



Cambridge English

Summer Language Camp

Ukraine

Activity Pack

Primary

Contents

Activity number	Name	Age	Level	Activity type	Source	Duration	Page
1	Rhyming words	7-10	A1	Vocabulary, Pronunciation Activity	<i>Primary Activity Box</i>	40-50 min	5
2	I draw, you draw	9-10	A1	Speaking activity	<i>Primary Communication Box</i>	30 min	8
3	Pizza Rap	7-10	A1	Song	<i>Grammar Songs and raps</i>	60 min	12
4	We've got the whole world in our hands	8-10	A1	Song	<i>Primary Music Box</i>	65 min	17
5	Breathing	8-10	A1	Project	<i>Super Minds 2</i>	90 min	21
6	Directions	9-10	A1	Project	<i>Super Minds 3</i>	90 min	28
7	Numbers	9-10	A1	Project	<i>Super Minds 3</i>	90 min	35
8	At the zoo	6-7	Pre-A1	Song, animal vocabulary, spelling	<i>Cambridge English Activities on-line</i>	60-90 min	42
9	On-line games and songs 1	9-10	A1	Basic vocabulary, listening	<i>Cambridge English Activities on-line</i>	60-90 min	51
10	On-line games and songs 2	10-11	A2	Basic vocabulary, listening	<i>Cambridge English Activities on-line</i>	60-90 min	52

Introduction

Видавництво Кембриджського університету (Cambridge University Press) в співпраці з **Екзаменаційним Департаментом Кембриджського Університету** (Cambridge English Language Assessment) та компанією **Лінгвіст** підготувало низку методичних розробок для користування під час проведення літніх мовних таборів. Даний посібник містить десять різноманітних видів завдань для роботи з учнями молодшої школи віком від 6 до 11 років.

Матеріали розраховані на три рівні початкової школи:

- Рівень pre-A1
- Рівень A1
- Рівень A2

Кожне завдання містить:

1. навчальні матеріали та роздруківки
2. аудіо записи (за необхідності)
3. методичні рекомендації

Для розвитку мовленнєвих навичок учнів молодшої школи пропонується низка різних за типами, часом та спрямованістю завдань. Кожне завдання не тільки розвиває певний аспект володіння англійською мовою, а й враховує різні типи стилів навчання, міжпредметні та міжкультурні зв'язки.

Всі представлені матеріали призначені для ознайомлення з метою проведення уроків під час літніх мовних таборів в навчальних закладах України.

Ігрові завдання

Важливим елементом навчання дітей в початковій школі є гра. Діти вчаться та запам'ятовують нові конструкції краще через активність, емоції, враження. Саме тому, багато сучасних матеріалів для навчання англійської спрямовані на розвиток всіх видів мовленнєвої діяльності через ігрову активність.

Використання карток, настільних ігор, розмальовок допомагає вчителю урізноманітнити навчальний процес, а також повторити, закріпити матеріал в цікавій та невимушеній формі. Ігрові завдання є ідеальним помічником вчителя при проведенні уроків в групах учнів без основного підручника. Ігри можуть бути використані для будь-якої цілі: повторення/закріплення лексики, введення в нову тему, відпрацювання граматичних конструкцій, розвиток навичок читання/письма/говоріння/слухання і т.д.

Пісні

Учні початкових класів потребують розумного співвідношення мовної практики та розважальних видів діяльності для того, щоб досягти грамотного використання мовних структур. Це зумовлено тим, що в цьому віці діти мають надзвичайну здатність запам'ятовувати нову інформацію, але абстрактне мислення ще не розвинуте в достатній мірі, що не дозволяє їм застосовувати вивчене в різних ситуаціях.

Саме тому пісні є надзвичайно цінною частиною навчального процесу з учнями початкових класів. По-перше, пісні забезпечують активне вживання більшої кількості мовних структур, ніж будь-який інший

вид діяльності. По-друге, в піснях учні використовують ряд поєднаних речень, в той час як їхня розмовна практика все ще може триматися на рівні коротких фраз або речень. І нарешті, тексти пісень, спеціально написаних для використання на уроках іноземної мови, базуються на повторях, які забезпечують багаторазове вживання ключових структур.

Проектні роботи

Практичне навчання або «навчання через проекти» є випробуванням засобом мотивації дітей, адже, виконуючи проектну роботу, діти роблять те, що їм природно подобається і мають змогу уникнути того, що їм не подобається.

Виконання проектної роботи дозволяє учням поєднати вивчення англійської мови з іншими предметами шкільної програми, одночасно розвиваючи дитину в цілому – її мислення, уяву, креативність, навчаючи її соціальним цінностям та вмінню працювати самостійно або в групі.

Створюючи та презентуючи кінцевий продукт (плакат, модель, буклет, журнал, винахід тощо), учні розвивають всі чотири мовленнєві вміння (говоріння, читання, слухання та письмо), відпрацьовуючи при цьому вивчений матеріал та вивчаючи нові граматичні структури та лексичні одиниці так само, як вони вивчали та вивчають рідну мову – через досвід. Учні використовують мову як інструмент та мають можливість відчувати наскільки вона корисна та гнучка.

Інсценування

Важливим питанням при навчанні англійській мові як іноземної є зменшення емоційної дистанції між учнем та іноземною мовою. Іншими словами – зменшення «чужості» мови, що вивчається, приближуючи її до учнів, дозволяючи їм з нею, створюючи зв'язки з іншими сферами життя учнів, створюючи умови, в яких вони насолоджуються тим, що говорять іноземною мовою, розпізнаючи при цьому інтонацію та вимову.

Такі процеси ідентифікації, імітації та креативної гри є частиною того, як діти вивчають свою рідну мову. Діти із задоволенням наслідують звуки, грають зі словами, та розігрують ролі, що допомагає їм відпрацювати моделі соціальної поведінки, зрозуміти як взаємодіяти один з одним, розвинути свою особистість. Розігрування ролей допомагає дітям розвинути мовні компетенції, уяву та креативність.

Он-лайн компоненти

Для того, щоби урізноманітнити навчання, сучасні курси для дітей пропонують інтерактивні компоненти для навчання он-лайн. Освітні технології створюють нові можливості для додаткового заглиблення в англомовне середовище, а також для підвищення рівня мотивації в дітей.

Даний посібник містить низку он-лайн ігор для молодшої школи, які не тільки повторюють лексику та граматику, яку діти вчили в школі, а й готують їх до складання міжнародних екзаменів Cambridge Young Learners Exams: Starters, Movers, Flyers.

1 RHYMING WORDS

Рівень: A1

Тип завдання: Завдання на закріплення лексики загального вжитку, покращення вимови

Час: 40-50 хвилин

Мова, що відпрацьовується: лексика загального вжитку, вимова, правопис

Матеріали:

- Teacher's Notes
- Student's Worksheet

Джерело: Primary Activity Box by C. Nixon and M.Thomlinson. Cambridge University Press. 2001. pp. 58-59

Завантажити методичні матеріали можна на сайті www.CambridgeEnglishSchools.com.ua

PRIMARY ACTIVITY

BOX

Rhyming words

Before class

Make a copy of the *Rhyming words* worksheet for each pupil. As a shorter activity, you can photocopy a smaller section of the worksheet.

