar! Template:

At the end of the *Teacher's Book*, there is a template of the *My Reward Jar!* and a *Sweets* template. Make one photocopy of the *My Reward Jar!* per pupil and hand them out at the beginning of the school year. Each time the pupils complete an activity, make sure to reward them with a sweet from the *Sweets* template to stick onto their jar. By the end of the year, the pupils' jars should be filled with sweets, giving them a sense of pride and accomplishment.

• Audio CD

The **Audio CD** includes all the recordings for the listening activities in the *Pupil's Book*.

My Activities

1 Shapes and Numbers



Ex. 1 (Track 02)

A 2 B 1 C 4 D 3

AUDIOSCRIPT

*This is a circle in the air,
This is a circle on the ground,
A circle, a circle!*

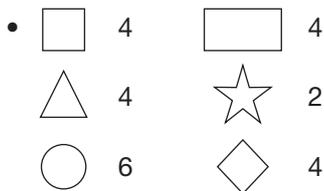
*This is a square in the air,
This is a square on the ground,
A square, a square!*

*This is a triangle in the air,
This is a triangle on the ground,
A triangle, a triangle!*

*This is a rectangle in the air,
This is a rectangle on the ground,
A rectangle, a rectangle!*

Ex. 2

- 1 an orange triangle, a blue circle
- 2 a blue circle, a yellow diamond
- 3 a red star, an orange triangle
- 4 a yellow diamond, a pink rectangle



Ex. 3

Across

- 2 SIX 6 TWELVE
4 SIXTEEN 9 FIFTEEN

Down

- 1 NINE 5 THREE 8 TWENTY
3 EIGHT 7 ELEVEN 10 FOUR

Ex. 4

The robot has got:

14 circles, 3 squares,
7 rectangles, 8 triangles.

The schoolbag has got:

5 circles.

The book has got:

5 triangles.

2 Colours



Ex. 1 (Track 03)

1 red 2 green 3 yellow 4 blue

AUDIOSCRIPT

*Red and blue, for you, you, you!
Pink and green, for me, me, me!
Yellow and red,
Green and blue,
Pretty colours all for you!*

Ex. 2

The pupils use the code to colour in the butterfly.

1 green 3 pink 5 black
2 yellow 4 orange 6 blue

Ex. 3

1 A 2 A 3 B 4 A 5 B

Ex. 4

Line 2: The pupils draw a **brown** circle.

Line 3: The pupils draw a **green** circle.

Line 4: The pupils draw a **blue** circle.

Line 5: The pupils draw a **yellow** circle.

Line 6: The pupils draw a **pink** circle.

3 Family



Ex. 1 (Track 04)

Picture A

AUDIOSCRIPT

*This is my mummy,
My mummy is cool!
This is my daddy,
My daddy is cool, too!*

*My family is wow!
My family is cool!
My family is Number One!*

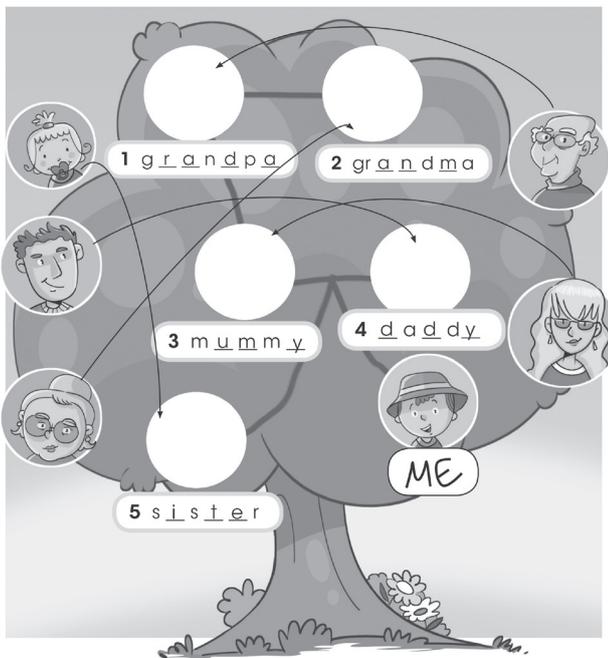
My family is wow!
 My family is cool!
 My family is Number One!

This is my brother,
 My brother is cool!
 This is my sister,
 My sister is cool, too!

Ex. 2

- | | | |
|-----------|------------|---------|
| 1 daddy | 3 brothers | 5 mummy |
| 2 grandpa | 4 grandma | 6 big |

Ex. 3



Ex. 4

- | | | |
|--------|--------------|----------|
| 1 big | 3 three | 5 sister |
| 2 five | 4 one sister | |

4 House

Ex. 1 (Track 05)

- | | |
|-----------|-----------|
| 1 a table | 3 a bed |
| 2 a chair | 4 a radio |

AUDIOSCRIPT

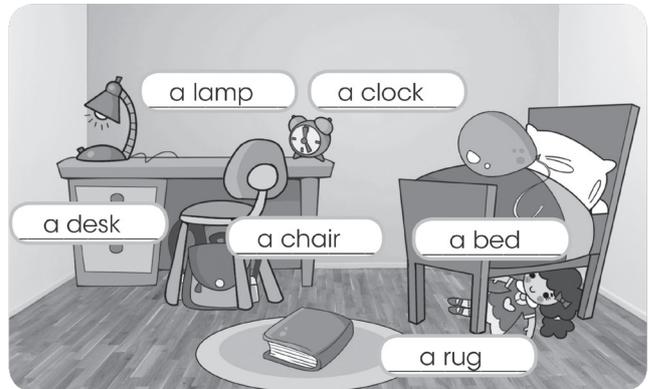
Come to my tree house,
 Come with me!
 A table and a chair,
 Come and see!

Come to my tree house,
 Come with me!
 A bed and a radio,
 Come and see!

Ex. 2

- | | | |
|-----------|-----------|---------------|
| 1 a chair | 4 a TV | 7 a mirror |
| 2 a table | 5 a lamp | 8 a cupboard |
| 3 a bed | 6 a radio | 9 an armchair |

Ex. 3



- | | | |
|--------|-------|-------|
| • 1 NO | 3 YES | 5 YES |
| 2 NO | 4 NO | 6 YES |

Ex. 4

- 1 the pink chair is in the garden.
- 2 the blue bed is in the kitchen.
- 3 the green table is in the living room.
- 4 the red radio is in the bathroom.
- 5 the yellow sofa is in the bedroom.

5 Toys

Ex. 1 (Track 06)

- | | | |
|------------|------------|------------|
| 1 kite – C | 2 ball – A | 3 bike – B |
|------------|------------|------------|

AUDIOSCRIPT

Fly the kite with me!
 Bounce the ball with me!
 Ride the bike with me!

Ex. 2

- | | | | |
|-----|-----|-----|-----|
| 1 d | 3 g | 5 c | 7 e |
| 2 b | 4 a | 6 h | 8 f |

Ex. 3

- 1 C - A - B 2 C - B - A 3 B - A - C

Ex. 4

The pupils read and colour:

the teddy bear – **brown**

the kite – **blue and green**

the doll – **purple**

the cars – one **red** and one **yellow**

6 Food



Ex. 1 (Track 07)

- 1 lollipops 3 jam 5 juice
2 chocolate 4 cake

AUDIOSCRIPT

I'm a Sweet Monster

And I've got a sweet tooth!

I love lollipops and chocolate, too!

I love jam and cake and juice!

I'm a Sweet Monster

And I've got a sweet tooth!

Ex. 2

- 1 orange juice – c 4 milk – f
2 cake – d 5 ice cream – b
3 pizza – e 6 chicken – a

Ex. 3

HEALTHY: eggs, pears, carrots, bananas, chicken

UNHEALTHY: burgers, pizza, ice cream, cake, chips,

Ex. 4

- A (It's) a banana. C (It's) a carrot.
B (It's) ice cream.

