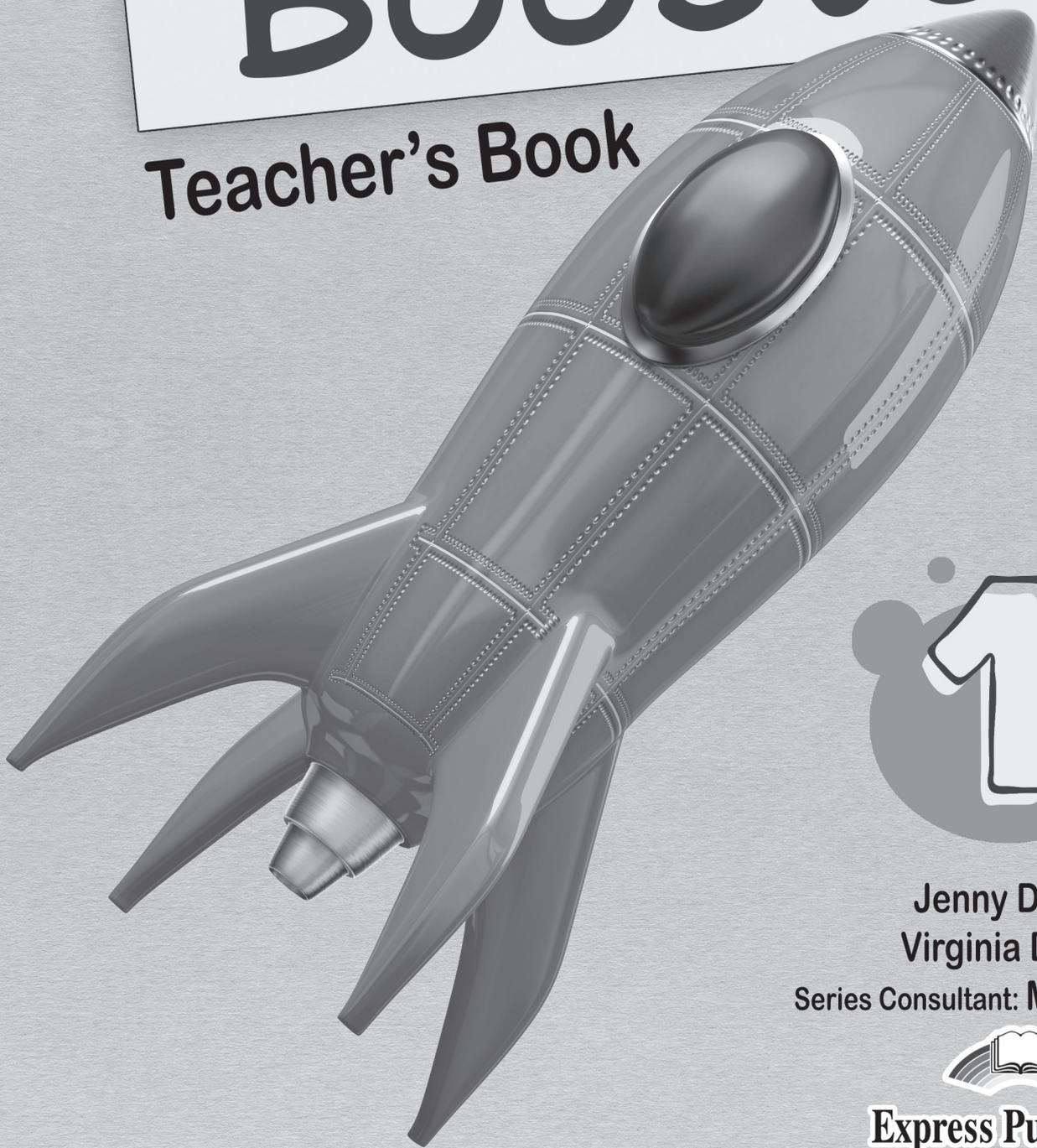


PRIMARY Booster

Teacher's Book



1

Jenny Dooley
Virginia Dooley

Series Consultant: Martina Jeren



Express Publishing

Published by Express Publishing

**Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom**

Tel.: (0044) 1635 817 363

Fax: (0044) 1635 817 463

email: inquiries@expresspublishing.co.uk

www.expresspublishing.co.uk

© Jenny Dooley – Virginia Dooley, 2020

Series Consultant: Martina Jeren

Colour Illustrations: Jim Biggins, Alan Shephard, Kyr © Express Publishing, 2020

Original music composed by Ted and Taz © Express Publishing, 2020

First published 2020

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, photocopying or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-1-4715-9564-6

Photocopying

The publishers grant permission for the photocopying of those pages marked photocopyable for classroom use only. School purchasers can make copies for the use of their staff and students only. Individual teachers can make copies for their own use or for the use of the students they teach. Under no circumstances may any part of this book be photocopied for sale.

Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Meryl Philips (Editor in Chief), Julie Rich (senior editor); Alex Barton (senior production controller) and the Express Publishing design team; and Demi Mels, Stacey Bennett and Ross Kennedy. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

PRIMARY Booster

1

Contents

Introduction p. 4

My Activities

1 Colours	p. 6
2 Numbers	p. 6
3 Family	p. 6
4 Toys	p. 7
5 School	p. 7
6 Actions	p. 7
7 Animals	p. 8
8 Food	p. 8
9 Parts of the Face	p. 9
10 Music	p. 9
Let's Play!	p. 9
Fun Time	p. 10

My Projects

1 Colours	
Hello!	p. 10
Colours All Around!	p. 10
2 Numbers	
My Favourite Number!	p. 11
Happy Birthday!	p. 11
3 Family	
This Is My Family!	p. 11
My Favourite Character!	p. 12
4 Toys	
Toys With Wheels!	
Toys With No Wheels!	p. 12
This Is My Toy Box!	p. 12
5 School	
This Is My Teacher!	p. 12
This Is My Classroom!	p. 13

6 Actions

I Can ...	p. 13
My Class Can ...	p. 13

7 Animals

My Favourite Big Animal!	
My Favourite Small Animal!	p. 14
At The Zoo!	p. 14

8 Food p. 13

My Healthy Breakfast!	p. 14
Me and My Friend!	p. 14

9 Parts of the Face

Feelings	p. 15
This Is My Friend!	p. 15

10 Music

My Favourite Singer!	p. 15
Music in My Country!	p. 16

 My Favourite Words! p. 16

My Craftwork

1 Rocket Fun!	p. 16
2 Ice Lolly Stick Numbers	p. 17
3 The Roll Family	p. 17
4 Toy Dice	p. 18
5 What's In My Pencil Case?	p. 18
6 My Puppet Can ...!	p. 18
7 Animal Bookmarks	p. 19
8 My Pizza	p. 19
9 I Feel ...	p. 20
10 My Drums!	p. 20
All About Me!	p. 21

My Reward Jar Template p. 22

Sweets Template p. 23

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-assurance 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 1 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 a 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 a **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 craftwork. 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 *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 Colours



Ex. 1 (Track 02)

The pupils colour the **apples red**.
 The pupils colour the **sea blue**.
 The pupils colour the **tree green**.
 The pupils colour the **sun yellow**.

AUDIOSCRIPT

Colours all around!
Colours you can see!
Yellow in the sun!
Blue in the sea!
Red in the apples
And green in the tree!

