



YEAR 4
TEACHER'S GUIDE

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IMPROMPTU SPEAKING

DESCRIPTION

Spontaneous word.

DIRECTIONS FOR DEVELOPMENT

The teacher will give the student an impromptu word to run with related to the topic "house". It might be:

- a sentence.
- a single word.

If the student needs help or runs out of ideas, the teacher can use the questions provided in section IV.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and it's my pleasure to talk to you about **the house I live in.**



Body speech

My house is in California. On the ground floor there is a living room, a dining room and a beautiful kitchen. On the first floor there are three bedrooms and two bathrooms. There is a garden, but there isn't a garage. My bedroom is between my parents' bedroom and the bathroom. It is my favourite place. There is a desk next to my bed and there are two chairs in front of the desk. There are two lamps on the desk and the computer is between the lamps. My books are under the desk. Sally is my sister. In her beautiful bedroom there is a big bed, a mirror and toys. There are pictures on the walls and a window.



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

IMPROMPTU SPEAKING

GOALS PURSUED

- ▶ Precise vocabulary: address, balcony, basement, blanket, downstairs, dream, elevator, floor (e.g. ground, 1st, etc.), internet, lift, message, roof, seat, shower, stair(s), toothbrush, toothpaste, towel, upstairs, wash.
- ▶ Cover some personal information questions:
 - Do you have any brothers or sisters?
 - What's your father's name?
 - What's your mother's name?
- ▶ Cover some home information questions:
 - Where do you live?
 - Do you live in a big house or a small house?
 - Is your house big or small?
 - Describe your house, please.
 - Do you live in a flat or in an apartment?
 - Which floor do you live in?
 - Where do you watch TV?
 - How many rooms are there in your house?
 - Have you got a garden?
 - At what time do you go to bed?
 - What colour are your bedroom walls?
 - Where do you usually watch TV? – Living room.
 - Do you like TV?
 - Which is your favourite movie/show?
 - Where's your bed?
 - Tell me about your bedroom.
 - Where do you do your homework?
 - What time do you wake-up?
 - What time do you get up?
 - What's your favourite thing in your bedroom?
 - Which room is next to yours?
 - Do you have any neighbours?
 - Do you have a mirror in your bathroom?
 - Do you go to sleep late?
 - What time do you get up on weekdays?
 - Do you live close to school?

IMPROMPTU SPEAKING

- Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

FUN TIME

DESCRIPTION

Made-up lifestory.

DIRECTIONS FOR DEVELOPMENT

The speaking student will get up in front of the class and will take one of his/her friends (or a student chosen by the teacher) and will introduce him/her.

The special point of this activity is that, the speaking student will introduce the second one by making up a fictional life for him/her, which must be related to the topic "house".

If the student needs help or runs out of ideas, the teacher can use the questions provided in section IV.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and it's my pleasure to introduce to you all, my friend (name).



Body speech

(Name) has two brothers and one sister. His father's name is (name) and his mother's is (name). When his parents were young, they worked at the circus. His mom was a famous trapeze artist and his dad was a magician.

When (name) was born, his parents decided to come to (city) and work as lawyers in a big company close to school.

My friend lives in an enormous house in the middle of the forest. It is so far away from school, that not even the school bus gets there. It takes about an hour to get there.

In his garden, you may find a rollercoaster and his old friend (name); the special thing about him is that he is a lovely elephant!!

I really think his house is wonderful and I wish I could visit him more frequently during the week, it's so much fun!



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

FUN TIME

GOALS PURSUED

- ▶ Precise vocabulary: address, balcony, basement, blanket, downstairs, dream, elevator, floor (e.g. ground, 1st, etc.), internet, lift, message, roof, seat, shower, stair(s), toothbrush, toothpaste, towel, upstairs, wash.
- ▶ Cover some personal information questions:
 - Do you have any brothers or sisters?
 - What's your father's name?
 - What's your mother's name?
- ▶ Cover some home information questions:
 - Where do you live?
 - Do you live in a big house or a small house?
 - Is your house big or small?
 - Do you live in a flat?
 - Where do you watch TV?
 - How many rooms are there in your house?
 - Have you got a garden?
 - What colour are your bedroom walls?
 - Where do you usually watch TV?
 - Do you like TV?
 - Which is your favourite movie/show?
 - Where's your bed?
 - Do you have a mirror in your bathroom?
 - Do you go to sleep late?
 - What time do you get up on weekdays?
 - Do you live close to school?
- ▶ Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- ▶ Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

SPELLING / GRAMMAR

DESCRIPTION

Relevant words.

DIRECTIONS FOR DEVELOPMENT

The teacher will use the list of words related to the A1 level provided in the Appendix 2.

The word chosen does not have to do with the topic which is been studied, as it is a global exercise which will include all of the vocabulary gathered in the Appendix 2.

The teacher must try to choose those words that can be used more frequently by students. The activity will follow three stages:

- 1st stage: the teacher will give the word to the student and the student will spell it to the rest of the class.
- 2nd stage: the student will tell with confidence what this word means.
If the explanation isn't correct, the teacher will proceed giving the correct explanation/description.
- 3rd stage: the student will provide an example using that word. It can be a fictional or a personal one.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and it's my pleasure to talk to you about a word.



Body speech

The word I'm talking about is a noun. You use it to name a profession. These people are very friendly, because their job is mainly to trim bushes in gardens. They always wear a special suit as well as garden tools and boots. Sometimes they use a spade and they drive across the city in white trucks. I hope you can guess my word.

- A gardener!

- Yes, that's right. I can spell it for you: G-A-R-D-E-N-E-R. Here is my example: "A gardener not only trims bushes but also plants seeds."

SPELLING / GRAMMAR



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

GOALS PURSUED

- Vocabulary: Appendix 1.
- Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

DEBATE

DESCRIPTION

Argumentative refutation.

DIRECTIONS FOR DEVELOPMENT

The argumentative refutation is practiced against a line of argument provided by the teacher based on the topic "home".

The student will also have to develop an argument to strengthen his/her opinion. The maximum time for developing this activity per student is of 1-2 minutes.

WORKING EXAMPLE

Opening speech



Good morning/afternoon,
My name is (name) and today I'm going to refute the following argument: "The government shouldn't help the homeless" (topic provided by the teacher).

Body speech



In my opinion, homeless people should always be helped, not only by the government, but also by people like us.

There are a lot of homeless people that can't afford to buy food or medicines, because they don't have a cent. The government should make sure that all of them have at least the basic needs covered.

Perhaps they are people that have made a lot of mistakes, but they are humans and many of them, simply need a helping hand or a second chance.

Many homeless people are beggars and others, are families that have lost their jobs and are now looking for a place to work and start earning money again.

If we the government does not help homeless people, we are going to find ourselves living in a dangerous country, full of robberies and thieves.

I definitely think its inhuman to let people in our country live on the streets. It is the government's duty to assist them and our responsibility to help them in everything we can.

Farewell speech



I sincerely appreciate your attention and I hope you enjoyed today.

DEBATE

GOALS PURSUED

➤ Precise vocabulary: address, balcony, basement, blanket, downstairs, dream, elevator, floor (e.g. ground, 1st, etc.), internet, lift, message, roof, seat, shower, stair(s), toothbrush, toothpaste, towel, upstairs, wash.