7 Animals



Ex. 1 (Track 08)

- A 3 B 1 C 2 D 4

AUDIOSCRIPT

I can jump like a frog,

Boing, boing!

I can swim like a fish,

Splash, splash!

I can sing like a bird,

Tra-la-lee!

I can dance like a chimp,

Hee, hee, hee!

Ex. 2

- 1 horse 3 elephant 5 rabbit
2 frog 4 monkey 6 cat

Ex. 3

- 1 jump – YES 3 climb – NO
2 swim – YES 4 walk – NO

Ex. 4

	a snake	a parrot	a cat	a rabbit
 Lisa	✓	x	x	x
 Tom	x	x	✓	x
 Mona	x	✓	x	x
 Alan	x	x	x	✓

- 1 snake 2 cat 3 parrot 4 rabbit

8 Body



Ex. 1 (Track 09)

The pupils tick the pictures: **B, C, D**

AUDIOSCRIPT

What's the matter?

My head hurts!

Oh, dear, let me see!

My head hurts, right here.

What's the matter?

My arm hurts!

Oh, dear, let me see!

My arm hurts, right here.

What's the matter?

My leg hurts!

Oh, dear, let me see!

My leg hurts, right here.

Ex. 2

eyes

ears

tongue

hands

feet

nose

U	H	T	Z	J	S	E	T	R
N	A	C	E	N	L	A	O	Y
X	N	C	A	O	T	R	N	H
S	D	C	I	A	F	S	G	E
W	S	N	O	S	E	U	U	P
N	Q	E	Y	E	S	N	E	E
J	D	J	D	S	V	A	E	S
E	Z	F	E	E	T	Z	H	S
Z	P	R	E	Z	F	B	Z	L

I can see with my eyes . I can hear with my ears .

I can smell with my nose . I can taste with my tongue .

I can touch with my hands .

*I'm looking good,
I'm looking great,
I'm wearing my new clothes!
I'm looking good,
I'm looking great,
From my feet up to my nose!
Jumper, jacket, jeans, boots!*

Ex. 2

PYJAMAS

T-SHIRT

HAT

SHORTS

SKIRT

COAT

JEANS

SHOES

jeans, T-shirt, pyjamas, shoes,
hat, shorts, skirt, coat

Ex. 3

- 1 a 3 a, b, c 5 b, c
2 a, b 4 c 6 a, c

Ex. 4

- 1 mouth 3 ears 5 noses 7 legs
2 eyes 4 feet 6 arms 8 hands

9 Clothes

Ex. 1 (Track 10)

The pupils circle the pictures: 1, 3, 5, 6

AUDIOSCRIPT

*I'm looking good,
I'm looking great,
I'm wearing my new clothes!
I'm looking good,
I'm looking great,
From my feet up to my nose!
Jumper, jacket, jeans, boots!*

Ex. 3

Picture A

The pupils colour the **hat yellow**, the **T-shirt blue**, the **skirt orange** and the **boots pink**.

Picture B

The pupils colour the **cap green**, the **jacket brown**, the **T-shirt yellow**, the **jeans blue** and the **shoes red**.

Ex. 4

- | | |
|------------------------|--------------------------|
| 2C a blue T-shirt | 2A pink boots |
| 4A a green dress | 1C orange jeans/trousers |
| 4D a yellow T-shirt | 4B an orange skirt |
| 5B red sandals | 5D an orange coat |
| 1D blue shorts | 5A a yellow cap |
| 1B a red cap | 2D a pink hat |
| 3A blue jeans/trousers | 3C brown shoes |
| 4C a blue dress | 3B green shorts |
| 5C a green jacket | 2B a yellow jacket |
| 3D a purple skirt | |

10 Weather

Ex. 1 (Track 11)

A 4 B 1 C 2 D 3

AUDIOSCRIPT

What's the weather like today?

Can you say? (x2)

It's sunny, it's sunny today!

What's the weather like today?

Can you say? (x2)

It's hot, it's hot today!

What's the weather like today?

Can you say? (x2)

It's raining, it's raining today!

What's the weather like today?

Can you say? (x2)

It's snowing, it's snowing today!

Ex. 2

- 1 autumn – E, G 3 spring – A, D
2 winter – C, F 4 summer – B, H

Ex. 3

The pupils circle:

- 1 the shorts 4 the jacket
2 the coat 5 the shorts
3 the sandals

Ex. 4

 SUMMER J <u>u</u> n <u>e</u> July A <u>u</u> g <u>u</u> s <u>t</u>	 AUTUMN Se <u>p</u> te <u>m</u> be <u>r</u> O <u>c</u> to <u>b</u> er No <u>v</u> em <u>b</u> er	 WINTER De <u>c</u> em <u>b</u> er J <u>a</u> n <u>u</u> ar <u>y</u> Fe <u>b</u> ru <u>a</u> r <u>y</u>	 SPRING March A <u>p</u> ri <u>l</u> M <u>a</u> y
 It's sunny _____.	 It's raining _____.	 It's snowing _____.	 It's windy _____.
 eat an ice cream _____.	 start school _____.	 make a snowman _____.	 pick _____ flowers _____.

Let's Play!

How to play the board game

Divide the class into teams/pairs. Ask the pupils to use a coin, a pencil sharpener, a rubber, etc, as a marker and place it on the START. Teams, or pairs, take turns rolling a dice, spinning a spinner, etc, and then moving along the board accordingly. The pupils must name the item(s) or carry out the instruction on the square they land on. If they land on a *GREAT* spot, they play again. If they land on a *OH, NO!* spot, they lose a turn. The winner is the team/pupil that reaches *FINISH* first.

- 1 orange juice
- 2 The pupils lose a turn.
- 3 The pupils touch their nose while singing a song.
- 4 a blue square
- 5 The pupils mime jumping like a frog.
- 6 Suggested answers: a triangle, a circle, a square
- 7 Suggested answers: kite, doll, ball, puzzle
- 8 grandpa
- 9 a T-shirt
- 10 The pupils play again.
- 11 Suggested answers: purple, yellow, blue
- 12 The pupils count to 20.
- 13 The pupils lose a turn.
- 14 a teddy bear
- 15 Suggested answers: bedroom, kitchen, bathroom
- 16 It's raining.
- 17 Suggested answers: summer, winter
- 18 The pupils stamp their feet.
- 19 The pupils mime swimming like a fish.
- 20 February

Fun Time

- A 5
B 3
C 6
D 4
E 1
F 2

My Projects

Note: There are two evaluation boxes labelled *MY FRIEND*/*MY TEACHER* at the bottom of each project. It is suggested that every time the pupils finish their projects, they show their work to a friend, and they each put a sticker in the other's *MY FRIEND* box to show that they like their friend's work. The pupils can find stickers at the end of the *Pupil's Book*, and can stick up to three stickers in each *MY FRIEND* box. This provides them with the opportunity to learn how to evaluate and assess other pupils' work and, ultimately, reflect upon their own.

After each project has been presented, make sure you reward the pupils for their work by putting a sticker in the *MY TEACHER* box.

1 Shapes and Numbers

SHAPES AROUND US!

- Read the title aloud and tell the pupils that this project is all about different shapes that we can see around us.
- Point to the first picture. Ask the pupils what shape it is and elicit: *a square*. Ask the pupils, in L1 if necessary, if they can think of something else that is this shape (*e.g. a screen, a photo frame, etc*). Repeat the procedure with the rest of the shapes.
- The pupils do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or they can draw their own pictures instead. When they finish, the pupils present their projects to the class.