Ex. 2

green balloons 4
 red balloons 3
 blue balloons 2
 yellow balloons 1

Ex. 3

2 BLUE 4 RED 6 PURPLE
 3 GREEN 5 ORANGE

Ex. 4

1 BLACK 3 WHITE, BROWN
 2 PINK, WHITE 4 RED, BROWN

2 Numbers



Ex. 1 (Track 03)

A THREE C SEVEN E TEN
 B FIVE D NINE

AUDIOSCRIPT

*One and two and three little children,
 Four and five and six little children,
 Seven and eight and nine little children,
 Ten little happy children!*

Ex. 2

1 2 2 7 3 8 4 5

Ex. 3

I	E	N	N	T	H	S	N	V
N	S	E	V	E	N	N	T	E
N	N	N	I	I	E	A	O	I
E	S	I	X	N	M	E	F	G
I	N	X	E	N	J	B	R	H
O	I	S	T	G	S	H	T	T
T	N	B	X	H	T	T	E	I
S	E	S	E	V	A	S	N	Q

The pupils draw lines to match the words in the puzzle to the numbers.

6 – SIX 8 – EIGHT 10 – TEN
 7 – SEVEN 9 – NINE

Ex. 4

A ONE + ONE = 2
 B TWO + THREE = 5
 C THREE + ONE = 4
 D TWO + TWO = 4

3 Family



Ex. 1 (Track 04)

A 3 B 1 C 4 D 2

AUDIOSCRIPT

This is my mummy, my mummy-oh!
This is my mummy and I love my mummy so!
This is my daddy, my daddy-oh!
This is my daddy and I love my daddy so!
This is my sister, my sister-oh!
This is my sister and I love my sister so!
This is my brother, my brother-oh!
This is my brother and I love my brother so!

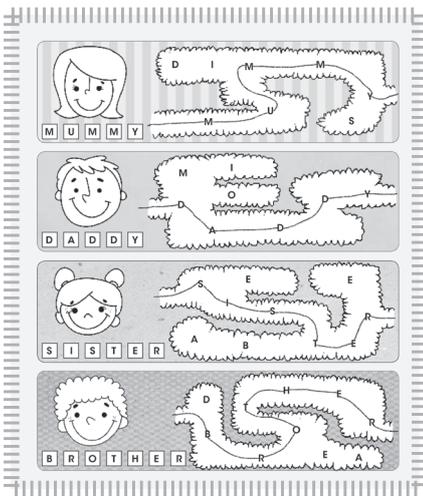
Ex. 2

A The pupils circle the **second** picture.
 B The pupils circle the **fourth** picture.
 C The pupils circle the **first** picture.
 D The pupils circle the **third** picture.

Ex. 3

1 A 2 B 3 A 4 B

Ex. 4



4 Toys

Ex. 1 (Track 05)

The pupils circle the **doll**, the **bike**, the **kite**, the **car**, the **plane** and the **train**.

AUDIOSCRIPT

*I've got a doll, I've got a bike,
I've got a doll, and I've got a kite!
I've got lots and lots of toys,
Come and play with me!*

*I've got a car, I've got a plane,
I've got a car and I've got a train!
I've got lots and lots of toys,
Come and play with me!*

Ex. 2

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

Ex. 3

- | | |
|---------|--------|
| 1 BIKE | 3 CAR |
| 2 PLANE | 4 KITE |

Ex. 4

Across

- | | |
|---------|---------|
| 3 DOLL | 6 KITE |
| 4 ROBOT | 7 PLANE |

Down

- | | | |
|---------|-------|--------|
| 1 YO-YO | 2 CAR | 5 BIKE |
|---------|-------|--------|

IT'S A **TRAIN!**

Suggested answer key

The pupils draw and colour in a toy train.

5 School

Ex. 1 (Track 06)

- A 3 B 2 C 1 D 4

AUDIOSCRIPT

What's in your schoolbag?

Let's take a look:

- A pencil,*
- A pen,*
- A rubber,*
- A book!*

Ex. 2

The pupils tick (✓) the words:

A PEN, A PENCIL, A RUBBER, A BOOK

Ex. 3

- 1 A 2 A 3 B 4 A 5 A

Ex. 4

- | | |
|-------------|-------------|
| 1 3 BOOKS | 3 1 PEN |
| 2 2 PENCILS | 4 2 RUBBERS |

6 Actions

Ex. 1 (Track 07)

- A 2 B 1 C 3

AUDIOSCRIPT

*If you're happy and you know it,
Clap your hands! (x2)*

*If you're happy and you know it,
And you really want to show it,
If you're happy and you know it,
Clap your hands!*

*If you're happy and you know it,
Nod your head! (x2)*

*If you're happy and you know it,
And you really want to show it,
If you're happy and you know it,
Nod your head!*

*If you're happy and you know it,
Stamp your feet! (x2)*

9 Parts of the Face



Ex. 1 (Track 10)

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

AUDIOSCRIPT

Touch my face,
Touch my hair,
Touch my ears,
There and there!
Touch my mouth,
Touch my nose,
Touch my eyes,
Two of those!

Ex. 2

The pupils circle the following:

Boy monster in picture B:

- | | |
|-----------------|------------------|
| 1 two big noses | 3 a black eye |
| 2 blue hair | 4 two small ears |

Girl monster in picture B:

- | | |
|-------------------|----------------|
| 1 four small eyes | 3 a small nose |
| 2 a big mouth | 4 two big ears |

Ex. 3

Across

- 2 MOUTH 4 EYES

Down

- 1 NOSE 3 HAIR 4 EARS

Ex. 4

- | | |
|-----------|------------|
| 1 NOSE, B | 4 MOUTH, A |
| 2 EYES, D | 5 EARS, E |
| 3 HAIR, C | |

10 Music



Ex. 1 (Track 11)

A 2 B 5 C 3 D 4 E 1

AUDIOSCRIPT

I can play the piano,
Listen to me play!
Plonkety-plonk,
plonkety-plonk,
Listen to me play!

I can play the trumpet,
Listen to me play!
Trumpety-trump,
Trumpety-trump,
Listen to me play!

I can play the drum,
Listen to me play!
Boom-bada-boom,
Boom-bada-boom,
Listen to me play!

I can play the guitar,
Listen to me play!
Strum-strum-strum,
Strum-strum-strum,
Listen to me play!

I can play the recorder,
Listen to me play!
Toot-toot-toot,
Toot-toot-toot,
Listen to me play!

Ex. 2

The pupils join the dots to draw the following:

- | | | | |
|------------|-------------|-----|-----|
| 1 A DRUM | 3 A TRUMPET | | |
| 2 A GUITAR | 4 A PIANO | | |
| A 3 | B 4 | C 2 | D 1 |

Ex. 3

Across

- 2 TRUMPET 5 RECORDER

Down

- 1 DRUM 3 PIANO 4 GUITAR

Ex. 4

- | | |
|----------------|--------------|
| 1 E – TRUMPET | 4 A – PIANO |
| 2 C – RECORDER | 5 B – GUITAR |
| 3 D – DRUM | |

Let's Play!

Play *Snakes and Ladders*. Divide the pupils into teams/pairs. The pupils take turns rolling the dice. If they land on a picture, they have to say the word. If they land on the bottom of a ladder, they can move up to the top of the ladder. If they land on the head of a snake, they must slide down to the bottom of the snake. The winner is the team/pupil that reaches *Finish* first.