In class

- 1 Revise or pre-teach vocabulary from the worksheet.
- 2 Draw a picture of a cat and a hat on the blackboard. Write *cat* and *hat* next to the pictures.
- 3 Say *Listen and repeat. Cat, hat.* Wait for your class to repeat. Correct pronunciation if necessary.
- 4 Write *yes* and *no* next to the pictures, and ask *cat, hat – Do they rhyme?* When your class have responded, draw a circle around *yes*.
- 5 Repeat the procedure for two words that do not rhyme. They do not necessarily have to appear on the worksheet.
- 6 Give pupils the worksheet and ask them to continue in the same way.
- 7 Circulate to monitor and help.
- 8 Correct collectively, pupils pronouncing the two words correctly before giving you the answer.

Key

1 house – horse no	8 bed – bread yes	15 tree – three yes
2 sun – one yes	9 star – car yes	16 book – foot no
3 skirt – kite no	10 flower – four no	17 sock – clock yes
4 foot – goat no	11 dog – clock no	18 sun – moon no
5 four – door yes	12 shirt – skirt yes	19 mouse – house yes
6 box – book no	13 wall – ball yes	20 shoe – two yes
7 plane – train yes	14 moon – one no	

Non-readers

If your pupils are non-readers or weaker at reading you may wish to omit the written part of the activity.

Extension

Write some of the following sentences on the board. Pupils must circle the words that rhyme.

- | | |
|--|--|
| 1 There's a small ball near the wall. | 12 There's a fat cat sitting on the mat. |
| 2 The boys are playing with toys. | 13 He's got a new, blue shoe. |
| 3 The girls are wearing skirts and shirts. | 14 Ten men have got a red hen. |
| 4 There's some fish in the dish. | 15 The frog is between the log and the dog. |
| 5 The old goat is eating a coat. | 16 She's got a white kite in her right hand. |
| 6 There's a mouse in the house. | 17 He's got a cold nose and toes when it snows. |
| 7 There's a fox between the rocks. | 18 What can we do? We can go to the zoo. |
| 8 The man is under the van. | 19 Where is my teddy bear? It's there on the chair. |
| 9 There's a frog on the log. | 20 Jack has got a black sack on his back. |
| 10 The children like their bike. | 21 We can't see our kite at night when it isn't light. |
| 11 That bear has got long, brown hair. | 22 I've got six blue bricks and two drum sticks. |

More proficient pupils can try to invent their own sentences like those above.

Example yes

no

cat
hat

7 yes

no

14 yes

no

1 yes

no

8 yes

no

15 yes

no

2 yes

no

9 yes

no

16 yes

no

3 yes

no

10 yes

no

17 yes

no

4 yes

no

11 yes

no

18 yes

no

5 yes

no

12 yes

no

19 yes

no

6 yes

no

13 yes

no

20 yes

no

2 I DRAW, YOU DRAW

Рівень: A1

Тип завдання: Завдання на розвиток мовленнєвих навичок

Час: 30 хвилин

Мова, що відпрацьовується: There is/there are, Wh- questions with *to be*, prepositions

Матеріали:

- Teacher's Notes
- Student's Worksheet A
- Student's Worksheet B

Джерело: Primary Communication Box by C. Nixon and M. Tomlinson. Cambridge University Press. 2005. pp. 71-73

Завантажити методичні матеріали можна на сайті www.CambridgeEnglishSchools.com.ua

Before class

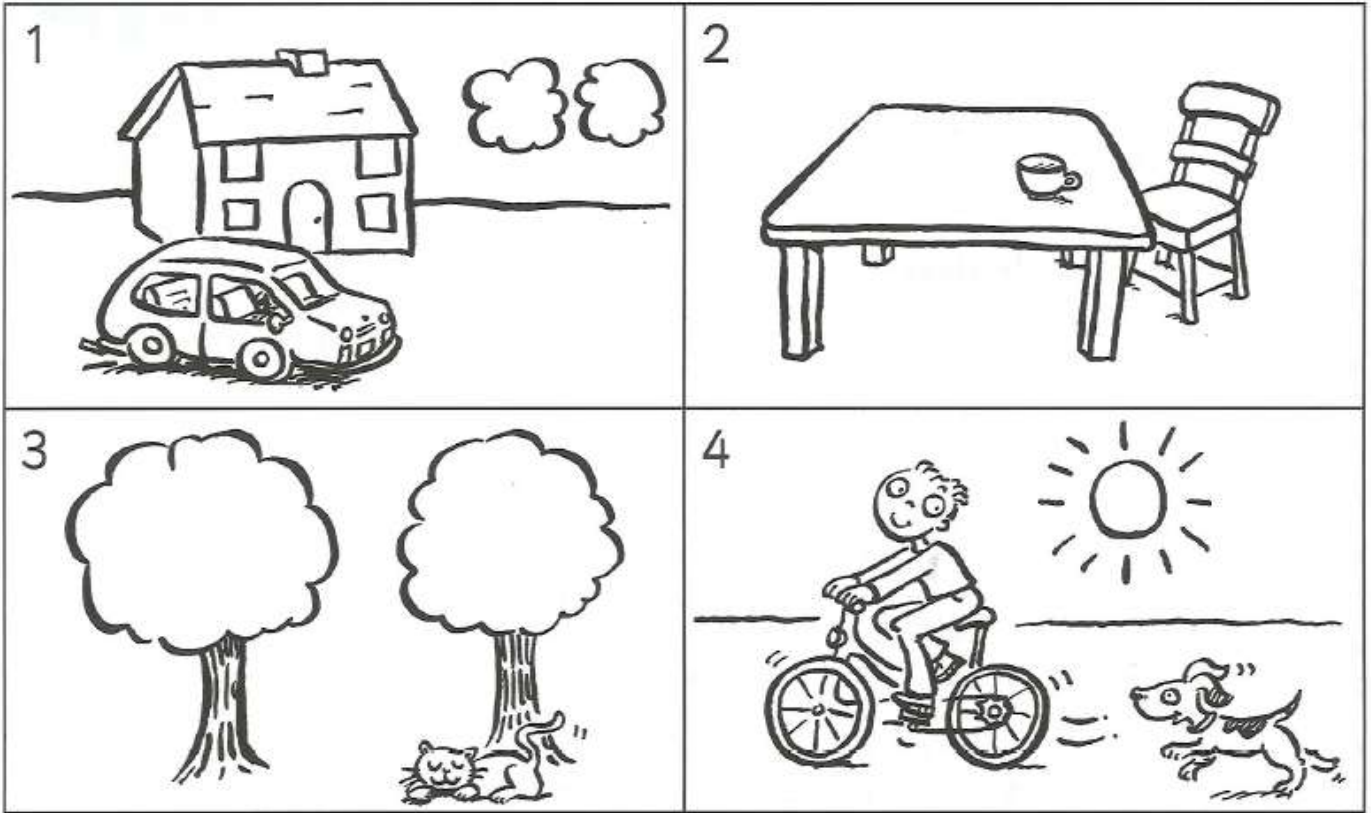
Make a copy of both *I draw, you draw* worksheets, A and B, for every two pupils, and two extra copies for demonstration.