Suggested answer key

Square: a biscuit, a box, a window

Circle: a doughnut, a clock

Triangle: a roof, a road sign, a slice of pizza

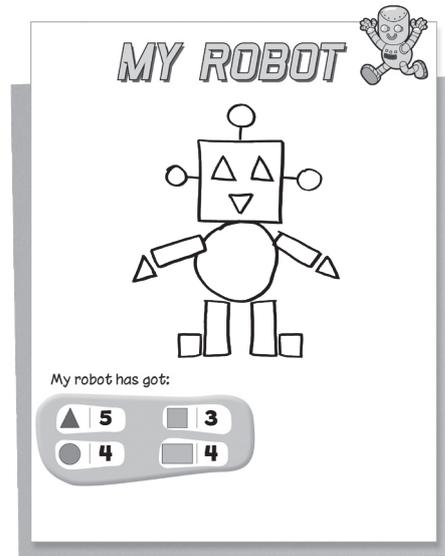
Rectangle: a door, a mobile phone, a ruler

MY ROBOT

- Draw the pupils' attention to the robot and read the title. Explain that in this project the pupils will draw a robot, using different shapes.
- Point to the shapes in the box and ask what each one is (*a triangle, a circle, a square, a rectangle*).
- Ask the pupils to draw their own robot, using these shapes. When they finish, have them count and write how many of each shape they used to make their robots.

- The pupils do the project in class or for homework. When they finish, they present their projects to the class.

Suggested answer key



2 Colours

WHAT'S YOUR FAVOURITE COLOUR?

- Ask the pupils what their favourite colour is. Tell the pupils that in this project they will find out what colours their friends like the most.
- Demonstrate how to complete the table by asking a pupil their favourite colour and putting a tick in the appropriate box. Write the exchange on the board to guide weaker pupils (*e.g. What's your favourite colour? My favourite colour is ...*). Then put a tick (with your finger) in the green column.
- Allow the pupils time to ask their friends and complete the table. When they finish, the pupils present their projects to the class by counting up the results and saying, *e.g. four children like blue, seven children like green, etc.*

COLOURFUL FEELINGS!

- Read the title aloud and refer the pupils to the faces and feelings. Elicit/Explain the feelings.
- Tell the pupils, in L1 if necessary, that they are going to think about the colours they associate with each feeling. Draw a happy face on the board and ask the pupils, in L1 if necessary, to give examples of what makes them feel this way. Then ask what colour the pupils think of when they are

happy, and colour in the face on the board that colour.

- Refer the pupils to the project. The pupils look at the faces and colour in each face with a colour they associate that feeling with.
- The pupils do the project in class or for homework. When they finish, they present their projects to the class.

Suggested answer key

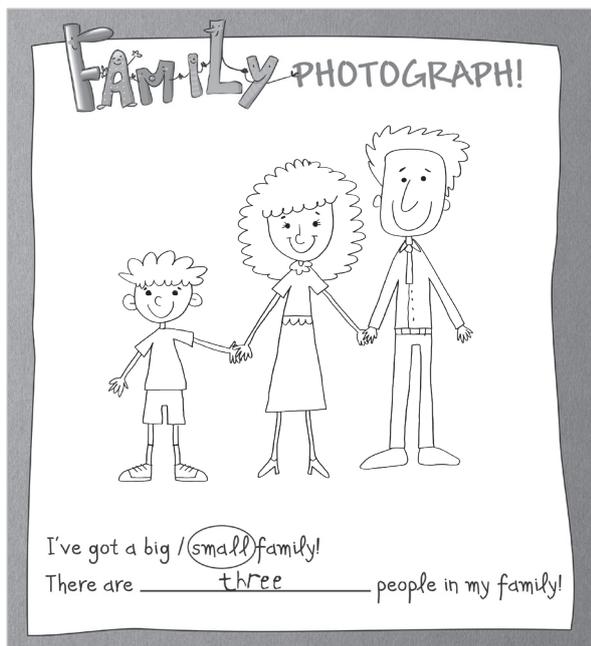
happy: yellow **tired:** purple **sad:** blue
angry: red **shy:** pink **scared:** brown

3 Family

FAMILY PHOTOGRAPH!

- Read the title aloud and ask the pupils a few questions about their family (*if they've got a big or small family, if they've got brothers or sisters, etc*).
- Tell the pupils that they will draw their family in the photo frame. Alternatively, they can stick a picture of their family, in the space provided. Then they should circle whether they have got a big or small family, and write the number of people in their family in the sentence below.
- The pupils do the project in class or for homework. When they finish, the pupils present their projects to the class.

Suggested answer key



FAMILIES AROUND THE WORLD!

Note: Bring in pictures of families from different countries (big and small, different nationalities, different settings, etc).

- Read the title aloud. Tell the pupils that in this project they will talk about families from all around the world.
- Show the pupils the pictures of the families and have a discussion, in L1 if necessary, about the differences and similarities between these families and their own. You can include questions about whether these families are bigger or smaller than theirs, they live in houses different to their own, etc.
- The pupils do the project in class or for homework. Tell them that they can use the Internet (with the supervision of a parent) to find pictures of families from around the world or they can draw their own pictures instead. When they finish, the pupils present their projects to the class.

Suggested answer key

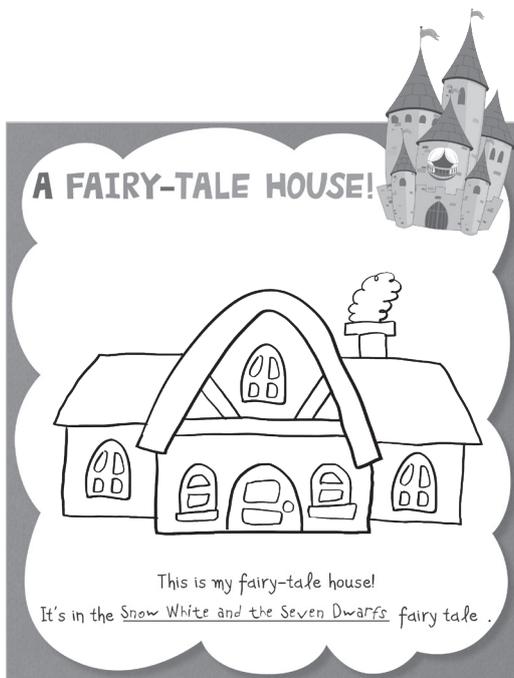


4 House

A FAIRY-TALE HOUSE!

- Read the title aloud and elicit/explain what *fairy tale* means.
- Ask the pupils, in L1 if necessary, to name fairy-tale characters and imagine what houses they live in, (e.g. *Rapunzel lives in a tower*).
- The pupils do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or they can draw their own instead. When they finish, the pupils present their projects to the class.

Suggested answer key



MY FAVOURITE ROOM!

- Ask the pupils what their favourite room is and tell them to write it in the sentence at the bottom of the page. Have a discussion, in L1 if necessary, about why this is their favourite room and all the fun things they do there.
- The pupils do the project in class or for homework. When they finish, the pupils present their projects to the class.

Suggested answer key

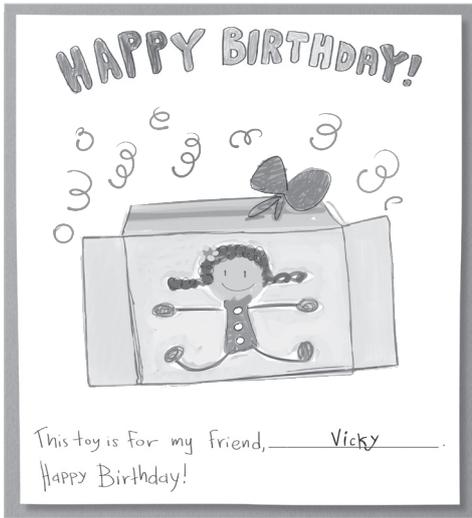


5 Toys

HAPPY BIRTHDAY!

- Read the title aloud and draw a simple picture of a boy with a birthday cake on the board. Elicit that it's his birthday. Tell the class that he likes sport and ask, in L1 if necessary, what presents they could give him.
- Ask the pupils to think of a friend and imagine that it's their birthday. The pupils decide what present they could give them.
- Ask the pupils to draw the birthday present and write their friend's name in the appropriate space.
- The pupils do the project in class or for homework. When they finish, they present their projects to the class.