- 1 a rabbit
- 2 a kite
- 3 a guitar
- 4 –
- 5 pizza
- 6 The pupils go back to number 4.
- 7 mummy
- 8 a trumpet
- 9 three
- 10 The pupils move to number 13.
- 11 brother
- 12 a schoolbag
- 13 –
- 14 a parrot
- 15 –
- 16 skip/She can skip.
- 17 The pupils move to number 18.
- 18 –
- 19 eight
- 20 green
- 21 The pupils move to number 26.
- 22 milk
- 23 a rubber
- 24 a mouth
- 25 sing/She can sing.
- 26 –
- 27 a bike
- 28 The pupils go back to number 15.

Fun Time

- | | |
|----------------|---|
| 6 F – A PENCIL | X |
| 5 C – A TRAIN | X |
| 5 E – A DOG | X |
| 2 E – A CAR | ✓ |
| 4 A – AN EGG | X |
| 6 G – A RABBIT | ✓ |
| 3 E – A GUITAR | X |
| 2 A – AN APPLE | ✓ |
| 6 H – A MOUSE | X |
| 3 G – A BANANA | ✓ |
| 1 B – A KITE | ✓ |
| 5 H – A SPIDER | ✓ |

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 Colours

HELLO!

- Point to the word *HELLO!* and elicit when we say hello.
- Point to the flag the girl is holding and say: *This is the flag of the UK.* Ask the pupils if they know what colour it is (*red, white and blue*).
- Bring in a picture of the UK flag and put it up on the board for the pupils to see the colours and use it as a model. Allow the pupils some time to trace the word *HELLO* and colour in the flag.
- Point to the boy and explain the activity. The pupils write *HELLO* in their language (in the speech bubble) and then draw and colour in their country's flag.
- The pupils complete their project in class or for homework. When they finish, they present their projects to the class. If you wish, you can have the pupils tell you the colours of their country's flag, e.g. *My flag is red, blue and white.*

Suggested answer key

Hi! (flag of the USA) *My flag is red, white and blue!*

COLOURS ALL AROUND!

- Read the title aloud and tell the pupils that this project is all about different colours around us.
- Point to and say the colours out loud and have the pupils repeat after you.
- Point to the first box and elicit: *banana*. Ask what colour it is (*yellow*) and if the pupils can think of another example of something yellow (e.g. *the sun*). Repeat the procedure with the rest of the colours.
- 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

YELLOW: the sun, a lemon

RED: an apple, a tomato, a double-decker bus

ORANGE: an orange, a carrot, a basketball

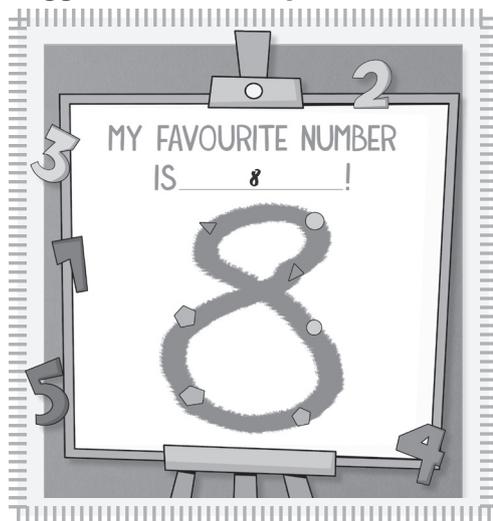
GREEN: a pepper, a pear, a frog

2 Numbers

MY FAVOURITE NUMBER!

- Read the title aloud and elicit the numbers the pupils can see around the board (*three, seven, four, etc.*).
- Ask the pupils to think of their favourite number and write it in the gap at the top of the page.
- Explain that they are going to draw and decorate their favourite number.
- The pupils do the project in class or for homework. When they finish, they present their projects to the class.

Suggested answer key



HAPPY BIRTHDAY!

- Read the title aloud. Ask individual pupils how old they are.
- Refer the pupils to the sentences and allow them some time to write their name and age. Provide help where necessary.
- Point to the birthday cake and tell pupils to draw and decorate the corresponding number of candles according to how old they are.
- The pupils do the project in class or for homework. When they finish, the pupils present their projects to the class.

Suggested answer key



3 Family

THIS IS MY FAMILY!

- Read the title aloud and point to the flowers in the vase.
- Explain to the pupils that each flower represents a family member. In the centre of each flower, the pupils should draw a picture of their mummy, their daddy, their brother or sister, etc. If they wish, the pupils can write above each flower: MY MUMMY, MY DADDY, etc.
- Tell the pupils that if they have more members in their family (e.g. brothers, sisters), they should draw an extra flower for each member.
- The pupils do the project in class or for homework. When they finish, they present their projects to the class.

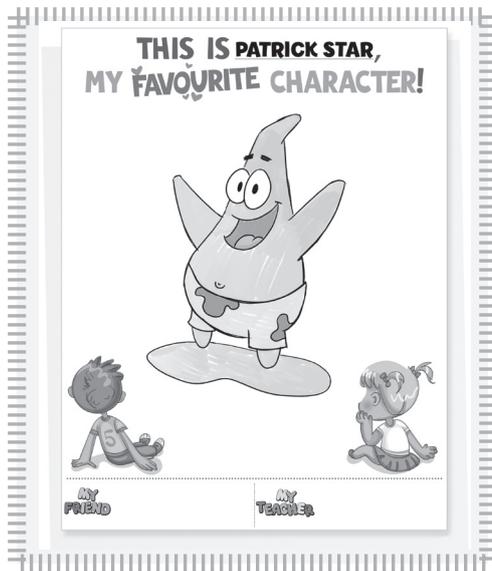
Suggested answer key



MY FAVOURITE CHARACTER!

- Read the title aloud and explain that in this project the pupils are going to present their favourite cartoon character.
- Ask the pupils to think of cartoon characters they like, and write their ideas on the board. Have them complete the sentence at the top of the page, providing help with spelling where necessary.
- 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



4 Toys

TOYS WITH WHEELS! TOYS WITH NO WHEELS!

- Read the title aloud and elicit the toys (a bike, a ball).
- Point to the wheels of the bike and say: *wheels*. Have the pupils repeat after you. Ask: *How many wheels has the bike got?* Elicit: *(It has got) two wheels*. Then point to the ball and ask: *Has it got wheels?* Elicit: *No*. Explain the activity. Ask the pupils to give you some more examples of toys with wheels and toys with no wheels. For each toy a pupil names, he/she should also say which column it goes in (e.g. *Pupil 1: A teddy bear. Toys with no wheels!* etc).
- 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 toys, or they can draw their own pictures instead. When

they finish, the pupils present their projects to the class.

Suggested answer key

TOYS WITH WHEELS: a toy car, a toy plane, a scooter, etc

TOYS WITH NO WHEELS: a kite, a doll, a teddy bear, etc

THIS IS MY TOY BOX!

- Read the title aloud. Elicit what a toy box is. Ask individual pupils to tell you whether they have a toy box and, if so, what toys they keep in it.
- Refer the pupils to the picture of the toy box and explain the activity.
- 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 toys they like or have in their own toy boxes, or they can draw their own pictures instead. When they finish, they present their projects to the class.

Suggested answer key



5 School

THIS IS MY TEACHER!

- Read the sentence aloud and ask the pupils to complete it by writing their teacher's name (provide any help with spelling where necessary).
- Tell the pupils that in this project they are going to draw and present their teacher.
- The pupils complete the project in class or for homework. When they finish, the pupils present their projects to the class.