➤ Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).

➤ Debate Vocabulary:

Stating an opinion:

- In my opinion...
- I (don't) think that...
- The way I see it...
- If you want my honest opinion....
- According to me...
- According to the other side/ our opponents...
- As far as I'm concerned...
- My position is the following...

Sequencing:

- Firstly..., secondly..., my third point is that...
- The first good reason to... is that...; next; what's more; moreover....
- To begin, I think that...; in addition, you have to know that...; last but not least....
- The first point I would like to raise is this...
- Here's the main point I want to raise...
- I'd like to deal with two points here. The first is...

IMPROMPTU SPEAKING

DESCRIPTION

Spontaneous word.

DIRECTIONS FOR DEVELOPMENT

The teacher will give the student an impromptu word to run with related to the topic "school". It might be:

- a sentence.
- a single word.

If the student needs help or runs out of ideas, the teacher can use the questions provided in section IV.

WORKING EXAMPLE

Opening speech



Good morning/afternoon,
My name is (name) and Mr. / Miss. (name) has given me the following word to talk about: **"playground"**.

Body speech



A playground is a part of the school where we go (unless it's raining) to practice sports, play other games or only chat. In other words, we go there for getting relaxed during the break.

In my school we have got three different types of spaces. There is a playground where there are football, basketball and volleyball fields. It is the biggest one, because for playing these sports, you really need a lot of space.

We also have a playground for little children, where there are some slides and swings. There is also a big spider climber and a net bridge. It is really colourful and fun.

The third one is a large wall climber close to the swimming pool. I really enjoy this part during spring and summer. It is really nice to go climbing and swimming together!

Farewell speech



I sincerely appreciate your attention and I hope you enjoyed today.

IMPROMPTU SPEAKING

GOALS PURSUED

- ▶ Precise vocabulary: art, backpack (US), bin, club, college, competition, dictionary, flag, geography, glue, group, gym, history, language, Maths (UK), Math (US), online project, rucksack (UK), science, scissors, screen, shelf, student, study, subject, timetable, university.
- ▶ Cover some personal information questions:
 - What is your favourite lesson or subject? Why?
 - Who do you sit next to in class?
 - Do you like school?
 - What class are you in?
- ▶ Cover some school information questions:
 - What is the name of your school?
 - How many teachers have you got?
 - Is your teacher a man or a woman?
 - Has your teacher got black hair?
 - Has she got long or short hair?
 - Who is your teacher?
 - When do you start school? What month of the year?
 - Can you draw?
 - What do you draw at school?
 - How many girls/boys are there in your class?
 - What time do you go to school?
 - When does your school start?
 - When does your school finish?
 - How many subjects do you study?
 - Which is your favourite subject?
 - Do you go to school on Sundays?
 - During the playground, what do you do? (play hide and seek)
 - What time do you have lunch?
 - What time do you begin school?
 - How do you come to school?
 - Do you take French lessons at school?
 - What time do you finish school?
- ▶ Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- ▶ Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

FUN TIME

DESCRIPTION

Made-up lifestory.

DIRECTIONS FOR DEVELOPMENT

The speaking student will get up in front of the class and will take one of his/her friends (or a student chosen by the teacher) and will introduce him/her.

The special point of this activity is that, the speaking student will introduce the second one by making up a fictional life for him/her, which must be related to the topic "school".

If the student needs help or runs out of ideas, the teacher can use the questions provided in section IV.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and it's my pleasure to introduce to you all my classmate (name).



Body speech

My best friend from school is (Name). He is 3 months older than me. I met him one year ago, when he came from Africa. His father is a diplomatic and they were all living in Cape Town for more than six years.

At first, I thought he was a little bit nasty because he didn't speak to anyone, but one day, when we were playing football, we started to talk to each other.

After talking for a while, I realized that he was funny and kind. After a few weeks, we got to know each other very well and we become best friends.

We enjoy ourselves very much in school. We like the same subjects (geography and maths) and we love playing football together in the playground or going to the gym for jumping over the horse jump.

During the week-ends, we sometimes go to the cinema with our friends from class and we enjoy it very much, but what we like to do most is studying together and doing homework every Saturday afternoon.

He is an excellent student and a fantastic person, always happy, friendly and very responsible. I hope that we will be best friends forever.

FUN TIME



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

GOALS PURSUED

- ▶ Precise vocabulary: art, backpack (US), bin, club, college, competition, dictionary, flag, geography, glue, group, gym, history, language, Maths (UK), Math (US), online project, rucksack (UK), science, scissors, screen, shelf, student, study, subject, timetable, university.
- ▶ Cover some personal information questions:
 - What is your favourite lesson or subject? Why?
 - Who do you sit next to in class?
 - Do you like school?
 - What class are you in?
- ▶ Cover some school information questions:
 - What is the name of your school?
 - How many teachers have you got?
 - Is your teacher a man or a woman?
 - Has your teacher got black hair?
 - Has she got long or short hair?
 - Who is your teacher?
 - When do you start school? What month of the year?
 - Can you draw?
 - What do you draw at school?
 - How many girls/boys are there in your class?
 - What time do you go to school?
 - When does your school start?
 - When does your school finish?
 - How many subjects do you study?
 - Which is your favourite subject?
 - Do you go to school on Sundays?
 - During the playground, what do you do? (play hide and seek)
 - What time do you have lunch?
 - What time do you begin school?
 - How do you come to school?
 - Do you take French lessons at school?
 - What time do you finish school?

FUN TIME

- ▶ Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- ▶ Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

SPELLING / GRAMMAR

DESCRIPTION

Relevant words.

DIRECTIONS FOR DEVELOPMENT

The teacher will use the list of words related to the A1 level provided in the Appendix 2.

The word chosen does not have to do with the topic which is been studied, as it is a global exercise which will include all of the vocabulary gathered in the Appendix 2.

The teacher must try to choose those words that can be used more frequently by students. The activity will follow three stages:

➤ 1st stage: the teacher will give the word to the student and the student will spell it to the rest of the class.

➤ 2nd stage: the student will tell with confidence what this word means.

If the explanation isn't correct, the teacher will proceed giving the correct explanation/description.

➤ 3rd stage: the student will provide an example using that word. It can be a fictional or a personal one.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and it's my pleasure to talk to you about a word.



Body speech

The word I'm talking about is a noun. It is big and almost always white, although there are some of them in two colours: black and white. We've got one of them in each classroom. We use it to write on. You can use only special pens to write on them, otherwise you can't clean it. I hope you can guess my word.

- The whiteboard!

- Yes, that's right. I can spell it for you: W-H-I-T-E-B-O-A-R-D. Here is my example: "I love to write on the whiteboard."

SPELLING / GRAMMAR



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today

GOALS PURSUED

- Vocabulary: Appendix 1.
- Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- Prepositions: : about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

DEBATE

DESCRIPTION

Argumentative refutation.

DIRECTIONS FOR DEVELOPMENT

The argumentative refutation is practiced against a line of argument provided by the teacher based on the topic "school".

The student will also have to develop an argument to strengthen his/her opinion. The maximum time for developing this activity per student is of 1-2 minutes.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and today I'm going to speak against the following argument: "School uniforms should be abolished" (topic provided by the teacher).