Suggested answer key



MY TOY SHOP!

- Read the title aloud and ask the pupils what toys they might find in the toy shop.
- Ask the pupils to think about what toys they are going to put in their toy shop.
- The pupils do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own instead and complete the sentence at the bottom of the page.
- When they finish, the pupils present their projects to the class and the other pupils can choose the toys they like.

Suggested answer key



My toy shop has a ball, a robot, a kite, a doll and a toy car.

6 Food

MY FAVOURITE JAM

- Read the title aloud and elicit what *jam* is. Ask the pupils to think of different flavours and write them on the board to help with the project.
- Refer the pupils to the jar of jam and tell them that they are going to draw and colour their favourite jam.
- The pupils do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own instead. When they finish, the pupils present their projects to the class.

Suggested answer key

Pupils' own drawings.

DO YOU LIKE ...?

- Point to the table and elicit the food and drink items.
- Tell the pupils that they are going to ask five friends what food and drink they like and record it in the table. Demonstrate by asking a pupil "Do you like burgers)? Model the answers "Yes, I do." and "No, I don't." Hold up the table and tick the box (with your finger) for the Yes answers and put a cross for the No answers.
- Ask the pupils to write five friends' names in the spaces at the top of the table. Then they ask and answer, and put a tick or a cross in the appropriate box.
- When they finish, the pupils count up the positive/negative answers and present how many of their friends like/don't like the food and drink items to the class (e.g. *Three children like cake.*).

Suggested answer key

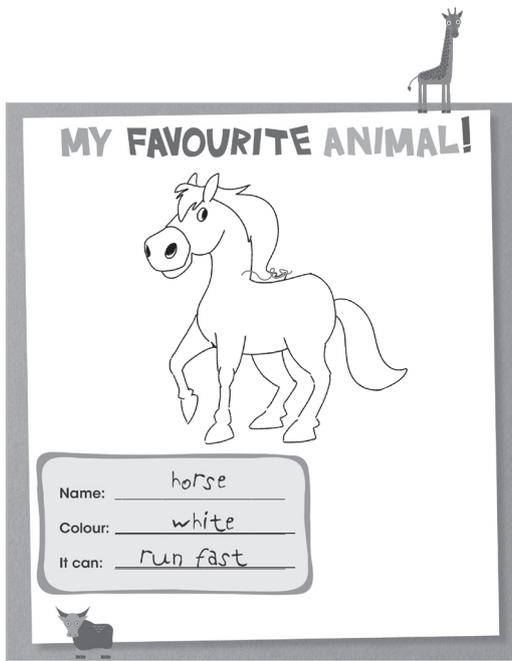
DO YOU LIKE...?		John	Sam	Alex	Elsa	Pat
		✓	x	x	✓	✓
		x	✓	x	✓	x
		x	✓	x	x	x
		✓	x	✓	x	✓
		✓	✓	✓	✓	✓
		✓	x	x	✓	✓
		x	x	✓	✓	x
		✓	x	✓	✓	✓

7 Animals

MY FAVOURITE ANIMAL!

- Read the title aloud and ask the pupils to tell you, in L1 if necessary, what their favourite animals are, what colour they are and what they can do.
- Have the pupils draw their favourite animal and write the necessary details about its name, colour(s) and what it can do in the spaces provided.
- The pupils do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own instead. When they finish, the pupils present their projects to the class.

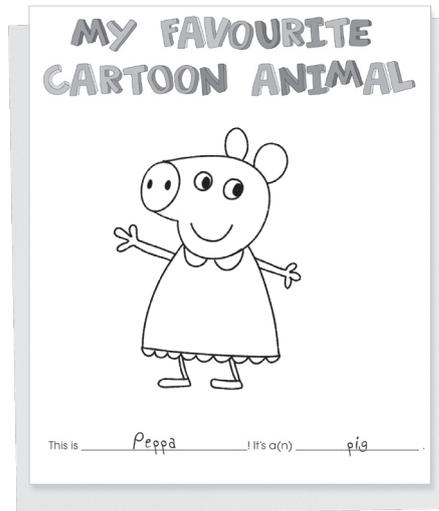
Suggested answer key



MY FAVOURITE CARTOON ANIMAL

- Read the title aloud and ask the pupils to think of cartoons they like and name any animals in them.
- Refer the pupils to the project. Ask the pupils to draw a cartoon animal and then complete the sentences at the bottom (name and what animal it is).
- The pupils do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own instead. When they finish, the pupils present their projects to the class.

Suggested answer key

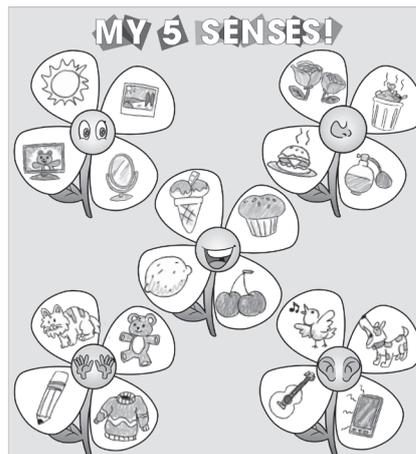


8 Body

MY 5 SENSES!

- Read the title aloud and present elicit the five senses (*see, hear, smell, taste and touch*).
- Point to the middle of the first flower head and ask the pupils which part of the body it shows (*eyes*) and which sense we use it for (*to see*).
- In the petals surrounding the centre of the flower, ask the pupils to think about and draw items they can see, e.g. *beautiful flowers, a baby rabbit, a kite on a sunny day*, and then draw pictures in the petals. Then repeat the procedure for the rest of the flowers.
- The pupils do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own instead. When they finish, the pupils present their projects to the class.

Suggested answer key



A FUNNY FACE!

- Read the title aloud and make a funny face. Then draw a serious face on the board and ask if this is a funny face. Elicit: *no*.
- Refer the pupils to the blank face and ask what is missing (e.g. *ears, eyes, nose, etc*). The pupils then draw the missing parts to make a funny face.
- The pupils do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own instead. When they finish, the pupils present their projects to the class.

Variation

If you wish, you can ask the pupils to make a collage instead of a drawing. They can find and cut out parts of the face from magazines or the Internet and then glue them on the project to make a funny face.

Suggested answer key

Pupils' own drawings.

9 Clothes

MY NEW PYJAMAS!

- Point to the picture and elicit the word *pyjamas*. Read the title aloud and ask the pupils when they wear pyjamas.
- Point to and say the word *New* and ask the pupils if they are wearing any new clothes.
- Ask the pupils to choose colours and a pattern for their new pyjamas.
- The pupils do the project in class or for homework. When they finish, they present their projects to the class.

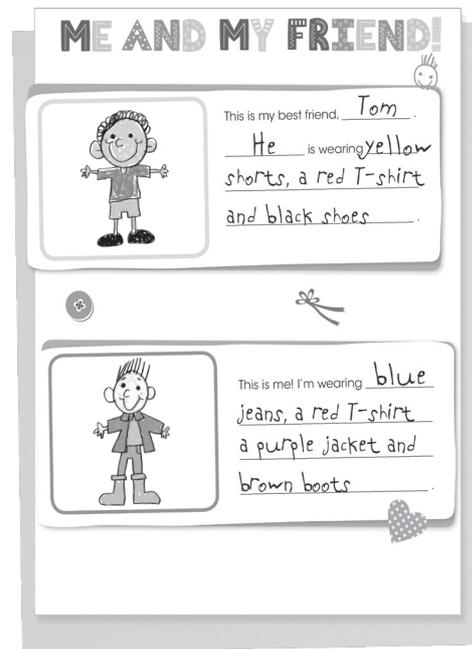
Suggested answer key

Pupils' own drawings.

ME AND MY FRIEND!