In class

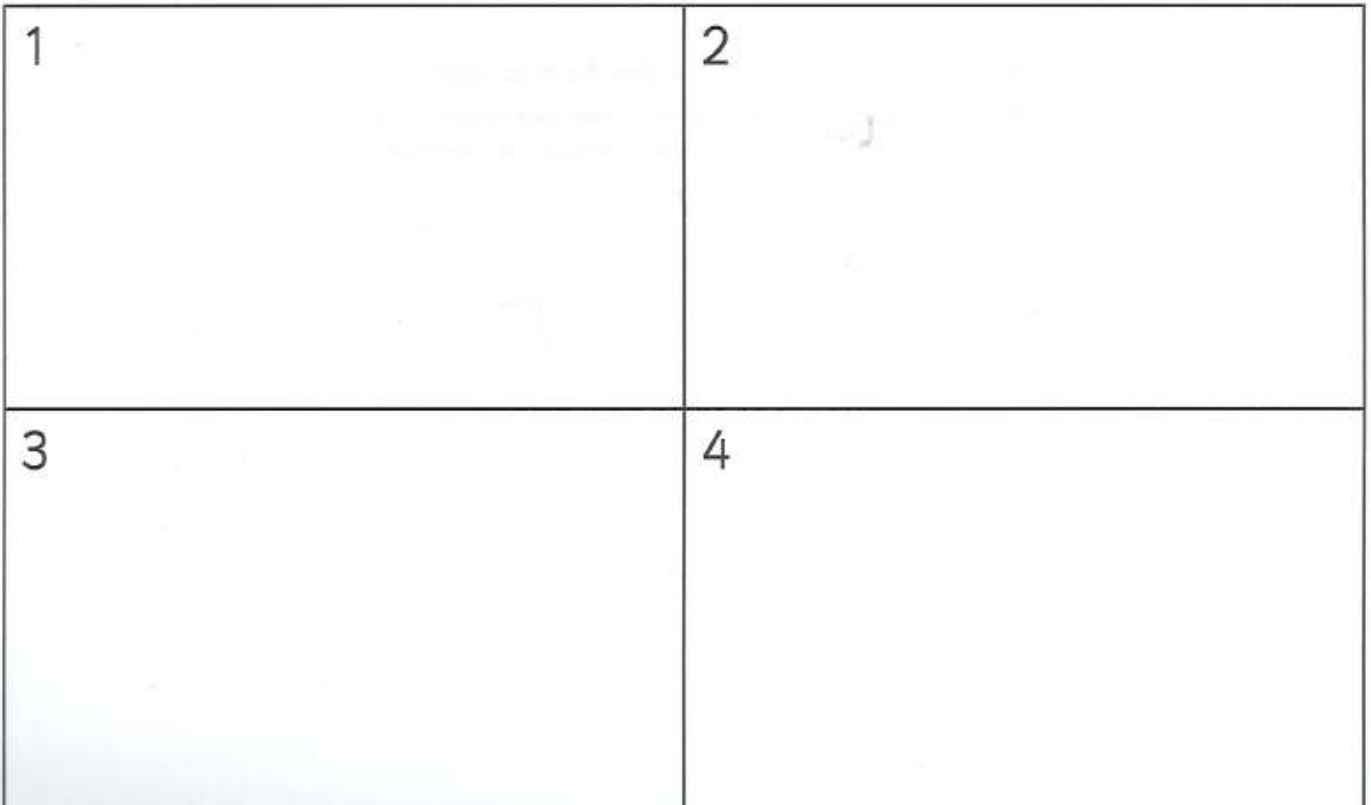
- 1 Revise or pre-teach the vocabulary and structures in the activity. Draw a frame on the board and inside the frame draw a simple picture, e.g. a house, a car in front of the house, two trees on the left of the house and a bird in the sky. Ask pupils questions:
What's this? / What are these?
Where's the car? to elicit It's in front of the house.
Where's the bird? to elicit It's in the sky.
Where are the trees? to elicit They're next to / on the left of the house.
Where's the house? to elicit It's behind the car. / It's next to / on the right of the trees.
- 2 Draw another simple picture and ask the class to describe it, e.g. *There's a boy on a bike. There's a cloud in the sky. There are two cars behind the bike.*
- 3 Arrange the class in pairs: A and B. Give pupils their worksheet, A or B, and ask them to face their partners. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper.
- 4 Demonstrate the activity with a pupil. Select a pupil and sit facing him or her. Give the pupil Worksheet B and you keep Worksheet A. Describe one of your pictures and ask your pupil to draw what you describe in the corresponding box on the bottom half of their worksheet. Explain that the pictures should be simple. It is more important to draw the picture correctly than beautifully.
- 5 Change roles for your pupil to describe as you draw.
- 6 In pairs, pupils describe and draw their pictures until they have completed the four boxes. When pupils have finished, they compare their worksheets.
- 7 Circulate to monitor and correct.

A

Describe a picture for your partner to draw.

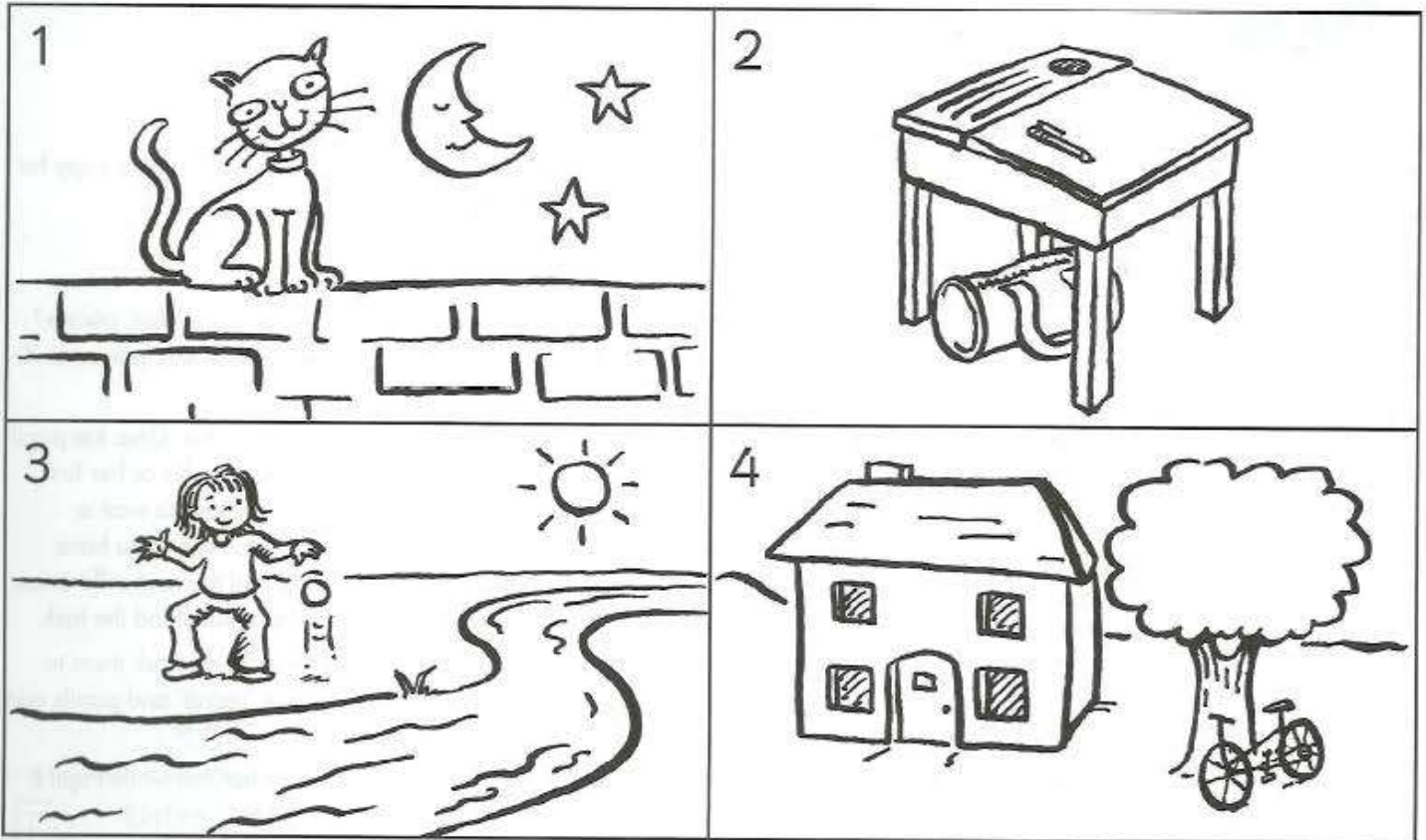


Draw your partner's picture in the box.