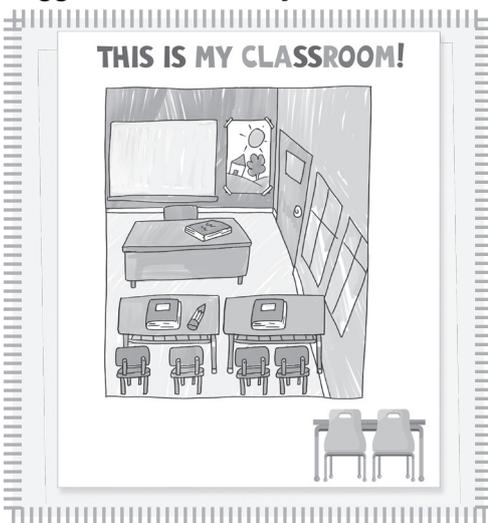
Suggested answer key



THIS IS MY CLASSROOM!

- Read the title aloud. Start by asking the pupils to name things that can be found in a classroom (e.g. chairs, tables, desks, pens, books, etc).
- Explain to the pupils that in this project they are going to draw and present their classroom.
- The pupils do the project in class or for homework. When they finish, they present their projects to the class.

Suggested answer key



6 Actions

I CAN ...

- Read the title aloud along with one action verb each time, e.g. *I can sing! I can dance! etc.* Elicit/ Explain what the verbs mean or, if you wish, have the pupils mime each action after you read it.

- Refer the pupils to the five microphones in the first box and explain to them that if they believe they can sing very well, they should colour in all the microphones. If they believe they can't sing, they only colour in one microphone, if they can sing a little bit 3 microphones and so on.
- The pupils do the project in class or for homework. When they finish, they present their work to the class and say what they can or can't do, e.g. *I can't sing. I can dance.* etc

Variation

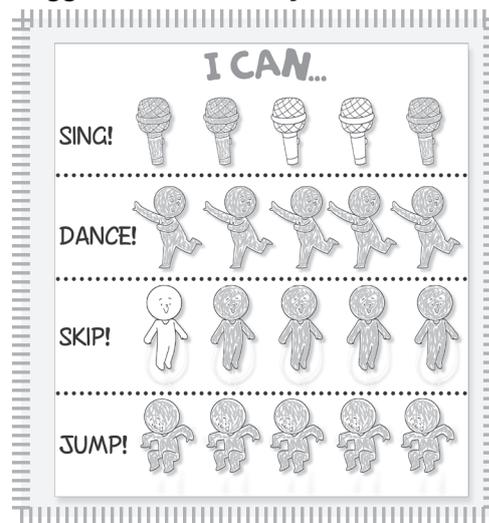
The pupils, in pairs, ask and answer questions to find out what their friend can or cannot do.

e.g. Pupil 1: *Can you sing?*

Pupil 2: *No, I can't. Can you dance?*

Pupil 1: *Yes, I can.* etc

Suggested answer key



MY CLASS CAN ...

- Refer the pupils to the pictures and ask them to name the actions (*draw, dance, sing, swim, skip*).
- Tell the pupils that in this project they are going to ask their friends about what they can or can't do and record it in the table.
- Explain to the pupils that they have to choose four friends to interview and write their names in the first column, one under the other. They can put a (✓) if their friends can do something, or they can use a colour code (e.g. *green if they can do something, red if they can't*). Demonstrate the exchange by asking a pupil: *Can you sing?* Elicit: *Yes, I can. / No, I can't.*
- Allow the pupils some time to complete the activity.
- The pupils present their projects to the class by

reporting on what their friends can or can't do, e.g. *Ben can sing. Nina can't draw. etc*

Suggested answer key

NAME					
BEN	✓		✓		✓
NINA		✓		✓	✓
ANNA	✓	✓		✓	✓
MIA	✓	✓	✓	✓	✓

7 Animals

MY FAVOURITE BIG ANIMAL!

MY FAVOURITE SMALL ANIMAL!

- Write on the board: *BIG ANIMALS*. Invite the pupils to give you examples of animals that are big (*an elephant, a zebra, a horse, etc*). Repeat with *SMALL ANIMALS*.
- Refer pupils to the project and explain the activity.
- Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures of their favourite animals, or they can draw their own pictures instead.
- The pupils do the project in class or for homework. When they finish, the pupils present their projects to the class.

Suggested answer key

Big animals: a bear, an elephant, a horse, etc.

Small animals: a spider, a mouse, a rabbit, a frog, etc.

AT THE ZOO!

- Ask the pupils, in L1 if necessary, if they have ever been to a zoo. Ask what animals they saw and which ones they liked the most and why.
- Refer the pupils to the project, read the title and explain that in this project they are going to choose four animals to draw in their own zoo.
- 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 the animals they want, or they can draw their own pictures instead. Also remind them to write the

names of the animals on the signs. When they finish, the pupils present their projects to the class.

Suggested answer key



8 Food

MY HEALTHY BREAKFAST!

- Read the title and elicit/explain what a healthy breakfast is.
- Ask the pupils to tell you what they usually have for breakfast.
- Tell the pupils that in this project they are going to draw food they like to have for breakfast, but they should keep in mind that it needs to be healthy.
- 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 healthy food items, or they can draw their own pictures instead. When they finish, the pupils present their projects to the class. You could have the pupils say: *I like ... for my healthy breakfast.*

Suggested answer key

an egg, an apple, yogurt, milk, a banana, bread, etc

ME AND MY FRIEND!

- Elicit the food and drink items around the Venn diagram. Explain to the pupils that they are going to complete the diagram in pairs.
- Explain that in the *ME* section they should draw only the food they like, in the *BOTH* section the food both they and their friends like, and in the *MY FRIEND* section only the food their friend likes.

- The pupils tell each other what they like (one food item at a time each), their friend listens and then says: *Me too!* or *I don't like ...*. Working together, the pair puts all the food items into the correct part of the diagram.
- When they finish, the pupils present their work to the class

Suggested answer key



9 Parts of the Face

FEELINGS

- Draw a happy face and a sad face on the board. Point to the first face and say: *happy*. Have the pupils repeat after you. Point to the sad face and say: *sad*. The pupils repeat after you.
- Ask the pupils to give you examples, in L1 if necessary, of what makes them feel happy or sad.
- Draw a scared and an angry face on the board. Elicit/Present the feelings and ask the pupils to give you examples of what makes them feel scared or angry.
- Refer the pupils to the project. Read the sentences aloud and have pupils repeat. If you wish, you can have them mime each feeling as they say it.
- Explain to the pupils that they are going to draw the faces they make when they have these feelings.
- The pupils do the project in class or for homework. When they finish, the pupils present their projects to the class.

Suggested answer key



THIS IS MY FRIEND!

- Read the sentence aloud and ask the pupils to complete it by writing their friend's name (provide any help with spelling where necessary).
- Tell the pupils that in this project they are going to draw and present their friend.
- The pupils do the project in class or for homework. When they finish, the pupils present their projects to the class.

Suggested answer key

Pupils' own drawings.

10 Music

MY FAVOURITE SINGER!

- Elicit/Explain the word *singer*. Read the sentence aloud and ask the pupils to tell you who their favourite singer is.
- Tell the pupils that they are going to draw and present their favourite singer.
- The pupils do the project in class or for homework. They can use the Internet (with the supervision of a parent) to find pictures, or draw their own pictures instead. When they finish, the pupils present their projects to the class.

Suggested answer key



MUSIC IN MY COUNTRY!

Note: Bring in pictures of bagpipes and other traditional musical instruments. If possible, find an excerpt of bagpipe music.