- Read the title aloud and tell the pupils to imagine that they are going to a birthday party with their friend. Ask the pupils, in L1 if necessary, to think about what they and their best friend could wear to the party.
- Ask the pupils to draw and colour what they, and their friend are wearing at the party and write about it.
- The pupils do the project in class or for homework. When they finish, they present their projects to the class.

Suggested answer key



10 Weather

COLD WEATHER/HOT WEATHER

- Read the title aloud and ask the pupils to name different types of weather.
- Point to the *cold weather* box and elicit activities people can do in this weather. Repeat with *hot weather*.
- The pupils do the project in class or for homework. When they finish, they present their projects to the class.

Suggested answer key

COLD WEATHER: The pupils draw a snowman, a cup of hot chocolate, etc.

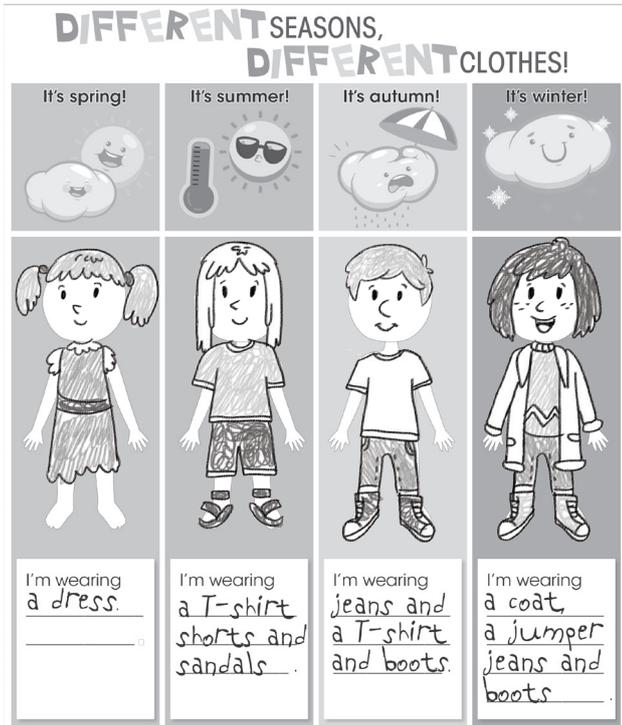
HOT WEATHER: The pupils draw ice cream, swimming, etc.

DIFFERENT SEASONS, DIFFERENT CLOTHES!

- Read the title aloud and elicit the four seasons. Say a season (e.g. *autumn*) and ask what the weather is like during that season (*rainy and windy*). Repeat with *winter, spring and summer*.
- Refer the pupils to the project. Point to the figures below each season and ask what the weather is like and what people normally wear during that season.
- The pupils draw the clothes that people wear in each season on the figures and complete the descriptions.
- The pupils do the project in class or for homework. Tell the pupils that they can use the Internet (with

the supervision of a parent) to find pictures of clothes and stick them onto the figures or draw their own clothes instead. When they finish, the pupils present their projects to the class.

Suggested answer key



MY FAVOURITE WORDS!

- Read the title and elicit/explain what it means. Ask the pupils to say as many words as they can remember from different units (e.g. say *toys* and the pupils name all the toys they can remember). If you wish you can write the words on the board.
- Tell the pupils that they will need their colouring pencils to write and decorate their favourite words.
- The pupils do the project in class or for homework. When they finish, they present their projects to the class.

Suggested answer key

Pupils' own answers.

My Craftwork

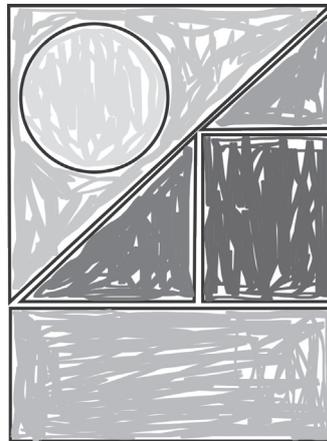
1 The Shapes Puzzle

Aim: To review shapes, to encourage the pupils to think logically and creatively and combine the shapes to make a rectangle.

Materials: *The Shapes Puzzle* template, pieces of card, scissors, colouring pencils and glue.

Read the title aloud and ask the pupils what shapes they can see and/or how many of each shape they can see. Explain to the pupils that they need to put these pieces together correctly to form a rectangle. Ask the pupils to colour in the shapes any colour they like and then carefully cut them out. Then, they put them together to make a rectangle. If you wish, you can have the pupils stick the shapes on pieces of card, so that they can be reused.

Answer key



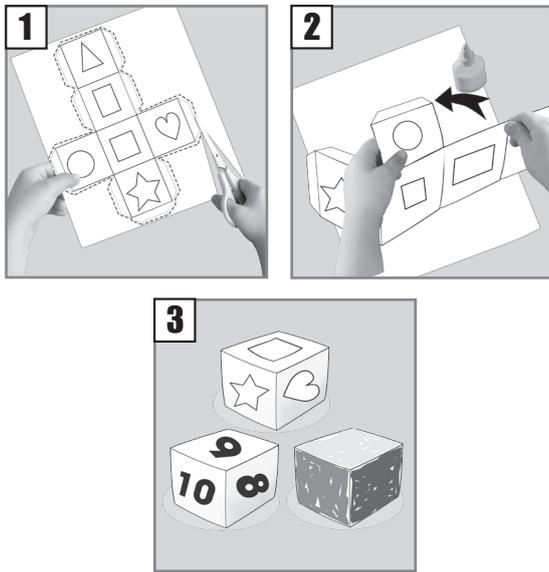
2 Fun With Dice

Aim: To review numbers, shapes and colours through a fun game using dice.

Materials: *The Fun With Dice* template, scissors and glue.

Refer the pupils to the three templates and tell them that they are going to make three dice. Ask the pupils to look at the templates and tell you what numbers, colours and shapes they can see. Guide them through the cutting, folding and gluing. When they finish, the pupils roll all three dice and make sentences, e.g. *Seven blue squares.*

STEPS:



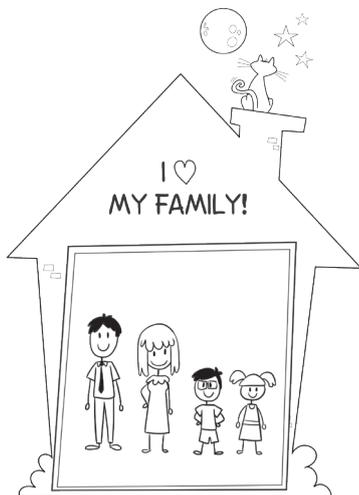
3 My Family

Aims: To review members of the family who the pupils live with.

Materials: The *My Family* template, scissors and colouring pencils.

Read the title aloud and ask the pupils to name different family members. Ask the pupils to raise their hands when you call out a family member that they live with. The pupils draw the members of their family and then decorate/colour the house any way they like. Guide the pupils through the cutting out of the template.

Suggested answer key



4 My House

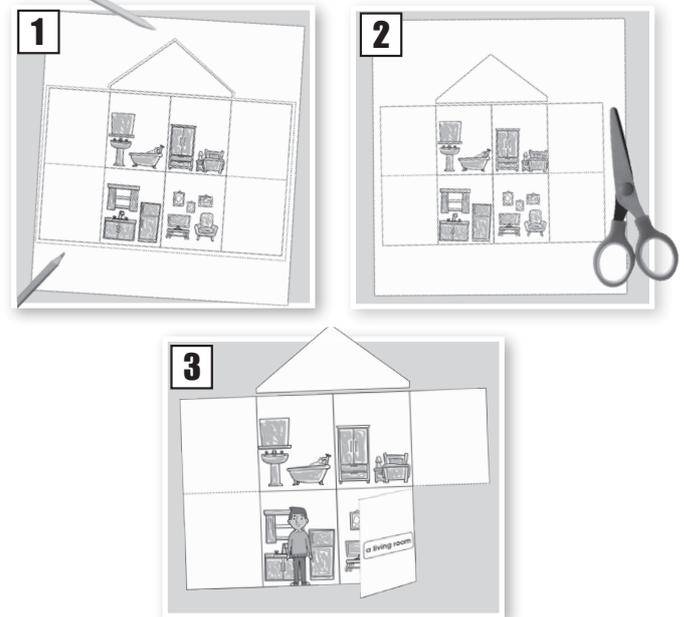
Aim: To review parts of the house and prepositions (*in*).