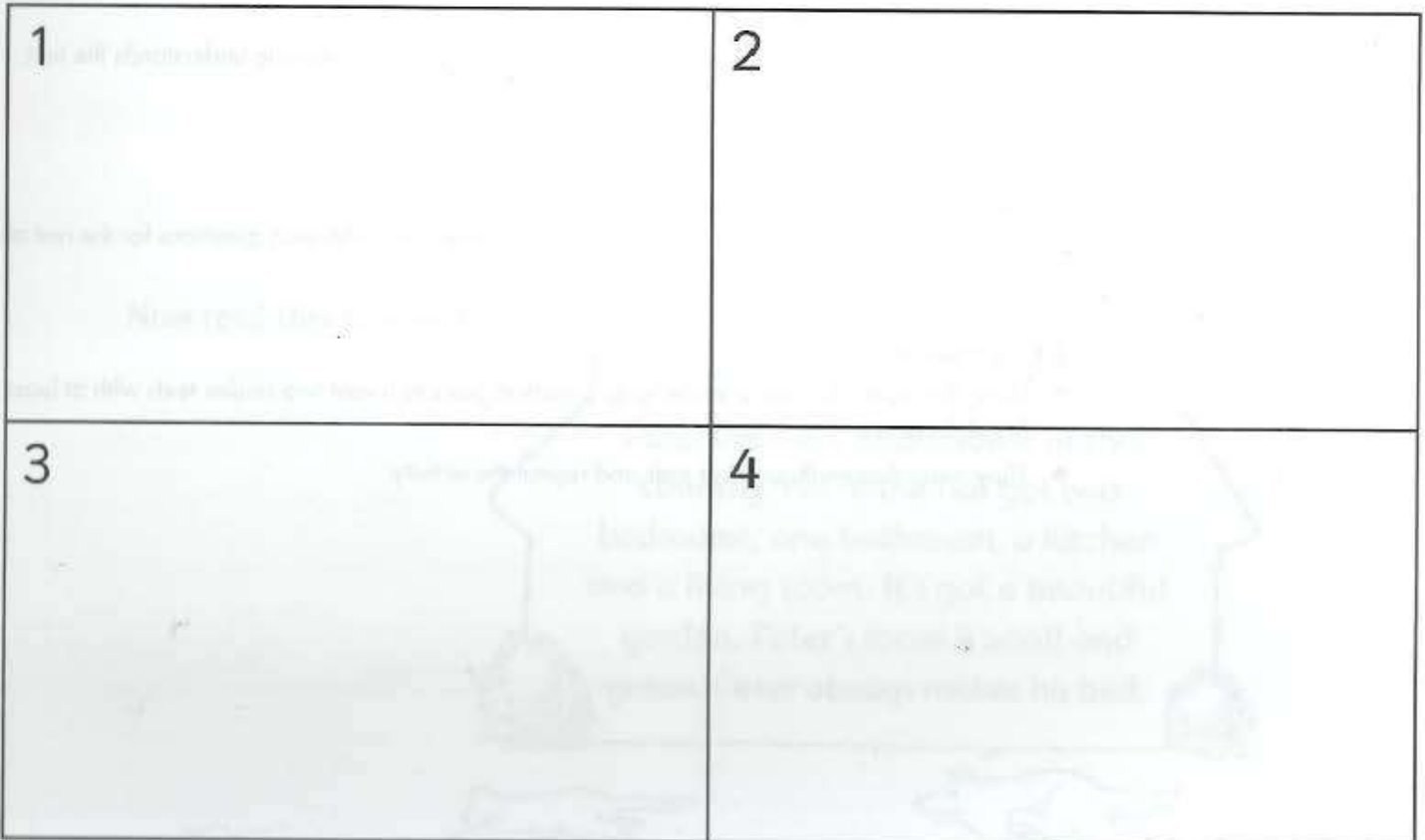


B

Describe a picture for your partner to draw.



Draw your partner's picture in the box.



3 Pizza Rap

Рівень: A1

Тип завдання: Пісня

Час: Урок 1 – 30 хвилин, Урок 2 – приблизно 30 хвилин

Мова, що відпрацьовується: Їжа, Present Simple, 3-тя особа однини

Матеріали:

- Track 10 – запис пісні
- Track 11 – караоке версія пісні
- Флешкарти pizza rap
- Student's Worksheet A, B

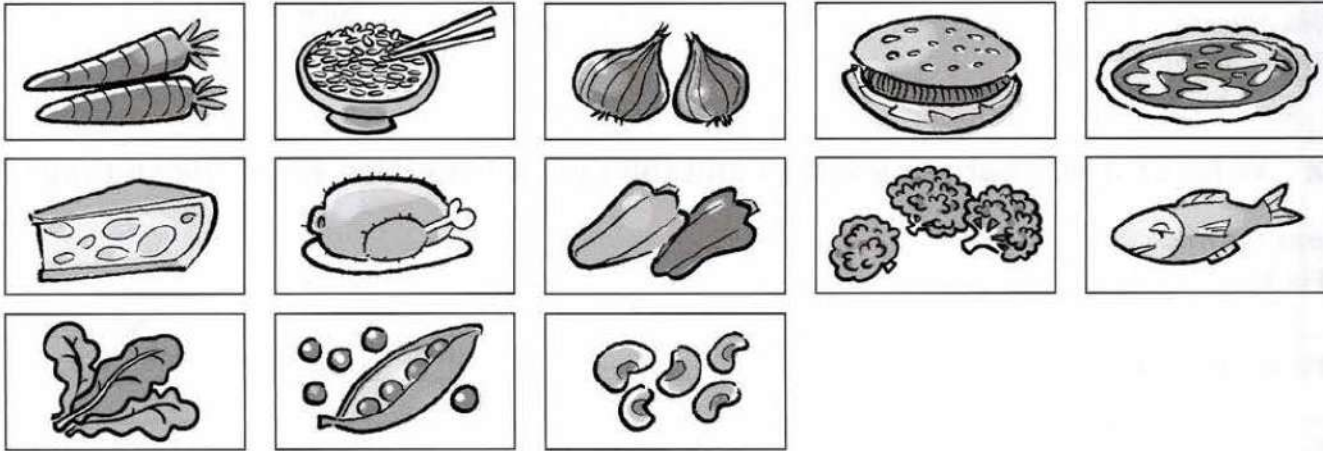
Джерело: Grammar Songs and Raps by H. Puchta, G. Gerngross, C. Holzmann, M. Devitt. Helbling languages. 2012. pp. 32-35

Завантажити методичні матеріали можна на сайті www.CambridgeEnglishSchools.com.ua

In class

Lesson 1

1. Introduce or revise the following words using the flashcards provided: *carrots, rice, onions, burger, pizza, cheese, chicken, peppers, broccoli, fish, spinach, peas and beans.*



2. Play the following game. Tell the students that you are thinking of one of the words in step 1. Ask them to guess it. Write the following language on the board:

Is it the peppers? Yes, it is./No, it isn't.