- Read the title aloud. Point to the flag and present Scotland. If you wish, you can have a map of the world to show the pupils where Scotland is.
- Ask the pupils to tell you, in L1 if necessary, what they know about Scotland (*capital city, food, music, etc.*).
- If possible, play an excerpt of bagpipe music and ask the pupils to listen and say if they like this music.
- Show the pupils the picture of the bagpipes and explain that they are a traditional musical instrument in Scotland.
- If you wish, have a discussion, in L1 if necessary, about what music people in their country like. Ask the pupils if they know any traditional musical instruments from their own country.
- Refer the pupils to the second box and explain the project. The pupils write the name of their country at the top, draw and colour in their flag, and draw a picture of a traditional musical instrument in the space provided.
- 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, or draw their own pictures instead. When they finish, the pupils present their projects to the class.

Suggested answer key



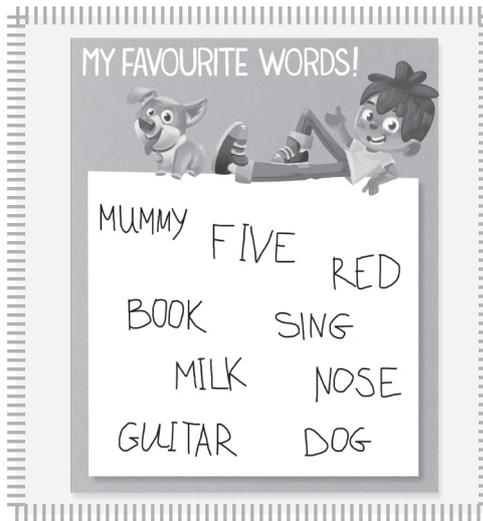
MY FAVOURITE WORDS!

- Read the title and elicit/explain what it means. Ask the pupils to name as many words as they can

remember from different units, e.g. say 'food' and the pupils list all the food items they can remember.

- Tell the pupils that they will need their colouring pencils to write their favourite words.
- The pupils do the project in class or for homework. When they finish, the pupils present their projects to the class.

Suggested answer key



My Craftwork

1 Rocket Fun!

- **Aim:** To make a rocket and propel it using a straw. To consolidate colours and numbers (1-10).
- **Materials:** The *Rocket Fun!* template, 4 medium-sized straws and 4 larger straws, sticky tape, scissors and colouring pencils.

Explain the activity. Elicit the word *rocket*. Tell the pupils they are going to colour in their own rockets and launch them to see how far they can go. Ask the pupils to colour in the four rockets in four different colours and cut them out. Next, ask the pupils to take a larger straw, tape one end shut and, using sticky tape, stick it to the back of the rocket. Provide help where necessary. Then the pupils place the medium-sized straw inside the larger straw so that the end extends out from the larger straw. They repeat the procedure for all their rockets.

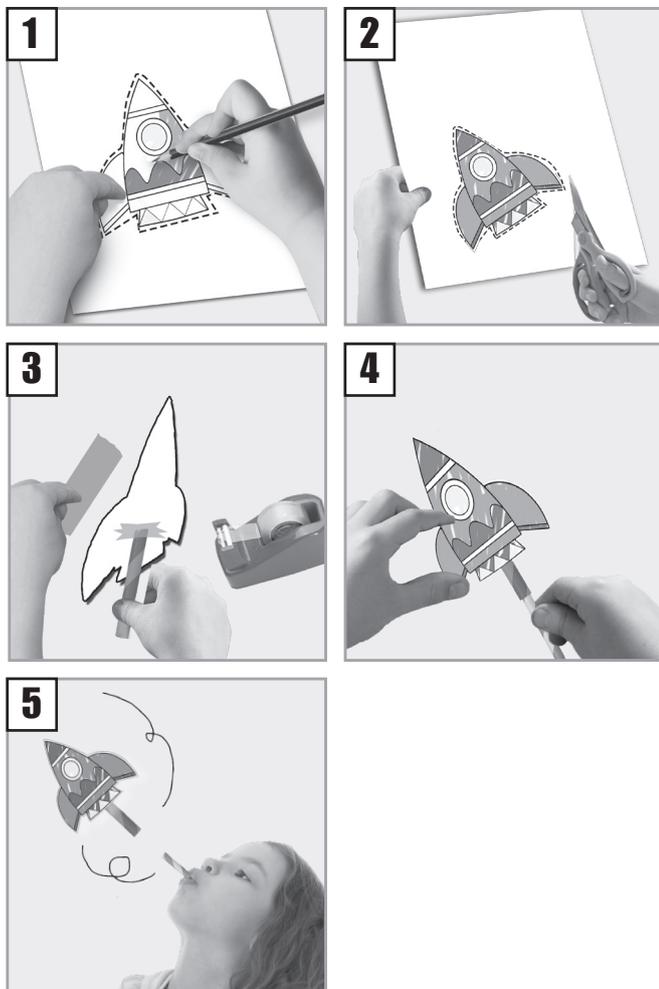
Encourage the pupils to give you a countdown from 10 to 1 and then blow hard into the straw and launch the rocket upwards! Ask the pupils to repeat the process

with the rest of the rockets and report which colour rocket went the furthest.

Variation

Have the pupils cut out only one rocket and colour it in any colour they like. When they finish, divide the pupils into groups, based on the colour of their rockets (green, blue, yellow, etc). Call one group to the front of the class, ask them to prepare their rockets, count down from 5 to 1, and see whose rocket goes the furthest or the highest. Repeat with the other groups until you have a winner from each group.

STEPS:



2 Ice Lolly Stick Numbers

Aims: To review numbers (1-10).
Materials: The *Ice Lolly Stick Numbers* template, ice lolly sticks (10 per pupil, or you can ask the pupils to bring in their own), scissors, glue and colouring pencils.

Explain the activity. Tell the pupils they are going to make beautiful ice lolly counting sticks.

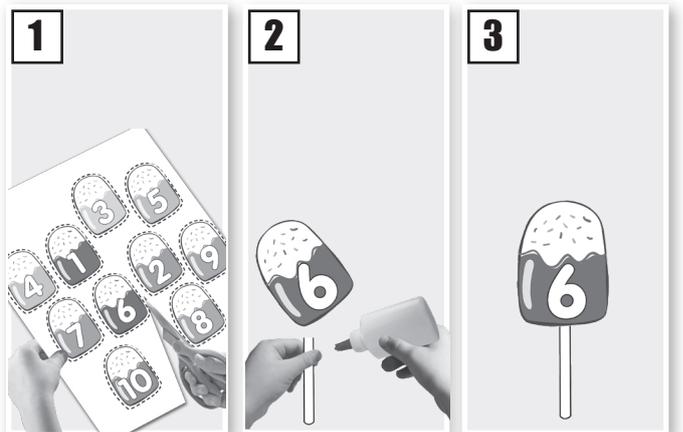
Ask the pupils to cut out the ice lollies very carefully. Provide help where necessary. When they are finished, ask the pupils to stick each number to the top of an ice lolly stick with glue.

When everyone is finished, start counting out loud, and when you stop, the pupils find the ice lolly stick with that number and wave it in the air.

Variation

Try different activities with the pupils to practise numbers and counting, such as asking them to form groups based on certain numbers they have, divide them in odd and even number groups, etc.