Materials: The *My House* template, scissors, glue and colouring pencils.

Read the title aloud and elicit rooms in a house. Point to the template and tell the pupils that they are going to colour in the furniture, label the rooms and decide where the family members are going to be. The pupils carefully cut out the template, the labels and the figures. Next, the pupils label the rooms by sticking the correct word onto the front flap of each room (see fig. 3). When they finish, the pupils put the family members in different rooms and fold the flaps over before asking each other questions.

*e.g. Pupil 1: Where is Daddy? Is he in the living room?
(opens the door)*
Pupil 2: No, he isn't. etc

STEPS:



5 Where Is It?

Aim: To review toys and prepositions (*under*).

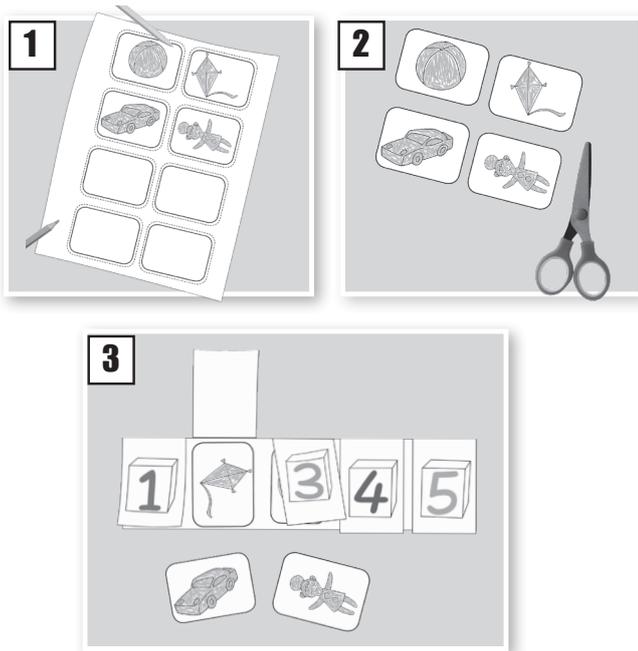
Materials: The *Where Is It?* template, scissors and colouring pencils.

Refer the pupils to the empty boxes and ask them to draw and colour in any toys they like, one toy per box. Then, have them carefully cut out the boxes and the template with the numbered toy boxes (1-5). Guide

them through cutting the lines between the toy boxes so they can fold them upwards. When they finish, the pupils (in pairs) hide one toy under each toy box, and they ask and answer questions.

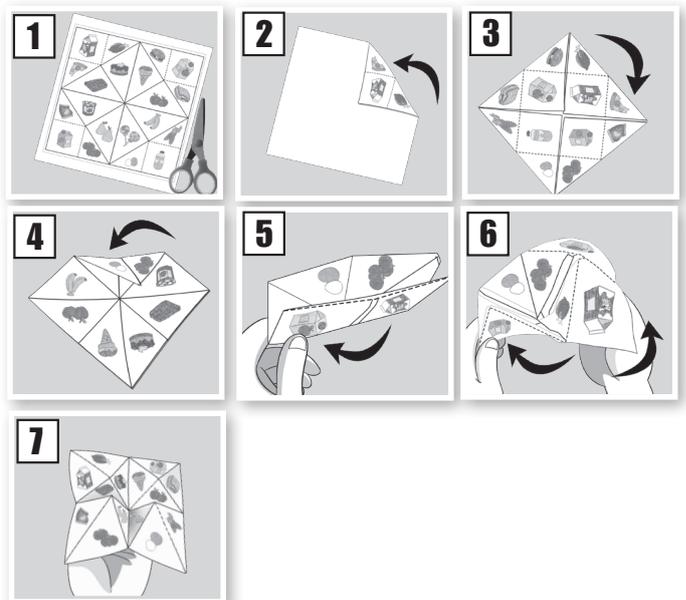
e.g. Pupil 1: *Where is the ball?*
 Pupil 2: *Is it under toy box 3?*
 Pupil 1: *Yes, it is. / No, it isn't. etc*

STEPS:



e.g. Pupil 1: *(Holds the craft closed.)*
 Pupil 2: *(Chooses one of the drinks.) Can I have some milk?*
 Pupil 1: *M - I - L - K (Moves the flaps in and out and side to side, spelling MILK, and stops on the last letter.)*
 Pupil 2: *(Chooses one of the four food items.) Can I have some pizza?*
 Pupil 1: *(Repeats the same procedure as above, while spelling out P-I-Z-Z-A.)*
 Pupil 2: *(Chooses one of the four food items.)*
 Pupil 1: *(Opens the flap and reveals the dessert underneath.) Chocolate for dessert!*

STEPS:



6 Can I Have Some ...?

Aim: To practise asking for food, to revise food and drink items, to practise spelling words.
Materials: The *Can I Have Some ...?* template.

Note: It is suggested that you prepare a model of the craft before the lesson, so that you can show pupils what it should look like, guide them through the folding and show them how to play.

Refer the pupils to the food and drink items on the template and elicit/present the names. Help the pupils carefully cut out the template. Using the step-by-step instructions, guide the pupils through the folding of the template.

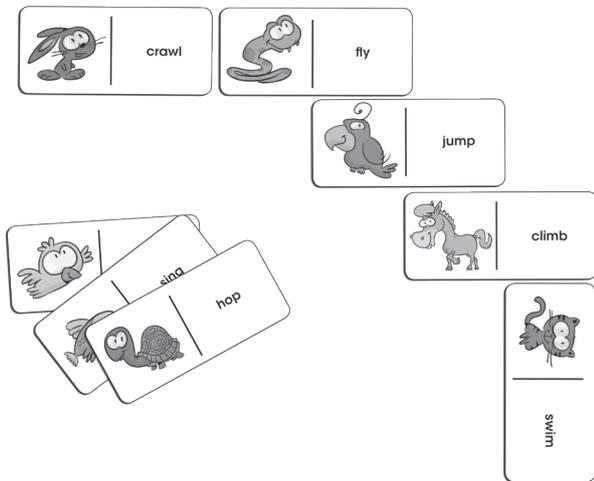
The pupils play in pairs. One pupil asks the other about their favourite food/drink and play until a dessert is revealed, as in the example.

7 Animal dominoes

Aim: To review animals and action verbs.
Materials: The *Animal Dominoes* template and scissors.

Read the title aloud and ask the pupils if they have ever played dominoes. Next, point to and elicit the animals and the actions associated with them. Guide the pupils through the cutting of the dominoes. The pupils play in groups. The first pupil places a domino on the table. The next pupil has to place a domino on either end of the first one, making sure the pictures/words match (see suggested answer). The game continues until a pupil has placed all their dominoes correctly and wins.

Suggested answer key



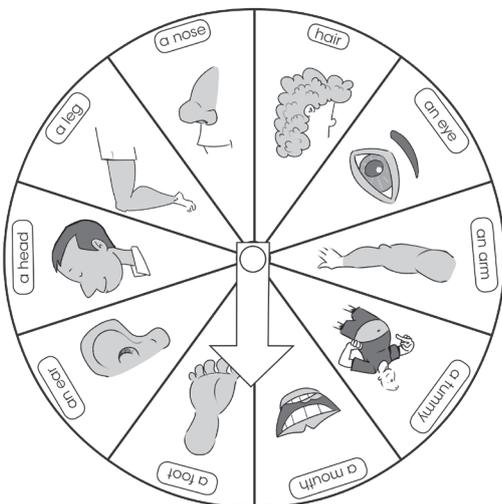
8 My Body Spinner Game

Aim: To review parts of the body.