Body speech

Firstly, I think that school uniforms shouldn't be abolished because they are really comfortable and they usually combine beautiful colours.

Secondly, we have to take into account that wearing a uniform can make parents save money, as normal clothing for coming to school is more expensive than a uniform.

My third point is that wearing a uniform helps you to save time, as you don't have to worry about your clothes every day.



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

DEBATE

GOALS PURSUED

- Precise vocabulary: art, backpack (US), bin, club, college, competition, dictionary, flag, geography, glue, group, gym, history, language, Maths (UK), Math (US), online project, rucksack (UK), science, scissors, screen, shelf, student, study, subject, timetable, university.
- Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- Debate Vocabulary:

Stating an opinion:

- In my opinion...
- I (don't) think that...
- The way I see it...
- If you want my honest opinion....
- According to me...
- According to the other side/ our opponents...
- As far as I'm concerned...
- My position is the following...

Sequencing:

- Firstly..., secondly..., my third point is that...
- The first good reason to... is that...; next; what's more; moreover....
- To begin, I think that...; in addition, you have to know that...; last but not least....
- The first point I would like to raise is this...
- Here's the main point I want to raise...
- I'd like to deal with two points here. The first is...

IMPROMPTU SPEAKING

DESCRIPTION

Spontaneous word

DIRECTIONS FOR DEVELOPMENT

The teacher will give the student an impromptu word to run with related to the topic "animal". It might be:

- a sentence.
- a single word.

If the student needs help or runs out of ideas, the teacher can use the questions provided in section IV.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and Mr. / Miss. (name) has given me the following sentence to talk about: **"my pet"**.



Body speech

I have a very cute cat at home as my pet. My parents gave it to my sister and me for Christmas when I was four years old. We named her Kitty.

She has got white fluffy fur, blue eyes, a little black spot on her tail, and she very small legs with cute paws.

She was three months old when my mum and dad gave her to us and she was incredibly beautiful.

She is 6 years old now and she is very funny. She always wakes me up in the morning by licking my face, a couple of minutes before my alarm clock sounds off.

We always have great times together. She likes to play a lot with the yarn. I drag it slowly in front of her and she jumps at me like crazy to catch it.

She is the best cat in the world!!!



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

IMPROMPTU SPEAKING

GOALS PURSUED

- ▶ Precise vocabulary: beetle, butterfly, camel, creature, dinosaur, eagle, extinct, fur, insect, nest, octopus, swan, tortoise, wild, wing.
- ▶ Cover some personal information questions:
 - What is your favourite animal?
 - Do you take your dog for a walk every afternoon?
 - What does your pet eat?
 - Do you play with your pet?
 - How old is your pet?
 - What colour is your pet?
- ▶ Cover some animal information questions:
 - Have you got an animal or pet at home?
 - What is your pet name?
 - Have you ever been to the zoo?
 - Can your pet jump?
 - How is a baby cat called? (kitten)
 - How is a baby dog called? (puppy)
 - Do you know how to ride horses?
 - Do you think snakes are dangerous?
 - Do you know if the zoo is opened on Mondays?
- ▶ Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- ▶ Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

FUN TIME

DESCRIPTION

Made-up lifestory.

DIRECTIONS FOR DEVELOPMENT

The speaking student will get up in front of the class and will take one of his/her friends (or a student chosen by the teacher) and will introduce him/her.

The special point of this activity is that, the speaking student will introduce the second one by making up a fictional life for him/her, which must be related to the topic "animal".

If the student needs help or runs out of ideas, the teacher can use the questions provided in section IV.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and it's my pleasure to introduce to you all (name).



Body speech

Last summer, (name) went to (place) to visit his uncle and aunt. Every morning after breakfast, he went with his aunt to work at the zoo. She worked there as a vet.

One day, (name) and his aunt were preparing the raptor show when suddenly... the biggest eagle in the zoo escaped from its cage.

Then, the eagle started to fly all over the stadium for about 20 minutes until it found a hiding place. (Name) and his aunt were in a panic. They needed to catch the animal, so (name) had to run through the whole stadium clapping his hands, to force the eagle to come out of the hiding place. It started flying again, until it decided to rest next to a woman who was taking a video.

Finally, (name) and his aunt managed to capture the eagle and take it back to its cage again, as the show was about to begin!



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

FUN TIME

GOALS PURSUED

- ▶ Precise vocabulary: beetle, butterfly, camel, creature, dinosaur, eagle, extinct, fur, insect, nest, octopus, swan, tortoise, wild, wing.
- ▶ Cover some personal information questions:
 - What is your favourite animal?
 - Do you take your dog for a walk every afternoon?
 - What does your pet eat?
 - Do you play with your pet?
 - How old is your pet?
 - What colour is your pet?
- ▶ Cover some animal information questions:
 - Have you got an animal or pet at home?
 - What is your pet name?
 - Have you ever been to the zoo?
 - Can your pet jump?
 - How is a baby cat called? (kitten)
 - How is a baby dog called? (puppy)
 - Do you know how to ride horses?
 - Do you think snakes are dangerous?
 - Do you know if the zoo is opened on Mondays?
- ▶ Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- ▶ Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

SPELLING / GRAMMAR

DESCRIPTION

Relevant words.

DIRECTIONS FOR DEVELOPMENT

The teacher will use the list of words related to the A1 level provided in the Appendix 2.

The word chosen does not have to do with the topic which is been studied, as it is a global exercise which will include all of the vocabulary gathered in the Appendix 2.

The teacher must try to choose those words that can be used more frequently by students. The activity will follow three stages:

- ▶ 1st stage: the teacher will give the word to the student and the student will spell it to the rest of the class.
- ▶ 2nd stage: the student will tell with confidence what this word means.
If the explanation isn't correct, the teacher will proceed giving the correct explanation/description.
- ▶ 3rd stage: the student will provide an example using that word. It can be a fictional or a personal one.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and it's my pleasure to talk to you about a word.



Body speech

The word I'm talking about is a noun. You use it to name an animal. It is a medium-sized bird, not as small as a sparrow and not as big as an eagle. Some people like to keep this bird as a pet. There are some reasons for this.

The first reason is because its feathers are bright and colourful. They can be white, blue, green, red, orange... Sometimes they've also got a beautiful beak and feathers on their heads. What is special about these birds is that some of them can speak!

I hope you can guess my word.

- A parrot!

- Yes, that's right. I can spell it for you: P-A-R-R-O-T. Here is my example: "My parrot is green and blue and can say, 'Hello, Sam' very clearly."

SPELLING / GRAMMAR



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

GOALS PURSUED

- Vocabulary: Appendix 1.
- Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

DEBATE

DESCRIPTION

Argumentative refutation.

DIRECTIONS FOR DEVELOPMENT

The argumentative refutation is practiced against a line of argument provided by the teacher based on the topic "animal".

The student will also have to develop an argument to strengthen his/her opinion. The maximum time for developing this activity per student is of 1-2 minutes

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and today I'm going to refute the following argument:
"People shouldn't do experiments on animals." (Topic provided by the teacher.)



Body speech

The first thing I must say about this topic is that I really love animals. I hate it when I see them suffering.