STEPS:

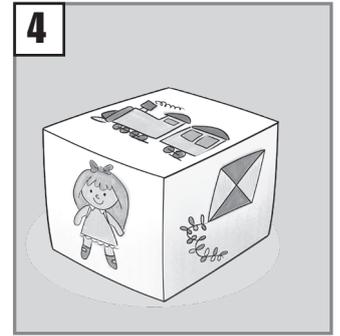
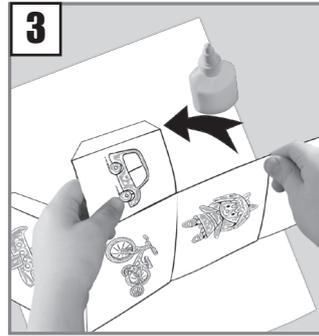
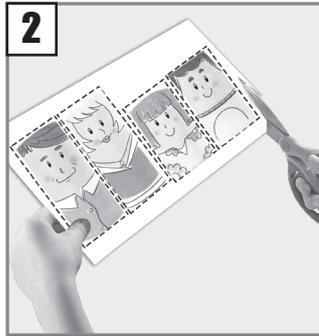
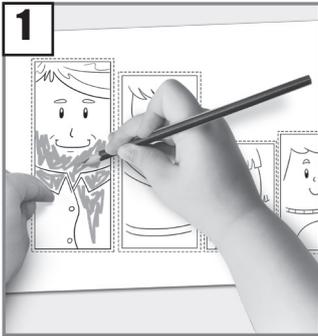


3 The Roll Family

Aim: To practise talking about family members.
Materials: The *Roll Family* template, cardboard rolls, glue and colouring pencils.

Read the title aloud and refer the pupils to the templates. Elicit the members of the family (*mummy, daddy, brother, sister*). Explain to the pupils that they will use the cardboard rolls to make a family. Ask them to colour in and decorate each family member any way they like. When they finish, ask the pupils to cut out the templates and stick them on the rolls, one family member per roll. Then ask the pupils to present their family to the class (*This is Mummy Roll. This is Daddy Roll. etc*).

STEPS:

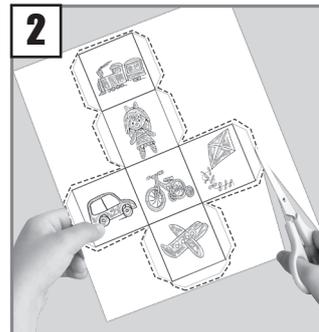
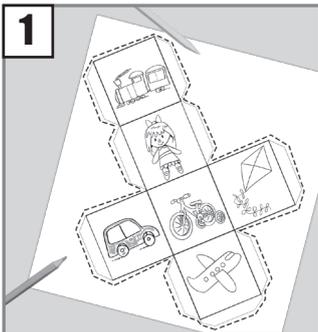


4 Toy Dice

- **Aim:** To practise talking about toys by making and using a dice.
- **Materials:** The *Toy Dice* template, scissors, glue and colouring pencils.

Explain the activity. Tell the pupils that they will make a toy dice. Refer them to the template and ask them which toys they can see on each side. Ask the pupils to colour in the toys. Guide the pupils through the cutting and gluing stage. When they finish, ask the pupils, in pairs, to roll their dice and name the toys the dice show. If both dice show the same toy, the first pupil to say 'It's the same!' and the name of the toy, gets a point.

STEPS:

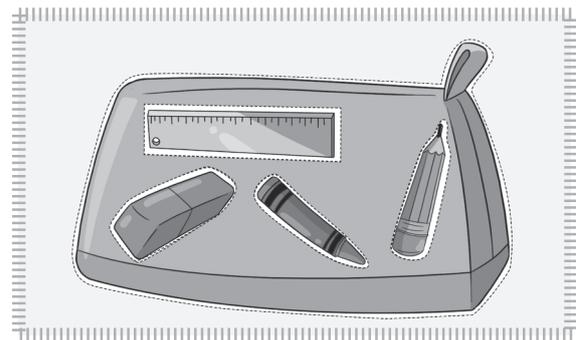


5 What's In My Pencil Case?

- **Aim:** To practise talking about classroom items by completing the pencil case missing items activity.
- **Materials:** The *What's in My Pencil Case?* template, scissors and glue.

Read the title and ask the pupils to name some school items they have got in their pencil cases. Then ask the pupils to cut out the pencil case and the school items templates. Explain the activity. The pupils look at the blank spaces and stick the school items in the correct place. Have the pupils present their work to the class. If you wish, divide the pupils into pairs and have them ask each other what is in their pencil case.

Suggested answer key

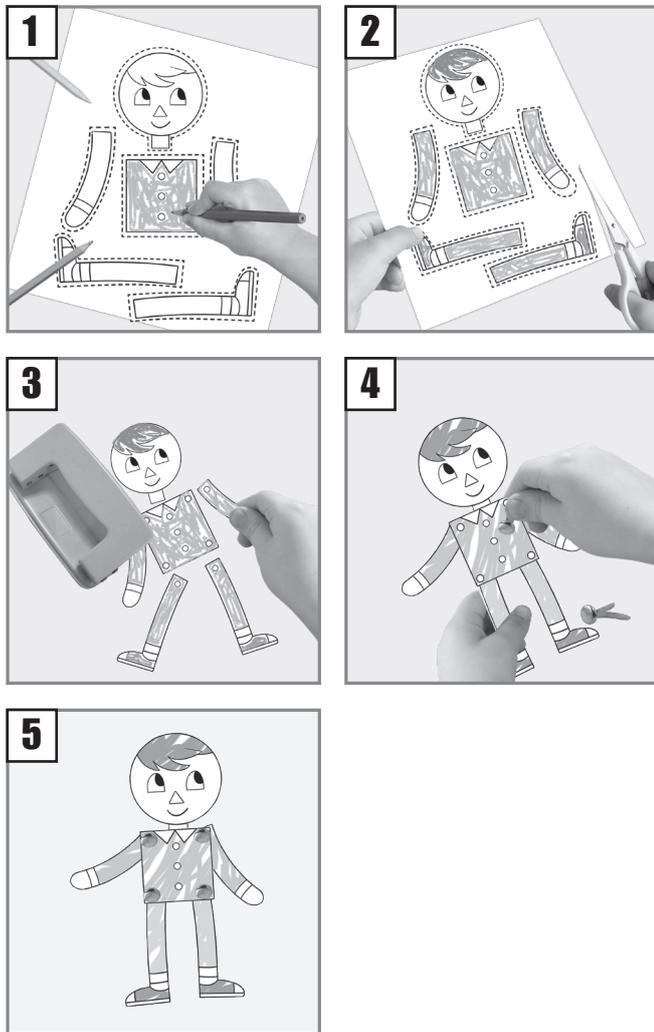


6 My Puppet Can ...!

- **Aim:** To practise talking about abilities by making and moving a puppet.
- **Materials:** The *My Puppet Can ...!* template, thread, paper fasteners, sticky tape, a hole punch, scissors and colouring pencils.

Read the title and elicit/explain what a puppet is. Tell the pupils that they are going to make their own puppet. First, ask the pupils to colour in their puppet any colour they like. Then, have pupils cut out all the individual body parts. Use a hole punch to make a hole in each corner of the body (where the circles are). Then make a hole at the end of each arm and leg that connects to the body. Then put the paper fasteners through the main holes and fold down to hold the body parts in place. When the puppets are ready, call out different actions for them to move their puppets accordingly.