Materials: The *My Body Spinner Game* template and paper fastener.

Refer the pupils to the template, and have them draw and colour in the parts of the body according to the labels in each section. When they finish, have them carefully cut out the template and attach the spinner with a paper fastener in the middle. In pairs or in groups, the pupils take turns spinning the spinner. In their notebooks, they draw the part of the body the spinner points to. The first one to draw a complete body is the winner!

Suggested answer key



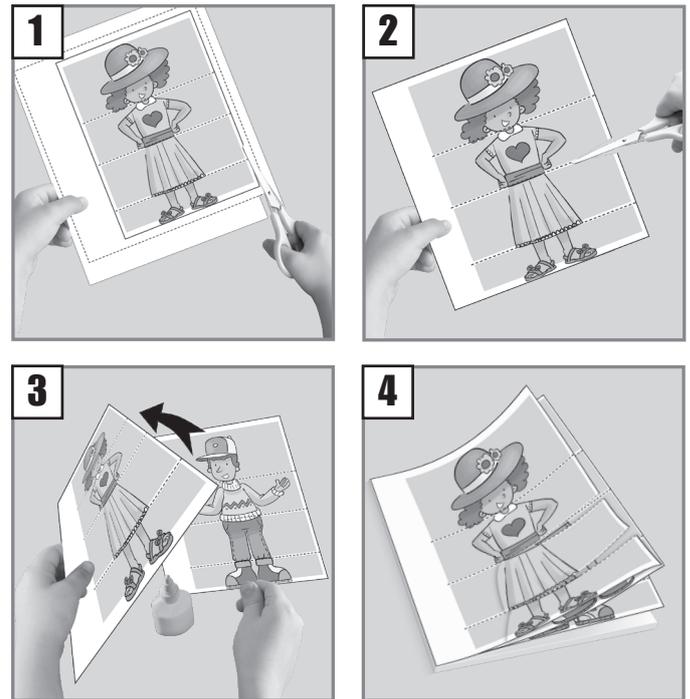
9 My Funny Clothes Book

Aims: To review clothes.

Materials: The *My Funny Clothes Book* template, scissors and stapler/glue.

Refer the pupils to the templates of the four children, and ask them to name the clothes each one is wearing. Next, have them cut out the templates carefully and then cut along the dotted lines. The pupils then stick (or staple) the four templates, one on top of the other at the edge, and the *My Funny Clothes Book* is ready. Ask the pupils to make funny combinations of clothes by folding back different clothing tabs. Ask the pupils to present their work to the class.

STEPS:



10 Weather For Kites

Aims: To consolidate weather vocabulary, clothes and actions.

Materials: The *Weather for Kites* template, string, scissors, sticky tape and colouring pencils.

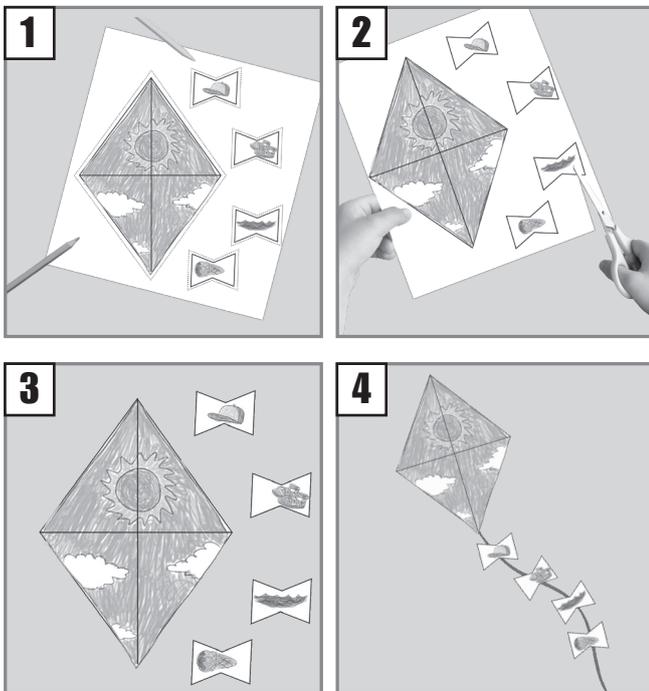
Read the title aloud, point to the kite and ask the pupils to say the word. Elicit what type of weather is best for flying a kite (*windy*). Ask the pupils to choose a type of

weather (e.g. sunny) and decorate their kite with a picture of that weather (sun shining, blue sky, etc). Then, on each piece of the kite tail, ask the pupils to write or draw associated words for the weather they have chosen. Next, tell the pupils to cut out the kite and stick the tail parts to the piece of string, before attaching to the kite.

Variation

In pairs, the pupils show each other the pictures on their kites. The pupils take turns guessing the words/pictures on their partner’s kite tail. Time permitting, play the game as a class.

STEPS:



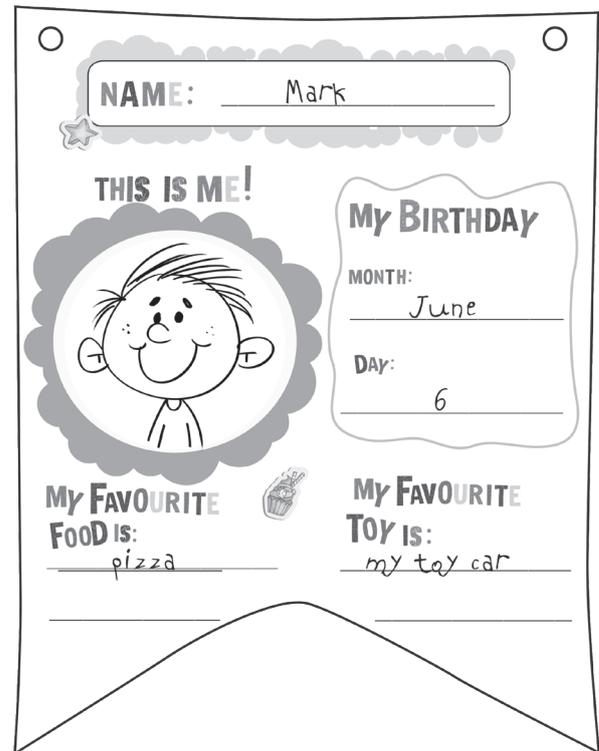
favourite food and toy). If they wish, the pupils can stick pictures on the template instead (e.g. an ice cream, a scooter, etc). The pupils then cut out along the dotted lines.

When they finish, ask the pupils to present their work to the class. Finally, ask the pupils to make two holes at the top of the bunting (where indicated), attach all the bunting together with string, and hang it in the classroom.

Variation

Collect the all templates and read out the information without revealing the pupils’ name. The rest of the class guess who it is each time.