In my opinion, doing experiments on animals can be cruel, even if they say that it is necessary for developing many important medicines and treatments.

The way I see it, is that there is no other option for testing these medicines.

In addition, I would like to say that not all scientific experiments are harmful. Perhaps, what the animal is testing is a medicine which is going to prevent or even cure certain diseases.



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

DEBATE

GOALS PURSUED

- Precise vocabulary: beetle, butterfly, camel, creature, dinosaur, eagle, extinct, fur, insect, nest, octopus, swan, tortoise, wild, wing.
- Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).

- Debate Vocabulary:

Stating an opinion:

- In my opinion...
- I (don't) think that...
- The way I see it...
- If you want my honest opinion....
- According to me...
- According to the other side/ our opponents...
- As far as I'm concerned...
- My position is the following...

Sequencing:

- Firstly..., secondly..., my third point is that...
- The first good reason to... is that...; next; what's more; moreover....
- To begin, I think that...; in addition, you have to know that...; last but not least....
- The first point I would like to raise is this...
- Here's the main point I want to raise...
- I'd like to deal with two points here. The first is...

IMPROMPTU SPEAKING

DESCRIPTION

Spontaneous word.

DIRECTIONS FOR DEVELOPMENT

The teacher will give the student an impromptu word to run with related to the topic "food". It might be:

- a sentence.
- a single word.

If the student needs help or runs out of ideas, the teacher can use the questions provided in section IV.

WORKING EXAMPLE

Opening speech



Good morning/afternoon,
My name is (name) and Mr. / Miss. (name) has given me the following sentence:
"I want some breakfast, he said."

Body speech



Once upon a time, in the old days, there was a creature like a dragon called Tommy.
Tommy lived in the forest, but one day, he decided to go down the mountains and into the village to get some food.

The first restaurant he saw was a burger restaurant. When Tommy went in, everyone in the restaurant started shouting, "Don't eat me!!" But after a few seconds, the people realized that Tommy wasn't as dangerous as he looked. He was very interested in eating the burgers on the tables. He ate fifteen burgers and twelve plates of crisps. Then he ate six puddings and a cake!

Everything was so delicious for Tommy that he decided to build a house next to the restaurant. Then he could eat there every day and live happily ever after.

Farewell speech



I sincerely appreciate your attention and I hope you enjoyed today.

IMPROMPTU SPEAKING

GOALS PURSUED

- ▶ Precise vocabulary: : biscuit, butter, cereal, chopsticks, cookie, flour, fork, honey, jam, knife, meal, olives, pepper, piece, pizza, salt, smell, snack, spoon, strawberry, sugar, taste, yoghurt.
- ▶ Cover some personal information questions:
 - What do you eat for lunch?
 - What do you usually have for breakfast?
 - What do you usually drink for breakfast?
 - What do you like eating for lunch?
 - Which is your favourite cake?
 - Tell me something you don't like eating
- ▶ Cover some food information questions:
 - How often do you eat bread?
 - Would you like an apple?
 - Do you have lunch at school?
 - Do you like orange juice?
 - Do you have a snack in the playground?
 - Which is your favourite food?
 - Is there any meal you don't like?
 - Do you like eating rice? (change it for any other ingredient)
 - What did you have for dinner last night?
 - Do you like eating burgers?
 - Do you like sweets?
 - What would you like to eat now?
 - Do you help cooking at home?
 - What did you have for dinner last night?
- ▶ Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- ▶ Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

FUN TIME

DESCRIPTION

Made-up lifestory.

DIRECTIONS FOR DEVELOPMENT

The speaking student will get up in front of the class and will take one of his/her friends (or a student chosen by the teacher) and will introduce him/her.

The special point of this activity is that, the speaking student will introduce the second one by making up a fictional life for him/her, which must be related to the topic "food".

If the student needs help or runs out of ideas, the teacher can use the questions provided in section IV.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and it's my pleasure to introduce to you all (name).



Body speech

Did you know that (Name) won the Master Chef Junior award?

The Master Chef Junior contest is celebrated in a famous restaurant of Madrid, where a lot of children from 8 to 10 years old prepare delicious recipes by using healthy and natural ingredients.

(Name) won the award for the most original dish, as she cooked her famous "rainbow bagel". She has revealed the recipe to me, so take note!

For preparing this recipe you need: a bagel, cream cheese, a strawberry, sliced mandarin, orange slices, half a kiwi and sliced blueberries.

The instructions are: First, you need to toast your bagel. Once it is done, you need to spread the cream cheese over the bagel. Afterwards, you will have to assemble the fruit in the fashion of a rainbow. As the final touch, you may drizzle it with honey or sugar.

You need to try it, it's delicious!

FUN TIME



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

GOALS PURSUED

- ▶ Precise vocabulary: biscuit, butter, cereal, chopsticks, cookie, flour, fork, honey, jam, knife, meal, olives, pepper, piece, pizza, salt, smell, snack, spoon, strawberry, sugar, taste, yoghurt.
- ▶ Cover some personal information questions:
 - What do you eat for lunch?
 - What do you usually have for breakfast?
 - What do you usually drink for breakfast?
 - What do you like eating for lunch?
 - Which is your favourite cake?
 - Tell me something you don't like eating.
- ▶ Cover some food information questions:
 - How often do you eat bread?
 - Would you like an apple?
 - Do you have lunch at school?
 - Do you like orange juice?
 - Do you have a snack in the playground?
 - Which is your favourite food?
 - Is there any meal you don't like?
 - Do you like eating rice? (change it for any other ingredient)
 - What did you have for dinner last night?
 - Do you like eating burgers?
 - Do you like sweets?
 - What would you like to eat now?
 - Do you help cooking at home?
 - What did you have for dinner last night?
- ▶ Grammar: Present simple, present continuous, modals past simple, past continuous, present perfect and future (be going to & will).
- ▶ Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

SPELLING / GRAMMAR

DESCRIPTION

Relevant words.

DIRECTIONS FOR DEVELOPMENT

The teacher will use the list of words related to the A1 level provided in the Appendix 2.

The word chosen does not have to do with the topic which is been studied, as it is a global exercise which will include all of the vocabulary gathered in the Appendix 2.

The teacher must try to choose those words that can be used more frequently by students. The activity will follow three stages:

- ▶ 1st stage: the teacher will give the word to the student and the student will spell it to the rest of the class.
- ▶ 2nd stage: the student will tell with confidence what this word means. If the explanation isn't correct, the teacher will proceed giving the correct explanation/description.
- ▶ 3rd stage: the student will provide an example using that word. It can be a fictional or a personal one.

WORKING EXAMPLE

Opening speech



Good morning/afternoon,
My name is (name) and it's my pleasure to talk to you about a word.

Body speech



The word I'm talking about is a noun. You use it to name the first meal of the day. Usually you have this meal at home, with your family or on your own. Children very often have cereal and milk, but some children like bread, too. Usually we don't eat very much at this time of the day.
I hope you can guess my word.

- Lunch!
- No, that isn't right. The word isn't lunch.
- Breakfast!
- Yes, that's right. I can spell it for you: B-R-E-A-K-F-A-S-T. Here is my example:
"I always have breakfast in the kitchen at eight o'clock."