STEPS:

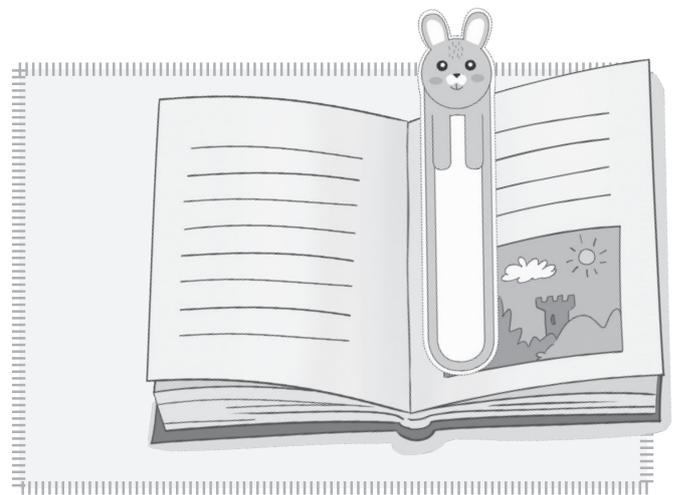


7 Animal Bookmarks

- Aim:** To practise talking about animals by making an animal bookmark.
- Materials:** The *Animal Bookmarks* template, card, scissors, glue and colouring pencils.

Tell the pupils that they will make an animal bookmark. (If possible, bring in a bookmark to show the pupils what it is and how it is used.) Ask the pupils to carefully cut out the templates and choose their favourite animal of the three. Ask the pupils to stick their bookmarks onto card and cut around. The card will help the bookmark last much longer. If you wish, you can have the pupils write their names on their bookmarks. Call out page numbers from the *Pupil's Book* and ask the pupils to place their bookmarks at the appropriate pages.

Suggested answer key

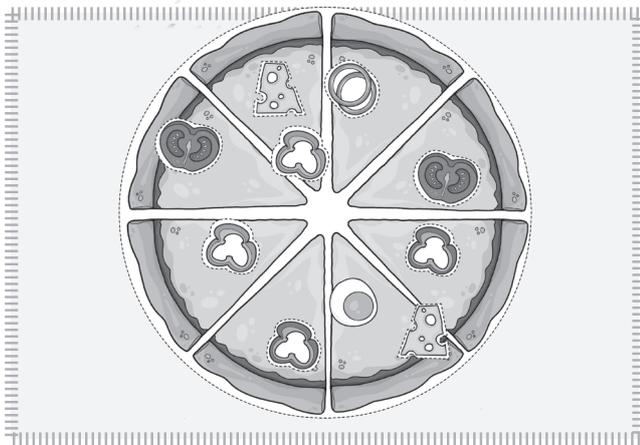


8 My Pizza

- Aims:** To practise talking about food items by choosing toppings for a pizza.
- Materials:** The *My Pizza* template, scissors and glue.

Explain the activity. Tell the pupils that they are going to make their own pizza. Refer the pupils to the toppings and make sure they know the words. Have the pupils carefully cut out the pizza and the toppings. Then, name some toppings and have the pupils put the correct toppings on their pizza. Then, have the pupils stick their favourite toppings onto the pizza and present it to the class.

Suggested answer key

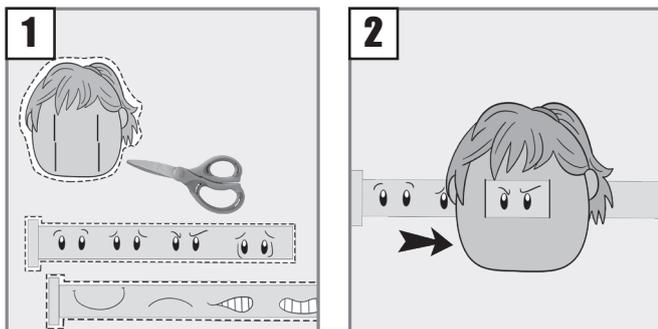


9 | Feel ...

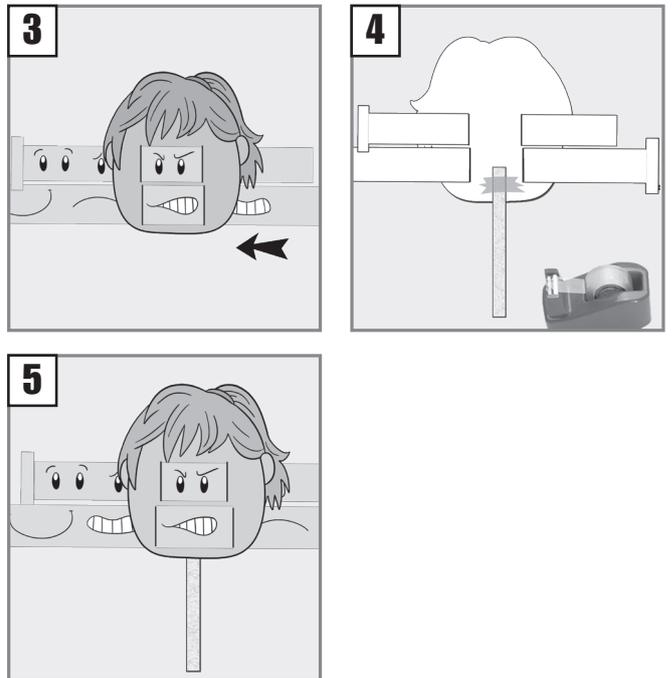
- Aims:** To practise talking about feelings by using a feelings face template.
- Materials:** The *I Feel ...* template, scissors, glue/ sticky tape and straws or ice lolly sticks.

Read the title and elicit what *I Feel* means. Name some feelings and have the pupils mime them, e.g. *sad, happy, angry*, etc. Refer the pupils to the template and have them choose the boy or girl template and cut it out. Point to the dotted lines on the faces and ask the pupils to cut along them very carefully. Provide help where necessary. Next, ask the pupils to cut out the eyes and mouth sliders and place them through the slits on the *face*. If you wish, have pupils stick the *face* templates on a straw or lolly stick, to make it easier to use. The pupils can now move the mouth and eye sliders through the slits to show different feelings. Call out a feeling and have pupils show it to you on their *face* template or in pairs the pupils say a feeling for their partner to display on their *face* template. They can even mix and match the eyes and mouth for extra fun.

STEPS:



STEPS:



10 My Drums!

Note: For this craft, ask the pupils from the previous lesson to bring paper cups and some elastic bands.

- Aims:** To make drums and create a beat.
- Materials:** The *My Drums!* template, paper cups, elastic bands, pipe cleaners, pieces of paper cut in circles to cover the cups, scissors, glue and colouring pencils.

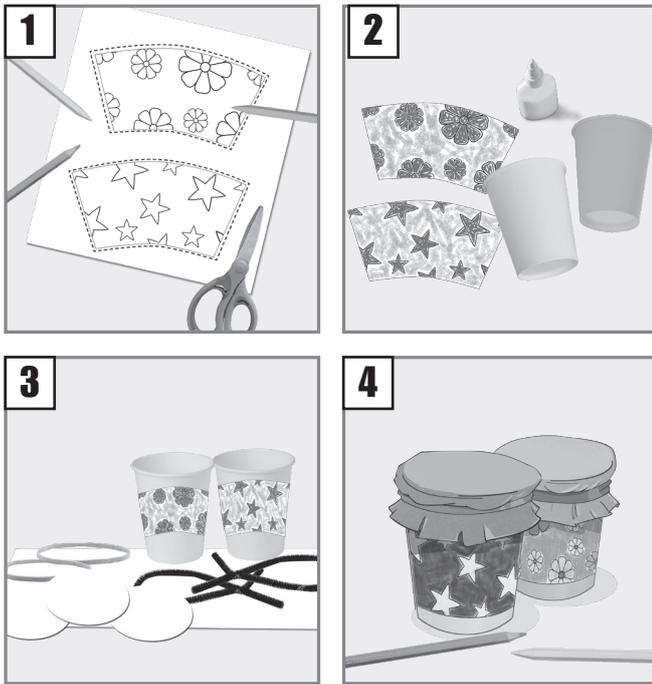
Tell the pupils that they are going to make their very own drums. Ask the pupils to colour in the templates any way they like, and then carefully cut them out. Provide any necessary help.

