Instruction

Some teachers are asking for advice. First, read the teachers' questions and think what your response would be. Then, match two possible responses with each request. Could any of these ideas be useful in your teaching context?

Teacher 1: I'm planning to introduce numbers 1-10 with my beginner class of 6-7-year-olds. I'm looking for a fun, active way to practice counting. What additional resources you recommend?

Teacher 2: In the new coursebook unit, my upper primary learners will learn food-related vocabulary for a healthy-eating topic. I wanted to play a flashcard game to help them remember the words, but I don't have any of the right flashcards. What can I do?

Teacher 3: My 7-9-year olds' class is really enjoying the animals topic in the coursebook, so I would like to extend it. They all love all kinds of songs, storybooks, comics, cartoons and so on. Do you have any recommendations?

Teacher 4: I found some kids' brochures about famous places to visit in Italy – they are English speakers. There's quite a lot of difficult vocabulary and sentences, but I think they would motivate my learners in the travel unit. What can I do?

Teacher 5: I noticed that several learners have problems spelling some basic words. How could I use additional resources to provide extra practice for them in a fun way?

Teacher 6: I asked the children to bring some old magazines from home. I want them to find some pictures and words related to the topic we are looking at, but I don't know what to ask them to do. Can you suggest something?

LIVEWORKSHEETS

A: You could ask learners to work in **pairs**. They play a guessing game – one learner turns around; their partner traces the letters of a word on their back with their finger. They should guess which word is being spelled.	**B:** They could cut out the pictures and, in pairs, use them to describe a scene or a story by sticking them to paper.
C: You could give animal story starter prompts (e.g. using story flashcards). Children create their own simple story, then write and draw a cartoon using a template.	**D:** You could ask children to bring some food packaging from home. They could cut this up and stick it to card to make their own flashcards. Then they can use the flashcards to play a game such as *Happy Families* or a ranking activity, putting them in order from most healthy to least healthy.
E: You could ask children to draw their own flashcards. They could write word cards to go with them, then play **pelmanism**, where all cards are placed face-down; learners take it in turns to turn over two cards to find matching pairs.	**F:** You could play a game with giant dice where children guess or predict what number they will throw (you will need to teach up to 12 though!).
G: You could bring in some modelling clay or toy letters. Play a game where children should spell a word correctly using the clay or letters. They could play this game in small groups. It could be a competition or it could be ***collaborative***	**H:** They could play a guessing game in small groups. After cutting out three or four pictures each, they put them together in the middle of the table. They play a *20 questions* game to guess which picture a learner has chosen (the group can ask up to 20 yes/no questions to discover which picture the player are thinking of)
I: You could **pre-teach** some of the vocabulary which is useful to your learners and specific to a place (e.g. *cathedral* or *Roman*). Then set a simple ***scanning*** task – first ask them to predict which place description will contain these words. They can then look through the text to find out if they predicted correctly.	**J**: You could bring in a storybook to read with them, such as *The Tiger Who Came to Tea* or *Going on a Bear Hunt*.

LIVEWORKSHEETS

K: You could focus children's attention on the pictures and on sections which are easier to understand as they look at the material.	**L:** You could use a counting song, like *Ten Green Bottles* or *10 Little Ducks*. Children could hold up flashcards, toy ducks or bottles with numbers on when they hear the numbers, then practise singing the song.

LIVEWORKSHEETS