SPELLING / GRAMMAR

**Farewell speech**

I sincerely appreciate your attention and I hope you enjoyed today.

GOALS PURSUED

- ▶ Vocabulary: Appendix 1.
- ▶ Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- ▶ Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

DEBATE

DESCRIPTION

Argumentative refutation.

DIRECTIONS FOR DEVELOPMENT

The argumentative refutation is practiced against a line of argument provided by the teacher based on the topic "food".

The student will also have to develop an argument to strengthen his/her opinion. The maximum time for developing this activity per student is of 1-2 minutes.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and today I'm going to refute the following argument:
"People should become vegetarian" (topic provided by the teacher).



Body speech

To begin, I think that eating meat is not cruel, but a natural part of the cycle of life.

Carnivore and omnivore animals eat other animals because it's how their nature work. We need to remember that human beings are also animals.

In addition, a vegetarian diet doesn't provide a complete nutrition and may make you feel hungry all day long. You need the proteins and fats coming from the meat for being healthy.

Last but not least, I really think that if you don't eat meat, you are losing the possibility of eating delicious and tasty meals such as hamburgers, meatballs, chicken nuggets...



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

DEBATE

GOALS PURSUED

- Precise vocabulary: biscuit, butter, cereal, chopsticks, cookie, flour, fork, honey, jam, knife, meal, olives, pepper, piece, pizza, salt, smell, snack, spoon, strawberry, sugar, taste, yoghurt.
- Grammar: Present simple, present continuous, modals past simple, past continuous, present perfect and future (be going to & will).
- Debate Vocabulary:

Stating an opinion:

- In my opinion...
- I (don't) think that...
- The way I see it...
- If you want my honest opinion....
- According to me...
- According to the other side/ our opponents...
- As far as I'm concerned...
- My position is the following...

Sequencing:

- Firstly..., secondly..., our third point is that...
- The first good reason to... is that...; next; what's more; moreover....
- To begin, we think that...; in addition, you have to know that...; last but not least....
- The first point I would like to raise is this...
- Here's the main point I want to raise...
- I'd like to deal with two points here. The first is...

IMPROMPTU SPEAKING

DESCRIPTION

Spontaneous word.

DIRECTIONS FOR DEVELOPMENT

The teacher will give the student an impromptu word to run with related to the topic "hobbies". It might be:

- a sentence.
- a single word.

If the student needs help or runs out of ideas, the teacher can use the questions provided in section IV.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and Mr. / Miss. (name) has given me the following sentence:
"On weekends I usually..."



Body speech

I do many special activities on weekends, so I am now going to list my favourite ones. **On weekends I usually** wake up late. I have breakfast in my pyjamas and I watch my favourite cartoons for 30 minutes.

On weekends I usually visit my grandparents. After lunch, I usually play chess with my grandfather; he is great at chess! Sometimes, I take my suitcase and I stay at my grandparents' house. It is fun, because we stay until late at night doing puzzles and listening to classical music.

On weekends I usually practice my musical instruments. I love playing pop music on my violin.



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

IMPROMPTU SPEAKING

GOALS PURSUED

- ▶ Precise vocabulary: cartoon, channel, chess, collect, concert, diary, drum, festival, flashlight (US), hotel, instrument, invitation, join (a club), magazine, meet, member, online, pop music, prize, programme, puzzle, pyramid, quiz, rock music, rucksack (UK), sky, snowball, snowman, stage (theatre), suitcase, swing, tent, torch (UK), tune, tyre (UK), umbrella, violin, winner.

- ▶ Cover some personal information questions:
 - Are you good at tennis?
 - Do you help at home? What do you do?
 - Do you like music?
 - Do you like dancing?
 - Do you like singing?
 - Do you like reading books? Which is your favourite?
 - Which is your favourite music band?
 - Who is your favourite singer?
 - Which is your favourite song?
 - Do you like visiting museums?
 - What do you do on Saturdays?
 - What do you do on Sundays?

- ▶ Cover some hobbies information questions:
 - Do you like playing sports? Which one?
 - What do you like doing after school?
 - What games do you play?
 - Who do you play with?
 - Do you like watching TV?
 - What do you like watching on TV?
 - Who watches TV with you?
 - Which toys do you play with?
 - Do you play computers games at school?
 - Do you play tennis/football/basketball? How often?
 - What's the name of your favourite toy/doll?
 - Do you like going to the cinema?
 - Which is the last movie you have watched? Tell me about it.
 - How about going to the cinema with your family?

- ▶ Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).

- ▶ Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

FUN TIME

DESCRIPTION

Made-up lifestory.

DIRECTIONS FOR DEVELOPMENT

The speaking student will get up in front of the class and will take one of his/her friends (or a student chosen by the teacher) and will introduce him/her.

The special point of this activity is that, the speaking student will introduce the second one by making up a fictional life for him/her, which must be related to the topic "hobbies".

If the student needs help or runs out of ideas, the teacher can use the questions provided in section IV

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and it's my pleasure to introduce to you all (name)



Body speech

My friend (Name) is an amazing ballet dancer. She began dancing at the early age of five in school. She continued there until she was accepted into the trainee program at the (name of ballet school).

What she loves most is performing on stage for her family and friends. It's so special to see her dancing and we enjoy so much, that it's impossible to get bored. She really catches your eye!

If you have never been to one of her auditions, you really need to go...or at least, watch a video online, so that you can appreciate how wonderful she is. It's so lovely how she dances!

She has just recovered from a broken leg, and she is now feeling even better than before. She has been really lucky!



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

FUN TIME

GOALS PURSUED

- ▶ Precise vocabulary: cartoon, channel, chess, collect, concert, diary, drum, festival, flashlight (US), hotel, instrument, invitation, join (a club), magazine, meet, member, online, pop music, prize, programme, puzzle, pyramid, quiz, rock music, rucksack (UK), sky, snowball, snowman, stage (theatre), suitcase, swing, tent, torch (UK), tune, tyre (UK), umbrella, violin, winner.
- ▶ Cover some personal information questions:
 - Are you good at tennis?
 - Do you help at home? What do you do?
 - Do you like music?
 - Do you like dancing?
 - Do you like singing?
 - Do you like reading books? Which is your favourite?
 - Which is your favourite music band?
 - Who is your favourite singer?
 - Which is your favourite song?
 - Do you like visiting museums?
 - What do you do on Saturdays?
 - What do you do on Sundays?
- ▶ Cover some hobbies information questions:
 - Do you like playing sports? Which one?
 - What do you like doing after school?
 - What games do you play?
 - Who do you play with?
 - Do you like watching TV?
 - What do you like watching on TV?
 - Who watches TV with you?
 - Which toys do you play with?
 - Do you play computers games at school?
 - Do you play tennis/football/basketball? How often?
 - What's the name of your favourite toy/doll?
 - Do you like going to the cinema?
 - Which is the last movie you have watched? Tell me about it.
 - How about going to the cinema with your family?
- ▶ Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- ▶ Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

SPELLING / GRAMMAR

DESCRIPTION

Relevant words.

DIRECTIONS FOR DEVELOPMENT

The teacher will use the list of words related to the A1 level provided in the Appendix 2.