Hand out paper cups (or have the pupils use their own). Ask them to stick the templates onto the paper cups.

Then ask the pupils to put a piece of paper (preferably cut in a circle) over the open end of the cup, and use the elastic band to keep in place (see diagram 4). Use the pipe cleaner to decorate and cover up the elastic band.

The drums are now ready to be used. Ask the pupils to use their pencils to play the drums. The pupils make up a beat, practise it and present it to the class.

STEPS:



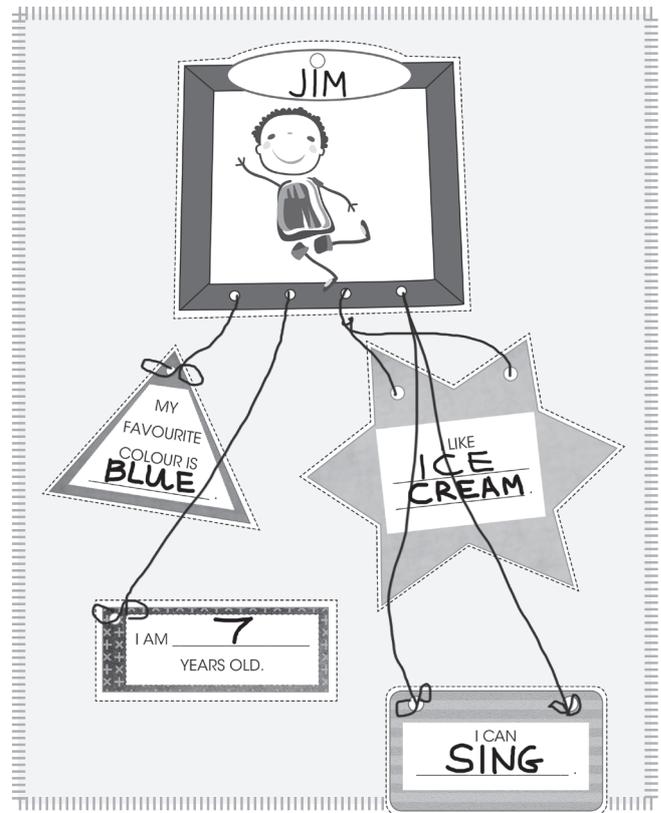
All About Me!

- Aims:** To practise giving personal information by making a mobile about themselves and presenting themselves to the class.
- Materials:** The *All About Me!* template, thread, a hole punch and colouring pencils.

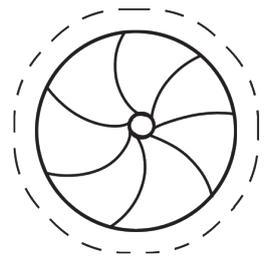
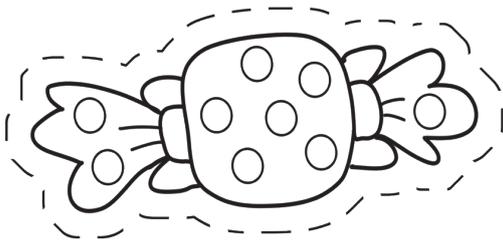
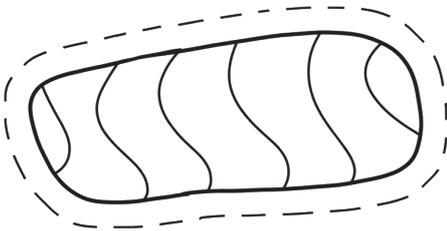
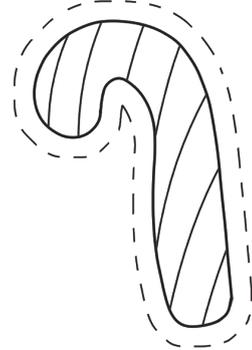
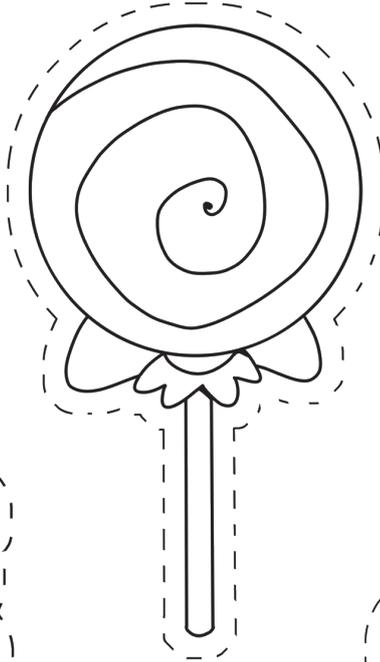
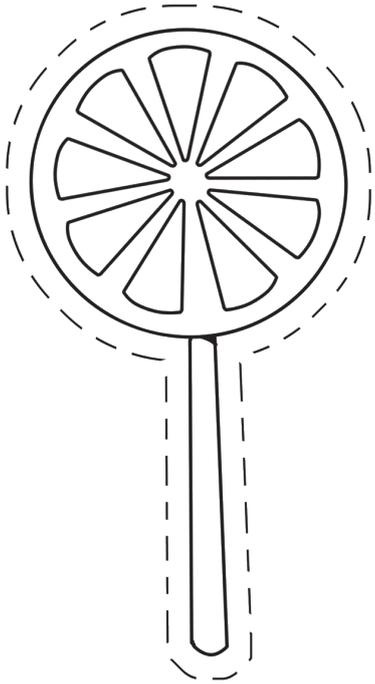
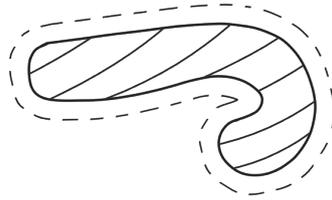
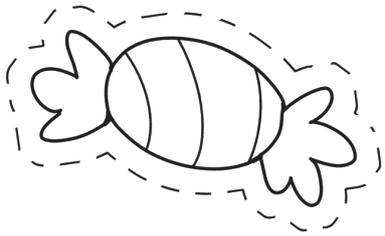
Tell the pupils that they will do a project all about themselves. Refer them to the templates with the picture frame and information tags. Then ask them to write their name at the top of the picture frame and draw a picture of themselves in the space.

Point to each tag and ask the pupils to write in the spaces provided. Have the pupils cut out the templates, and use the hole punch to make 1 hole at the top and 4 holes at the bottom of the picture frame and at the top of each of the tags. Hand out 4 pieces of thread and ask the pupils to put each one through a hole at the bottom of the picture frame and through the tags, and then tie the ends together behind the picture frame to secure them. Use a longer piece of thread to put through the hole at the top of the picture frame. Tie it so that the pupils can hang it up. Have the pupils present their projects to the class.

Suggested answer key







PRIMARY Booster

1



ISBN 978-1-4715-9564-6



9 781471 595646



Express Publishing