Is it red/green/etc?

Is it a vegetable?

When they have guessed three words, ask the students to work in pairs.

As an alternative you could write the first letter of a word on the board. The students try to guess it.

3. Hand out Worksheet A. Play the rap to the students. Tell them to tick the correct picture. Play the rap again and ask them to check.
4. Play the rap again and ask the students to join in.

Answer carrots, rice, onions, peas, burgers, chicken, peppers, fish, broccoli, spinach, beans

Lesson 2

1. Hand out Worksheet B. Tell your students to finish the face on the left and to give it a name.
2. Tell your students that they should decide what the person eats and what they don't eat. They decide by ticking either the happy or the sad face under each food.
3. Write *Her/His name is ... She/He doesn't eat ... She/He eats* on the board. Ask your students to work in pairs. First A says the name of their person and says what he/she eats/doesn't eat, while B writes the name under the face on the right and ticks either the happy or sad face for each food choice. Then B talks about his/her person, and A writes the name below the face and ticks the sad or happy face for each food item.
4. Finally, they compare their pictures, and A and B finish the faces on the right-hand side.

Extensions

The students write down what their person eats/doesn't eat.

Use the karaoke version as suggested on pp. 7-8.

Pizza rap

*(Hello everyone! This is my friend,
Hungry Helen – say hello, Helen.
"Hello!"*

She's got a problem.)

She doesn't eat carrots,

She doesn't eat rice,

She doesn't like onions:

"Peas aren't nice!"

She doesn't eat burgers –

"No, they aren't good!"

She doesn't eat chicken –

"Just my favourite food –

"And that's pizza with cheese

Pizza with cheese

Pizza with cheese

Can I have one, please?

Pizza with cheese

Pizza with cheese

Pizza with cheese

Can I have one, please?"

(Oh Helen, you're such a fussy eater!)

She doesn't like peppers,

She doesn't like fish,

She doesn't like broccoli:

"That's not what I wish."

She doesn't like spinach –

"No, that isn't good."

She doesn't like beans –

"Just my favourite food –

Chorus



Pizza rap | Worksheet A

Tick ✓ the correct picture.



Hungry Helen

She doesn't eat  / 

She doesn't eat  / 

She doesn't like  / 

" /  aren't nice!"

She doesn't eat  / 

"No, they aren't good!"

She doesn't eat  / 

"Just my favourite food –



And that's pizza with cheese

Pizza with cheese

Pizza with cheese

Can I have one, please?

Pizza with cheese

Pizza with cheese

Pizza with cheese

Can I have one, please?"

She doesn't like  / 

She doesn't like  / 

She doesn't like  / 

"That's not what I wish."

She doesn't like  / 

"No, that isn't good."

She doesn't like  / 

"Just my favourite food –

And that's pizza with cheese

Pizza with cheese

Pizza with cheese

Can I have one, please?

Pizza with cheese














Pizza with cheese

Pizza with cheese

Can I have one, please?"

Pizza rap | Worksheet B

Draw the face and fill in the boxes with what the person eats or doesn't eat. Then tell your partner.

	Person 1		Person 2	
	😊	☹️	😊	☹️
				
				
				
				
				
				
				
				
				
				
				
				
				

4

We've got the whole world in our hands**Рівень:** A1**Тип завдання:** Пісня**Час:** Урок 1 – 45 хвилин, Урок 2 – приблизно 20 хвилин**Мова, що відпрацьовується:** навколишній світ, міста, охорона довкілля**Матеріали:**

- Track 'we've got the whole world in our hands' – пісня
- Teacher's notes
- Student's worksheet 1,2

Джерело: Primary Music Box by Sab Will with Susannah Reed. Cambridge University Press. 2010. pp. 63-65**Song lyrics**

We've got the whole world in our hands,
 We've got the whole world in our hands,
 We've got the whole world in our hands,
 We've got the whole world in our hands.

We've got our brothers and our sisters in
 our hands,
 We've got our friends and our family in our
 hands,
 We've got people everywhere in our hands,
 We've got the whole world in our hands.

We've got the sun and the rain in our
 hands,
 We've got the moon and the stars in our
 hands,
 We've got the wind and the clouds in our
 hands,
 We've got the whole world in our hands.

We've got the rivers and the mountains in
 our hands,
 We've got the seas and the oceans in our
 hands,
 We've got the towns and the cities in our
 hands,
 We've got the whole world in our hands.

We've got the whole world in our hands ...

Step 1 Gap-filling the things in the world, listening to the song

Step 2 Ordering pictures, singing the song, discussing what's important in the world, (drawing)

Step 3 Matching 'recycling' texts to pictures, categorising rubbish

Step 1

- 1 Hold up a globe or picture of the Earth and say *What's this?* Elicit *the earth or the world*. Say *Yes, I've got the whole world in my hands*.
- 2 Elicit important things in the world. Say *What people do you love in the world?* Draw/use flashcards to elicit *parents, mother, father, brothers, sisters, friends, family*. Write them on the board.
- 3 Say *What can we see in the sky?* Draw/use flashcards to elicit *sun, moon, stars, rain, wind and clouds*. Say *What water is there in the world?* Elicit *rivers, seas, oceans*. Say *Where do we live in the world?* Elicit *towns, mountains and cities*. Write all words on the board.
- 4 Say *Listen to the song 'We've got the whole world in our hands'*. Which words can you hear? Play the recording. Pupils circle the words on the board that are in the song.
- 5 Give worksheet 1 to each pupil. They look at the pictures and read the words. Pupils work in pairs to fill in the gaps from the word box. Check by playing the recording again.
Key (from left to right) world, sisters, family, moon, rain, people, clouds, mountains, cities, seas

Step 2

- 1 Write the letters *W, H, B, S, F, P, R, M, C, O, T* on the board. In pairs, pupils write down any things from the song that begin with these letters. (*W – world, wind, whole; H – hands; B – brothers; S – sisters, sun, stars, seas; F – friends, family; P – people; R – rain, rivers; M – mountains, moon; C – clouds, cities; O – oceans; T – towns*). Elicit ideas.
- 2 If necessary, give each pupil worksheet 1. Say *Listen to the song and put the pictures in order*. Play the recording. Pupils listen and draw lines between the pictures. **Key** see song lyrics p.133 Check, then say *Now let's sing the song*. Pupils sing the song, using the worksheet to help.
- 3 Discuss with pupils the things in the world that are important to them.
- 4 If time, pupils draw themselves with the 'people everywhere' on the worksheet.