The word chosen does not have to do with the topic which is been studied, as it is a global exercise which will include all of the vocabulary gathered in the Appendix 2.

The teacher must try to choose those words that can be used more frequently by students. The activity will follow three stages:

- ▶ 1st stage: the teacher will give the word to the student and the student will spell it to the rest of the class.
- ▶ 2nd stage: the student will tell with confidence what this word means. If the explanation isn't correct, the teacher will proceed giving the correct explanation/description.
- ▶ 3rd stage: the student will provide an example using that word. It can be a fictional or a personal one.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and it's my pleasure to talk to you about a secret word.



Body speech

We use the secret word I'm talking about to name a thing. This thing has two exactly equal parts; that's why we say "a pair" when we talk about it. We usually wear this thing on our face, lying on our nose and covering our eyes. In this case, they are made of dark glass; they may be red, blue, green, brown or even orange. They are always dark, because their function is to protect us from the sun's radiation. People use them for practicing sports.
I hope you can guess my word.

- They are glasses!

SPELLING / GRAMMAR



- Not exactly, but close!
- Sunglasses!
- That's right! It's spelled S-U-N-G-L-A-S-S-E-S. My example is: "These cool sunglasses have been a gift."



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

GOALS PURSUED

- ▶ Vocabulary: Appendix 1.
- ▶ Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- ▶ Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

DEBATE

DESCRIPTION

Argumentative refutation.

DIRECTIONS FOR DEVELOPMENT

The argumentative refutation is practiced against a line of argument provided by the teacher based on the topic "hobbies".

The student will also have to develop an argument to strengthen his/her opinion. The maximum time for developing this activity per student is of 1-2 minutes.

WORKING EXAMPLE

Opening speech



Good morning/afternoon,
My name is (name) and today I'm going to refute the following argument:
"Hobbies are a waste of time" (topic provided by the teacher).

Body speech



I don't think so, because they are always a good reason to have fun with your family and friends.

My mother says that she loves playing padel every Tuesday afternoon because it lets her have a good time with her friends.

In addition, there are some hobbies which make you healthier. For example, doing sports keeps you fit. Playing some board games gives you a good memory. Playing chess helps you to solve problems. Hobbies aren't a waste of time for me.

On the contrary, I think I couldn't live without my daily violin lessons, listening to my favourite rock band, going camping or skating and playing basketball with all of my friends.

Farewell speech



Thank you very much for your attention and have a nice day.

DEBATE

GOALS PURSUED

- Precise vocabulary: : cartoon, channel, chess, collect, concert, diary, drum, festival, flashlight (US), hotel, instrument, invitation, join (a club), magazine, meet, member, online, pop music, prize, programme, puzzle, pyramid, quiz, rock music, rucksack (UK), sky, snowball, snowman, stage (theatre), suitcase, swing, tent, torch (UK), tune, tyre (UK), umbrella, violin, winner.
- Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- Debate Vocabulary:

Stating an opinion:

- In my opinion...
- I (don't) think that...
- The way I see it...
- If you want my honest opinion....
- According to me...
- According to the other side/ our opponents...
- As far as I'm concerned...
- My position is the following...

Sequencing:

- Firstly..., secondly..., my third point is that...
- The first good reason to... is that...; next; what's more; moreover....
- To begin, I think that...; in addition, you have to know that...; last but not least....
- The first point I would like to raise is this...
- Here's the main point I want to raise...
- I'd like to deal with two points here. The first is...

IMPROMPTU SPEAKING

DESCRIPTION

Spontaneous word.

DIRECTIONS FOR DEVELOPMENT

The teacher will give the student an impromptu word to run with related to the topic "clothes". It might be:

- a sentence.
- a single word.

If the student needs help or runs out of ideas, the teacher can use the questions provided in section IV.

WORKING EXAMPLE

Opening speech



Good morning/afternoon,
My name is (name) and Mr. / Miss. (name) has given me the following sentence:
"striped shirt with short sleeves".

Body speech



Last Saturday I went shopping with my mum. I love going with her, as she has got a wonderful taste for clothes.

The first item I bought was a blue striped shirt with short sleeves which is really soft and comfortable. It has got a casual style and it pairs with a large variety of styling bottoms. It has a classic crewneck style and it is made of cotton.

She **also** bought for me a couple of pants made of a soft and stretchy cotton that are very comfortable. It has got multiple pockets that allow me to carry easily my keys and money and a leather belt with a shining silver buckle.

The last thing we bought was a pair of trainers that I needed for school. They had to be simple and white, as they had to match with my PE uniform.

Farewell speech



I sincerely appreciate your attention and I hope you enjoyed today.

IMPROMPTU SPEAKING

GOALS PURSUED

- ▶ Precise vocabulary: belt, bracelet, costume, crown, glove, necklace, pyjamas, pocket, ring, spot, spotted, stripe, striped, sunglasses, trainers, umbrella, uniform.
- ▶ Cover some personal information questions:
 - What are you wearing today?
 - What are you wearing at your feet?
 - Which are your favourite clothes?
- ▶ Cover some clothes information questions:
 - What are you wearing today?
 - What are you wearing at your feet?
 - Are you wearing trousers?
 - Do you wear glasses?
 - Which are your favourite clothes?
 - Do you like to wear a skirt or a pair of trousers?
 - What colour are your favourite shoes?
 - Do you wear socks?
 - What colour are your socks?
 - Describe the clothes you wear when you do a sport.
 - What do you wear under your coat?
- ▶ Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- ▶ Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

FUN TIME

DESCRIPTION

Made-up lifestory.

DIRECTIONS FOR DEVELOPMENT

The speaking student will get up in front of the class and will take one of his/her friends (or a student chosen by the teacher) and will introduce him/her.

The special point of this activity is that, the speaking student will introduce the second one by making up a fictional life for him/her, which must be related to the topic "clothes".

If the student needs help or runs out of ideas, the teacher can use the questions provided in section IV.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and it's my pleasure to introduce to you all (name).



Body speech

My friend's mother, (name), is a very famous pyjamas designer in Tokyo. She has designed pyjamas since she was very young.

She is really worried about the environment and climate change so early this year, (name) presented her new pyjamas. They are made of recycled supermarket bags.

Obviously, the design became a famous item and (name) won first prize at the Asian Fashion Award.

Her collection includes beautiful colours with lots of yellow, green and orange patterns.

The best news is that all the items are made in Spain.

Farewell speech



I sincerely appreciate your attention and I hope you enjoyed today.

FUN TIME

GOALS PURSUED

- Precise vocabulary: belt, bracelet, costume, crown, glove, necklace, pyjamas, pocket, ring, spot, spotted, stripe, striped, sunglasses, trainers, umbrella, uniform.
- Cover some personal information questions:
 - What are you wearing today?
 - What are you wearing at your feet?
 - What are your favourite clothes?
- Cover some clothes information questions:
 - What are you wearing today?
 - What are you wearing at your feet?
 - Are you wearing trousers?
 - Do you wear glasses?
 - Which are your favourite clothes?
 - Do you like to wear a skirt or a pair of trousers?
 - What colour are your favourite shoes?
 - Do you wear socks?
 - What colour are your socks?
 - Describe the clothes you wear when you do a sport.
 - What do you wear under your coat?
- Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

SPELLING / GRAMMAR

DESCRIPTION

Relevant words.