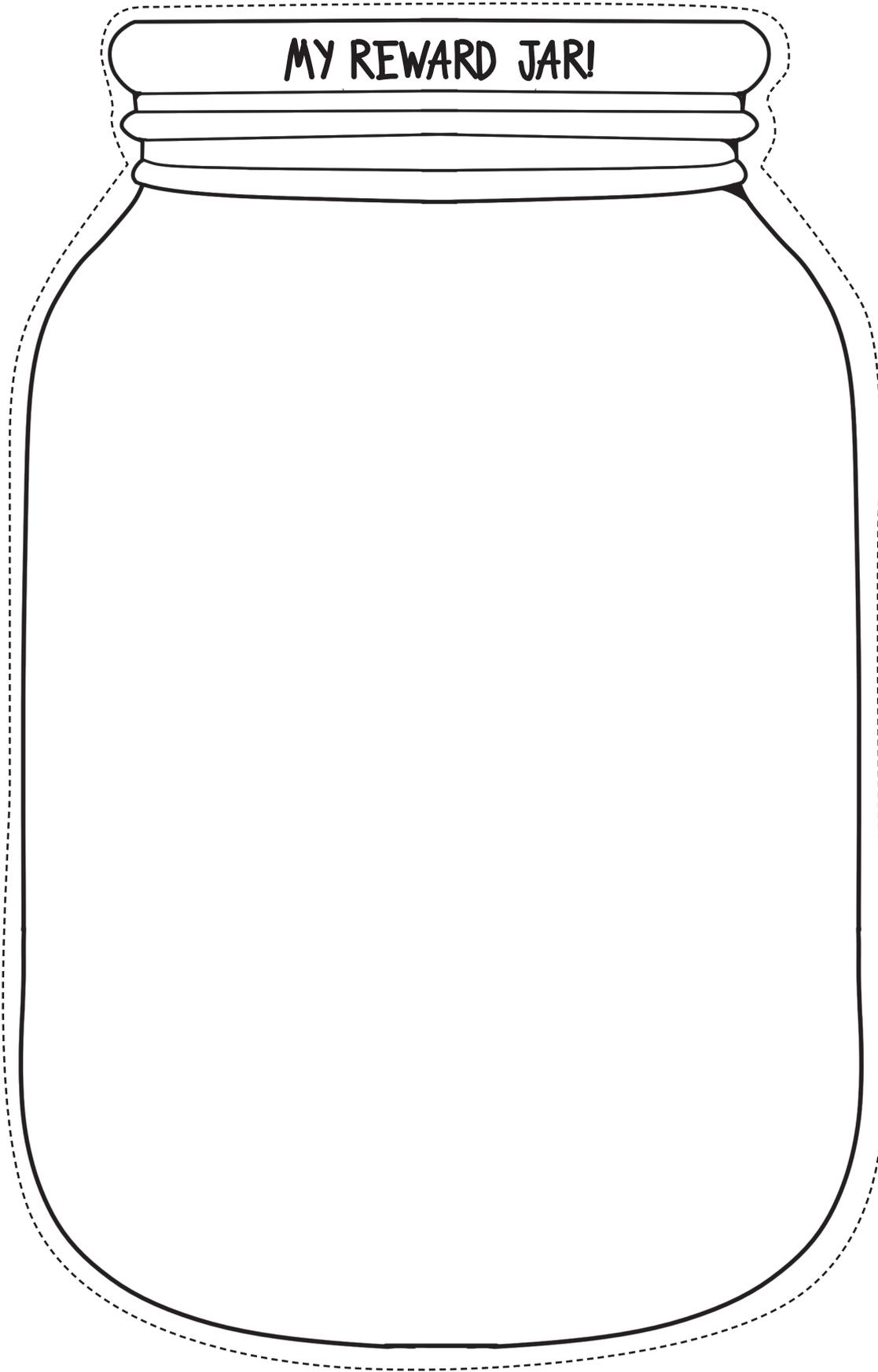
Suggested answer key

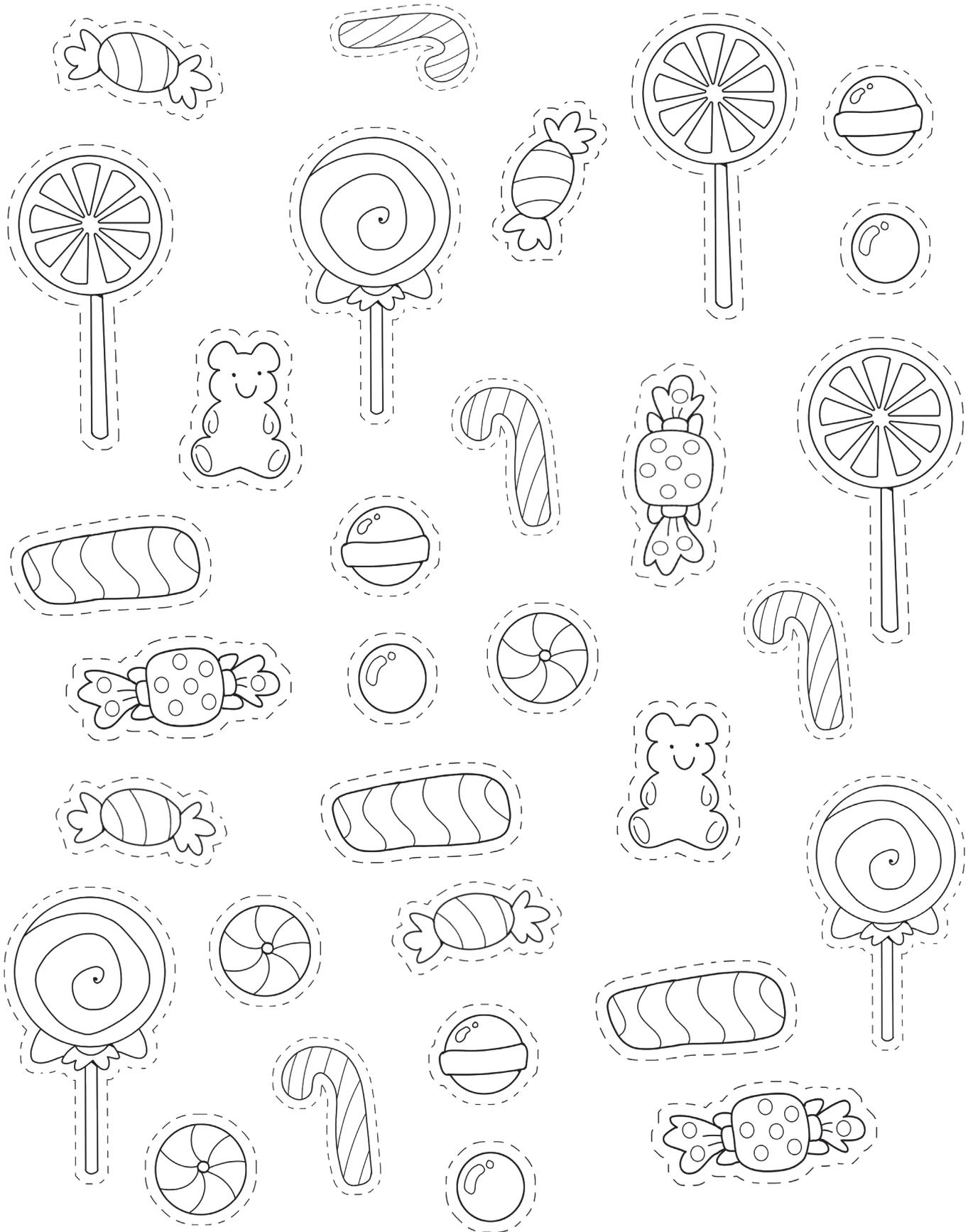


All About Me!

- Aims:** To make class bunting decorated with personal information about the pupils.
- Materials:** The *All About Me!* template, scissors, string and colouring pencils.

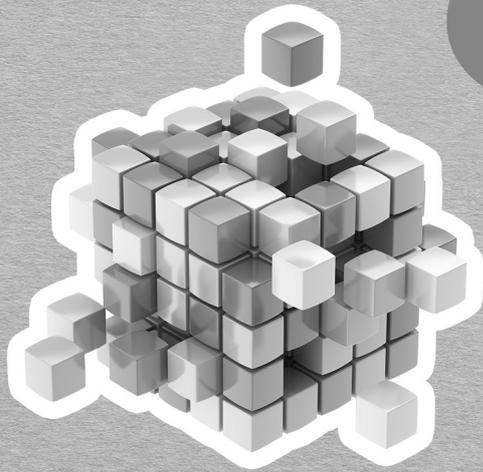
Read the title aloud and explain to the pupils that they are going to do a project about themselves and some of their favourite things. Refer the pupils to the template and ask them to write their name and draw themselves in the space provided. Ask the pupils to complete the remaining sections (i.e. when their birthday is, their





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