Step 3

- 1 Show postcards or pictures of beautiful places in the world. Elicit other examples.
- 2 Remind pupils of the title of the song. Explain this means we must look after the world.
- 3 Give worksheet 2 to each pupil and stick the A3 copy on the board. Elicit/Teach the words *dirty* and *rubbish* from the picture of the landfill site and *recycle* from the picture of the girl.
- 4 Pupils read the sentences and number the pictures. Check and help with vocabulary.
Key 2 (top right-hand), 1 (bottom left-hand), 3 (bottom right-hand)
- 5 Say *What can we do with our rubbish? (Recycle it!)* Use the rubbish you have brought or the worksheet to teach the different recycling categories. Elicit/Teach *plastic, glass, paper, clothes, food and metal*.
- 6 Look at the picture of the picnic table at the bottom of worksheet 2. Say *Let's clean the picnic up and recycle the rubbish*. Pupils circle all the rubbish they can see in the picture and then draw it in the correct recycling bin. Use the A3 copy of worksheet 2 to check.
Key glass – bottle; plastic – yoghurt pot; clothes – shoe; food – sandwich; paper – magazine; metal – drinks can

1 Write the words from the song. Then listen and draw lines to order the pictures.

cities moon world mountains sisters seas
 family clouds people rain



the whole
world



brothers and



friends and



and stars



sun and



everywhere



wind and



rivers and



and oceans



towns and

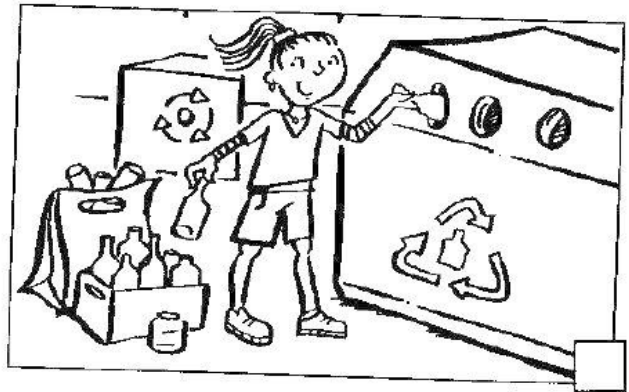
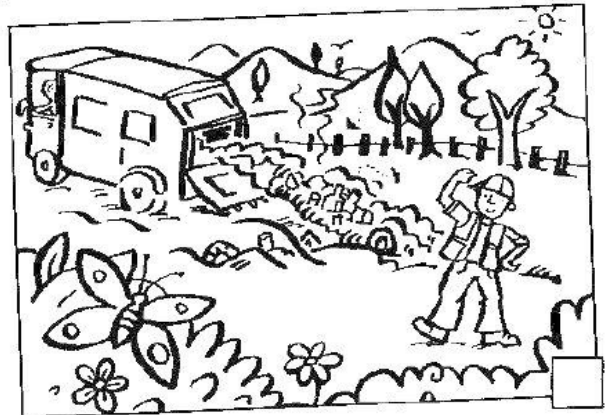


1 Read and match the words and pictures.

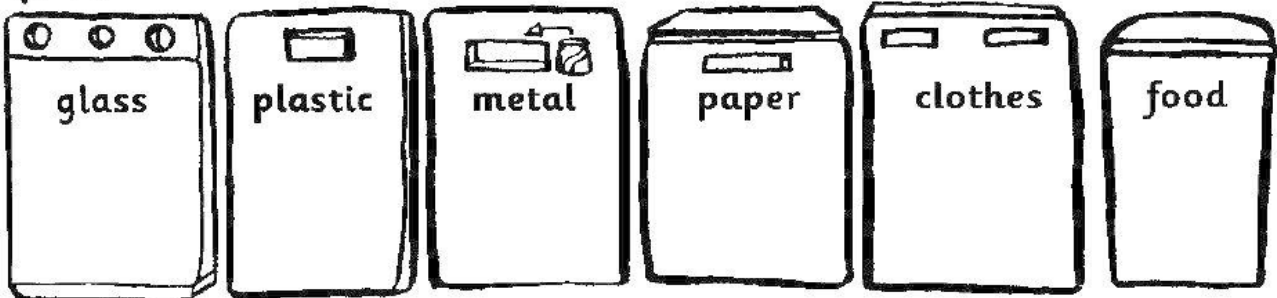
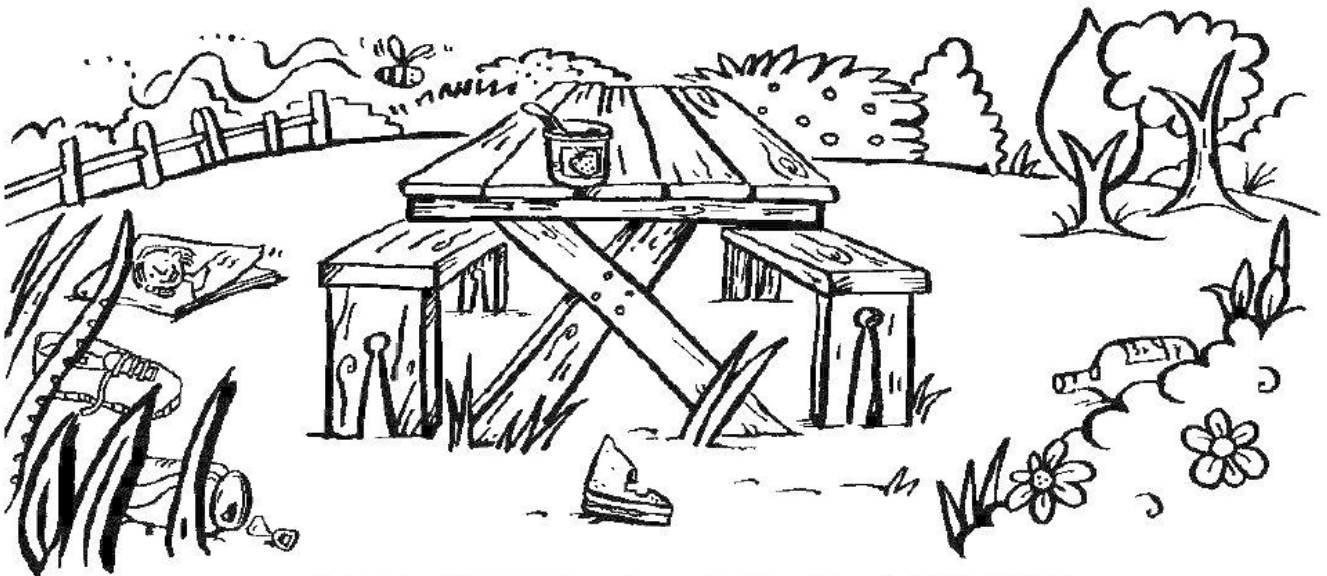
1 The world is beautiful. We must look after it.

2 We don't want a dirty world. We mustn't put rubbish under the ground.

3 Don't throw your rubbish away. Recycle it!



2 Find and circle the rubbish. Then draw it in the correct recycling bin.



5

Breathing

Рівень: A1

Тип завдання: Проектна робота

Час: 2 години (2 уроки)

Мова, що відпрацьовується: Present Simple, Sport, breathing, breathe in, breathe out, air, lungs, chest, on the spot, bar code

Матеріали:

- Track 'breathing'
- Повітряні кульки, нитка, лінійка, секундомір, папір для плакатів, кольоровий папір, ножиці, клей
- Teacher's notes 1,2
- Student's Book Worksheet 1,2
- Workbook Worksheet 1,2

Джерела:

- Super Minds Student's Book 2 by H. Puchta, G. Gerngross, P. Lewis-Jones. Cambridge University Press. 2012. pp. 102-103
- Super Minds Workbook 2 by H. Puchta, G. Gerngross, P. Lewis-Jones. Cambridge University Press. 2012. pp. 102-103
- Super Minds Teacher's Book 2 by H. Puchta, G. Gerngross, P. Lewis-Jones. Cambridge University Press. 2012. pp. 102-103

Завантажити методичні матеріали можна на сайті www.CambridgeEnglishSchools.com.ua

Aim:

- to integrate other areas of the curriculum through English: Science

New language: *breathing, breathe in, breathe out, air, lungs, chest*

Recycled language: the body

Materials: CD, balloons, string, rulers

Language competences: Your students will be able to use known vocabulary to talk about Science in English.