DIRECTIONS FOR DEVELOPMENT

The teacher will use the list of words related to the A1 level provided in the Appendix 2.

The word chosen does not have to do with the topic which is been studied, as it is a global exercise which will include all of the vocabulary gathered in the Appendix 2.

The teacher must try to choose those words that can be used more frequently by students. The activity will follow three stages:

- ▶ 1st stage: the teacher will give the word to the student and the student will spell it to the rest of the class.
- ▶ 2nd stage: the student will tell with confidence what this word means. If the explanation isn't correct, the teacher will proceed giving the correct explanation/description.
- ▶ 3rd stage: the student will provide an example using that word. It can be a fictional or a personal one.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and it's my pleasure to talk to you about a word.



Body speech

The word I'm talking about is a noun. It names an item of clothing with a typical shape: it is always narrow and long.
It is always made of fabric, and very often made of wool, although sometimes it can be made of cotton.
Mostly people wear it in winter, to keep their neck warm when it's cold. You always wear it around your neck or on your shoulders.
Some football supporters wear them in the team colours. They don't wear them to keep warm, but to support their teams.
I hope you can guess my word.

- It's a scarf!
- Yes, that's right. You spell it S-C-A-R-F.
- I can say a sentence: "I always wear my brown wool scarf in winter."

SPELLING / GRAMMAR



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

GOALS PURSUED

- ▶ Vocabulary: Appendix 1.
- ▶ Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- ▶ Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

DEBATE

DESCRIPTION

Argumentative refutation.

DIRECTIONS FOR DEVELOPMENT

The argumentative refutation is practiced against a line of argument provided by the teacher based on the topic "clothes".

The student will also have to develop an argument to strengthen his/her opinion. The maximum time for developing this activity per student is of 1-2 minutes.

WORKING EXAMPLE

Opening speech



Good morning/afternoon,
My name is (name) and today I'm going to refute the following argument:
"Mixing colours and patterns correctly when dressing isn't very important"
(topic provided by the teacher).

Body speech



I disagree with this argument for these reasons:

Firstly, I think that mixing correctly is more than following fashion magazines; it is about a colour harmony that will make you look better.

Secondly, I must say that mixing colours is easy if you follow certain rules, like not mixing black and navy. About this, the best colours to wear together are complimentary colours, that is, opposite colours. For example: red and green, violet and yellow, and blue and orange.

Last but not least, it is important to know that you can also mix neutral tones.

Farewell speech



I sincerely appreciate your attention and I hope you enjoyed today.

DEBATE

GOALS PURSUED

- ▶ Precise vocabulary: : belt, bracelet, costume, crown, glove, necklace, pyjamas, pocket, ring, spot, spotted, stripe, striped, sunglasses, trainers, umbrella, uniform.
- ▶ Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- ▶ Debate Vocabulary:

Stating an opinion:

- In my opinion...
- I (don't) think that...
- The way I see it...
- If you want my honest opinion....
- According to me...
- According to the other side/ our opponents...
- As far as I'm concerned...
- My position is the following...

Sequencing:

- Firstly..., secondly..., my third point is that...
- The first good reason to... is that...; next; what's more; moreover....
- To begin, I think that...; in addition, you have to know that...; last but not least....
- The first point I would like to raise is this...
- Here's the main point I want to raise...
- I'd like to deal with two points here. The first is...

IMPROMPTU SPEAKING

DESCRIPTION

Spontaneous word.

DIRECTIONS FOR DEVELOPMENT

The teacher will give the student an impromptu word to run with related to the topic "weather". It might be:

- a sentence.
- a single word.

If the student needs help or runs out of ideas, the teacher can use the questions provided in section IV.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and Mr. / Miss. (name) has given me the following sentence:
"Let's see what the weather is like today..."



Body speech

Welcome to the weather forecast, let's see what is the weather like today.

In the north it's very foggy and cold. Temperatures are going to fall very low. Maybe it will rain too, so don't forget your umbrella!

In the south, we are expecting blue skies all day and cloudy periods this afternoon.

It's raining cats and dogs **in the east** and there may be a thunderstorm in the afternoon. Tonight, temperatures will probably drop to three degrees.

In the west and middle of the country the weather is dry but cloudy. The temperature will drop to four degrees.



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

IMPROMPTU SPEAKING

GOALS PURSUED

- ▶ Precise vocabulary: fog, foggy, storm.
- ▶ Cover some personal information questions:
 - What's your favourite season? Why?
- ▶ Cover some home information questions:
 - What's the weather like today?
 - What was the weather like last weekend?
 - What clothes do you wear when it is cold?
 - What clothes do you wear when it is warm?
 - What clothes do you wear when it is hot?
 - Is it sunny today?
 - Is it going to rain?
 - Is it a rainy day?
 - Is it windy?
 - Is it cold/hot?
- ▶ Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- ▶ Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

FUN TIME

DESCRIPTION

Made-up lifestory.

DIRECTIONS FOR DEVELOPMENT

The speaking student will get up in front of the class and will take one of his/her friends (or a student chosen by the teacher) and will introduce him/her.

The special point of this activity is that, the speaking student will introduce the second one by making up a fictional life for him/her, which must be related to the topic "weather".

If the student needs help or runs out of ideas, the teacher can use the questions provided in section IV.

WORKING EXAMPLE

Opening speech



Good morning/afternoon,
My name is (name) and it's my pleasure to introduce to you all (name).

Body speech



(Name) was a firefighter for one day. Believe it or not, he helped to fight against the fire.

It was summer. It was a warm and humid day. It was really hot, almost getting up to 35 degrees, and there was almost nobody on the streets.

(Name) was sitting in the back yard reading a book about his favourite super hero, when suddenly he heard the deafening crack of a thunder.

The storm surged in two minutes, and the weather turned to be incredibly stormy. (Name) got really frightened and ran to his bed and crawled deep within his blankets, covering himself from head to toes.

Suddenly, a super powerful thunder made his whole house tremble. Interested in seeing what was happening, (Name) looked through the window. In that moment, a lightning struck in a tree from the garden.

FUN TIME



In mere seconds, the tree was set on fire and there was no one for putting it out. (Name) phoned the firefighters, but the tree was about to break in half and fall on top of the roof.

In an act of courage, (Name) went down to the garden, took the hose and started watering the tree to put out the fire.

It took almost 20 minutes, but when the firefighters arrived, (Name) had already extinguished the fire.

Everyone was amazed with him, and the firefighters gave him a medal for his heroic and brave act.



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

GOALS PURSUED

- ▶ Precise vocabulary: fog, foggy, storm.
- ▶ Cover some personal information questions:
What's your favourite season? Why?
- ▶ Cover some weather information questions:
What's the weather like today?
What was the weather like last weekend?
What clothes do you wear when it is cold?
What clothes do you wear when it is warm?
What clothes do you wear when it is hot?
Is it sunny today?
Is it going to rain?
Is it cold/hot?
- ▶ Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- ▶ Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

SPELLING / GRAMMAR

DESCRIPTION

Relevant words.

DIRECTIONS FOR DEVELOPMENT

The teacher will use the list of words related to the A1 level provided in the Appendix 2.