Warm-up

Aim: to introduce the topic of breathing

- Teach *breathing* and focus students on their breaths in and out. Tell them they are quite slow.
- Tell students to stand up with space around them.
- Clap your hands. Students start running on the spot.
- After about a minute, clap for them to stop.
- Ask them what they notice about their breathing now. Is it faster?



1 **SB p102** Listen and read about sport and breathing. Write the words.

Aim: to extend students' understanding of breathing and lungs

- Pre-teach *lungs* and *chest*.
- Play the recording. Students listen and read.
- Check understanding of vocabulary.
- They write the words and compare answers in pairs.
- Check with the class. Students demonstrate breathing in and breathing out.

Key: 1st picture – breathing in
2nd picture – breathing out



2 **Think!** **SB p102** Find out how much breath there is in your lungs.

Aim: to enable students to learn by doing

Thinking skills: comparing and evaluating

- Read through the steps of the experiment with the class.
- Make sure they know what to do.
- Put students into pairs or small groups.
- Hand out the equipment to the students.
- They take turns to do the experiment and to record the results.
- Discuss results as a whole class.



1 **WB p102** Look and write the words.

Aim: to practise the new language

Key: 1 breathing in, 2 breathing out



2 **WB p102** Alex has the smallest amount of breath. Number from smallest to biggest.

Aim: to enable students to consolidate what they have learnt

Key: Kim 2, Sue 3, Nick 4

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt today, e.g. *breathing in and out and how much breath there is in my lungs.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

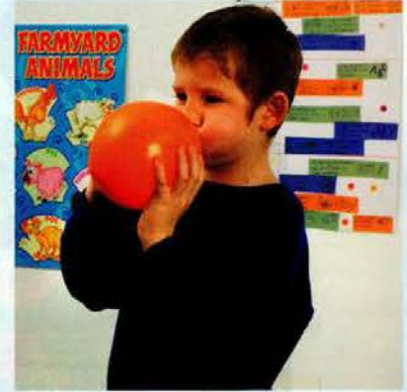
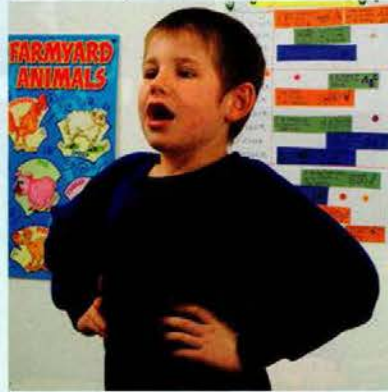
Aim: to enable students to further apply what they have learnt

- Brainstorm six sports.
- Put students into pairs.
- They rank the sports and activities in order from the ones in which they breathe more to the ones in which they breathe less.
- Elicit and discuss as a class.

Breathing

- 1** ^{CD 3}₄₇ Listen and read about sport and breathing.
Write the words.

When you do sport, you often breathe a lot. When you breathe, the air moves in and out of the lungs. Put your hands on your chest and see what happens when you breathe in and breathe out.



breathing in breathing out

- 2** **Think!** Find out how much breath there is in your lungs.



- 1 Write down how tall you are.
- 2 Take a balloon and take a deep breath.
- 3 Now blow all the air in your lungs into the balloon.
- 4 Ask a friend to tie a string around the mouth of the balloon.
- 5 Now measure around your balloon and write your result.
Look at your friends' results. What do you notice?

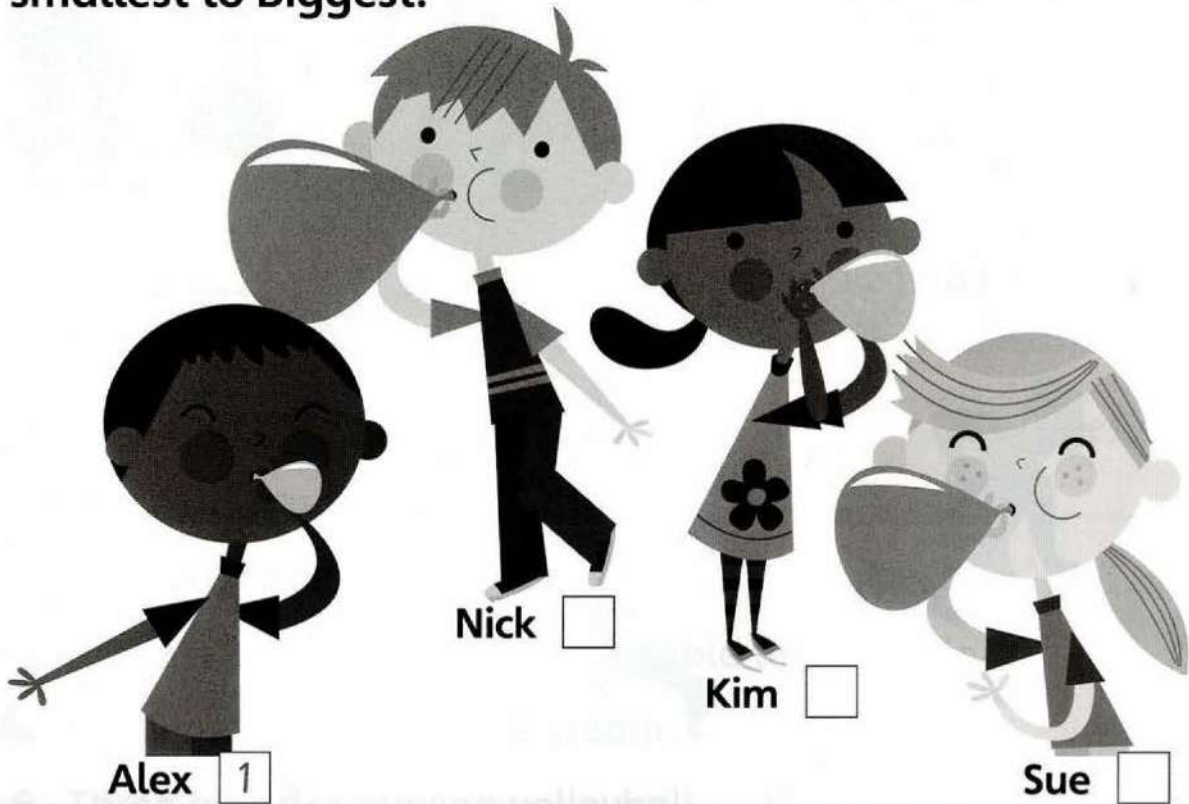
1 Look and write the words.

breathing out breathing in



1 He's _____ . 2 He's _____ .

2 Alex has the smallest amount of breath. Number from smallest to biggest.



Aims:

- to extend the focus on Science through English
- to enable students to complete a project

New language: *on the spot, bar code*

Recycled language: sport, breathing and lungs

Materials: stopwatches (optional), poster paper, pens, coloured paper, scissors, glue

Language competences: Your students will be able to talk about Science in English.

Your students will be able to complete a project.

Warm-up

Aim: to review breathing

- Students stand up.
- Tell them to breathe in slowly as you count to six, to hold their breath as you count to six and to breathe out slowly as you count to six.
- Repeat two or three times.

1

Project

SB p103 Find out more about breathing and sport.

Aim: to enable students to follow instructions and collaborate

- Talk about the project with students and make sure they know what to do.
- Read through all the instructions as a class.
- Make pairs. Students predict the number of breaths before they do the experiment.
- One student counts, or uses a stopwatch if available, while the other breathes for a minute and then they swap roles. Tell students to breathe as normally as they can.
- Monitor and help each pair as necessary.