The word chosen does not have to do with the topic which is been studied, as it is a global exercise which will include all of the vocabulary gathered in the Appendix 2.

The teacher must try to choose those words that can be used more frequently by students. The activity will follow three stages:

- ▶ 1st stage: the teacher will give the word to the student and the student will spell it to the rest of the class.
- ▶ 2nd stage: the student will tell with confidence what this word means. If the explanation isn't correct, the teacher will proceed giving the correct explanation/description.
- ▶ 3rd stage: the student will provide an example using that word. It can be a fictional or a personal one.

WORKING EXAMPLE

Opening speech



Good morning/afternoon,
My name is (name) and it's my pleasure to talk to you about a word.

Body speech



The word I'm going to speak about is a **NOUN**. We use it to name a weather phenomenon that is made of electricity. It happens when there's stormy weather.

It looks like light because it is light in zigzag shape. It happens with a loud, scary noise.

I hope you can guess my word.

- It's thunder!

- Almost right!

- It's lightning!

- That's right, the word is lightning. You spell it like this: L-I-G-H-T-N-I-N-G.

My example is: "That lightning bolt almost hit that tower."

SPELLING / GRAMMAR



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

GOALS PURSUED

- Vocabulary: Appendix 1.
- Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- Prepositions: about, across, behind, between, during, for, from, in front of, next to, of, to, under, with, above, after, along, around, at, before, below, by, down, into, near, off, opposite, out of, over, since, through, until, up, without.

DEBATE

DESCRIPTION

Argumentative refutation.

DIRECTIONS FOR DEVELOPMENT

The argumentative refutation is practiced against a line of argument provided by the teacher based on the topic "weather".

The student will also have to develop an argument to strengthen his/her opinion. The maximum time for developing this activity per student is of 1-2 minutes.

WORKING EXAMPLE



Opening speech

Good morning/afternoon,
My name is (name) and today I'm going to refute the following argument:
"Weather doesn't influence people" (topic provided by the teacher).



Body speech

In my opinion, weather and climate influence everything. It's funny how the weather can change your whole mood.

For example, if it's a rainy day, you probably feel unhappy and so you just want to stay at home watching a film or sleeping.

Then again, if it's sunny, you will feel excited and you will want to go outside and have fun doing some outdoor activities.

Even more, weather can make you feel frightened and alone. Imagine how would you feel in an evacuation during a hurricane, or taking shelter during a tornado, or feeling thirsty in times of drought.

I definitely think weather influences people.



Farewell speech

I sincerely appreciate your attention and I hope you enjoyed today.

DEBATE

GOALS PURSUED

- Precise vocabulary: : fog, foggy, storm.
- Grammar: Present simple, present continuous, modals, past simple, past continuous, present perfect and future (be going to & will).
- Debate Vocabulary:

Stating an opinion:

- In my opinion...
- I (don't) think that...
- The way I see it...
- If you want my honest opinion....
- According to me...
- According to the other side/ our opponents...
- As far as I'm concerned...
- My position is the following...

Sequencing:

- Firstly..., secondly..., my third point is that...
- The first good reason to... is that...; next; what's more; moreover....
- To begin, I think that...; in addition, you have to know that...; last but not least....
- The first point I would like to raise is this...
- Here's the main point I want to raise...
- I'd like to deal with two points here. The first is...

APPENDIX. RELEVANT WORDS

ANIMALS

beetle	creature	extinct	nest	tortoise
butterfly	dinosaur	fur	octopus	wild
camel	eagle	insect	swan	wing

THE BODY AND THE FACE

elbow	finger	knee	toe
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CLOTHES

belt	glove	ring	striped	uniform
bracelet	necklace	spot	sunglasses	
costume	pyjamas	spotted	trainers	
crown	pocket	stripe	umbrella	

COLOURS

gold	silver	spot	spotted	stripe	striped
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FAMILY AND FRIENDS

husband	married	surname	wife
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FOOD AND DRINK

biscuit	flour	meal	salt	sugar
butter	fork	olives	smell	taste
cereal	honey	pepper	snack	yoghurt
chopsticks	jam	piece	spoon	
cookie	knife	pizza	strawberry	

HEALTH

bandage	chemist(s)	cut	fall over	medicine	x-ray
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THE HOME

brush	diary	gate	screen	stamp
comb	entrance	key	shampoo	step
cooker	envelope	letter	shelf	swing
cushion	fridge	oven	soap	telephone

MATERIALS

card	gold	plastic	wood
glass	metal	silver	wool

NAMES

Betty	George	Katy	Robert
David	Harry	Michael	Sarah
Emma	Helen	Oliver	Sophia
Frank	Holly	Richard	William

CARDINAL NUMBERS

101-1,000	million	several	thousand
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ORDINAL NUMBERS

twenty-first 21st	twenty-fifth 25th	twenty-ninth 29th
twenty-second 22nd	twenty-sixth 26th	thirtieth 30th
twenty-third 23rd	twenty-seventh 27th	thirty-first 31st
twenty-fourth 24th	twenty-eighth 28th	

PLACES AND DIRECTIONS

airport	corner	kilometre	path	south
bank	east	left	police	stadium
bridge	factory	London	station	straight on
castle	fire station	middle	post office	theatre
chemist(s)	front	museum	restaurant	university
club	get to	north	right	way
college	hotel	over	skyscraper	west

THE SCHOOL

art	dictionary	language	(UK)	study
backpack(US)	flag	Maths (UK)	science	subject
bin	geography	Math(US)	scissors	timetable
club	glue	online	screen	university
college	groupgym	project	shelf	
competition	history	rucksack	student	

SPORTS AND LEISURE

cartoon	hotel	prize	sledge	tune
channel	instrument	programme	snowball	tyre (UK)
chess	invitation	puzzle	snowboard	umbrella
collect	join (a club)	pyramid	snowboarding	violin
concert	magazine	quiz	snowman	volleyball
diary	match (football)	race	stage (theatre)	winner
drum	meet	rock music	suitcase	
festival	member	rucksack(UK)	swing team	
flashlight (US)	online	score	tent	
golf	pop music	sky	torch (UK)	

TIME

a.m. (for time)	future	quarter	May
after	hour	spring	June
ago	How long	summer	July
Autumn (UK)	late	time	August
before	later	tomorrow	September
calendar	midday	tonight	October
century	midnight	winter	November
date	minute	January	December
early	month	February	
end	p.m. (for time)	March	
Fall(US)	past	April	

TRANSPORT

ambulance	journey	platform	rocket	traffic
bicycle	lift (ride)	Racing (car;	spaceship	wheel
fire	motorway	bike)	taxi	
engine(UK)	passenger	railway	tour	

WEATHER

fog foggy storm

WORK

actor	woman	job	office	singer
airport	designer	journalist	photographer	taxi
ambulance	engineer	manager	pilot	waiter
artist	factory	mechanic	police officer	
astronaut	fire engine (UK)	meeting	police station	
business	fire	news	queen	
businessman/	fighter	newspaper	rocket	

THE WORLD AROUND US

air	entrance	land	stream
bridge	environment	ocean	view
castle	exit	planet	wood
cave	fire	pond	
desert	future	space	
Earth	hill	stone	