2

SB p103 Now make a bar code for your class.

Aim: to enable students to make a bar code

- Discuss the outcomes as a class and elicit all the information from different pairs.
- Students make a bar code for the class, using the one in the Student's Book as a model.

1

Think!

WB p103 Tick (✓) the activities where you breathe more.

Aim: to enable students to apply what they have learnt

Thinking skill: applying knowledge of the world

Key: 3, 4

2

WB p103 Make sentences.

Aim: to enable students to record what they have learnt

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *counted how many times I breathe in a minute and made a bar code.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of what they did for the project, what the outcome was and what they learnt.
- Monitor and help as necessary.

1

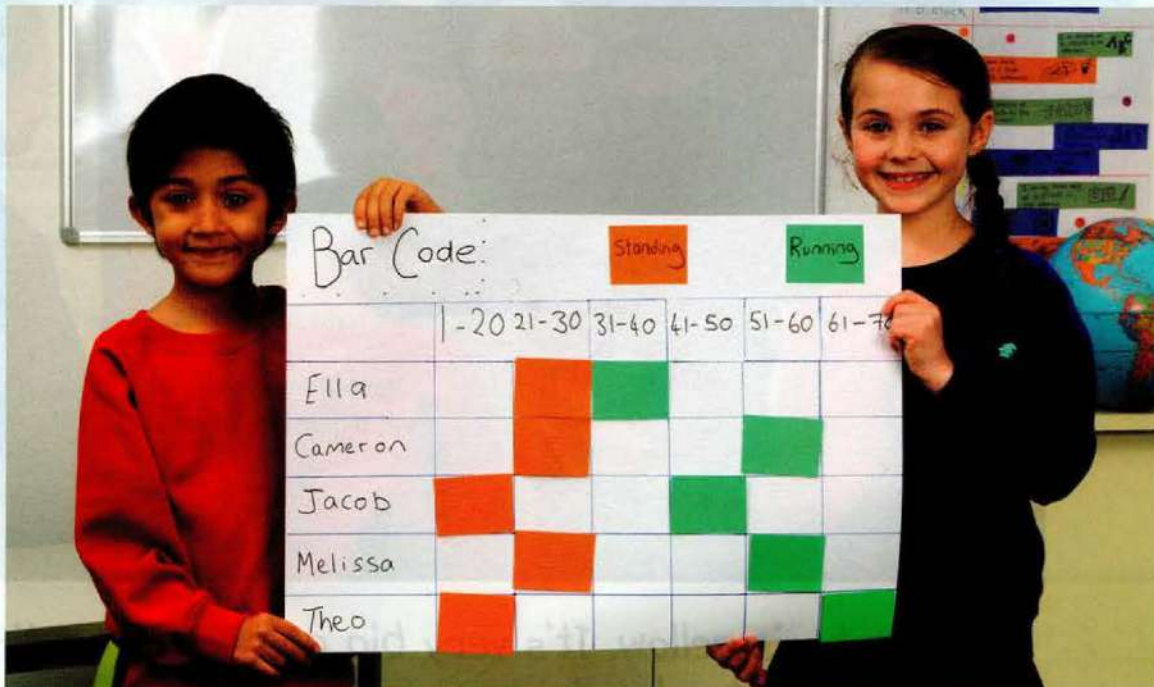
Project Find out more about breathing and sport.

When you do sport you breathe a lot because your lungs need more air.

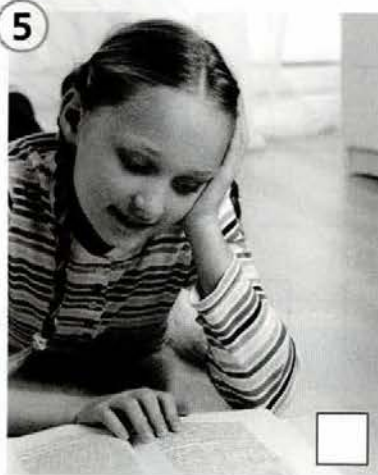


- 1 Count how many times you breathe in one minute. Write the number.
- 2 Run on the spot for one minute.
- 3 Now count how many times you breathe for one minute after running. Write the number.
- 4 Now time your friend.

2

Now make a bar code for your class.

1 Think! Tick (✓) the activities where you breathe more.



2 Make sentences.

You breathe more when you ...

- 1 play football.
- 2 jump up and down.
- 3 _____
- 4 _____
- 5 _____
- 6 _____



6

Directions

Рівень: A1

Тип завдання: Проектна робота

Час: 2 години (2 уроки)

Мова, що відпрацьовується: Geography and directions, directions, north, south, east, west, points (up/to the right), city, capital, cities and countries, compass, pointer, gadget, GPS, satellite, tape, magnet, cave, north-east, north-west, south-east, south-west

Матеріали:

- Track 'Directions'
- Мапа світу (додатково: місцеві мапи), скотч, магніт, миска з водою, алюмінієва основа, свічки
- Teacher's notes 1,2
- Student's Book Worksheet 1,2
- Workbook Worksheet 1,2

Джерела:

- Super Minds Student's Book 3 by H. Puchta, G. Gerngross, P. Lewis-Jones. Cambridge University Press. 2012. pp. 54-55
- Super Minds Workbook 3 by H. Puchta, G. Gerngross, P. Lewis-Jones. Cambridge University Press. 2012. pp. 54-55
- Super Minds Teacher's Book 3 by H. Puchta, G. Gerngross, P. Lewis-Jones. Cambridge University Press. 2012. pp. 54-55

Завантажити методичні матеріали можна на сайті www.CambridgeEnglishSchools.com.ua

Aim:

- to integrate other areas of the curriculum through English: Geography

New language: *directions, north, south, east, west, points (up/to the right), city, capital, cities and countries*

Recycled language: *map*

Materials: CD, world map (Optional: local maps)

Language competences: Your students will be able to use known language to talk about Geography in English.

Warm-up

Aim: to introduce the topic of Geography and compass points

- Draw a simple compass on the board and mark in the points (North, South, East, West).
- Elicit countries which are north, south, east or west of the students' country/countries.
- If possible, use a world map to help.
- Delete the compass from the board.

- 1 **SB p54** Read about directions and write the letters *S* (South), *E* (East) and *W* (West).

Aim: to extend students' understanding of compass points and directions

- Elicit what students can see in the picture in the Student's Book (a compass).
- Read the short text to the left of the compass with the class and check understanding.
- Students write letters *S*, *E* and *W* in the boxes.
- They compare answers in pairs.
- Check as a class.

- 2 **SB p54** Look at the map and answer.

Aim: to extend students' understanding of directions

- Focus students on the map. Read the activity instruction aloud and check pronunciation of *Birmingham*.
- Students work individually and find four cities to write on the lines.
- They check in pairs.
- Check and discuss with the class.

Key: 1 Edinburgh, 2 London, 3 Norwich, 4 Aberystwyth



3 **SB p54** Listen, read and write the names of the cities on the map.

Aim: to give students practice listening to directions

Thinking skill: developing a sense of direction

- Read the instructions and the sentences aloud for the class to tune their ears in for listening to the city names.

- Check students know what to do.
- Play the recording. Students listen and write.
- They compare answers in pairs.
- Play the recording again. Check with the class.

Key: (from the top of the map) 1 Aberdeen, 2 Manchester, 3 Cardiff, 4 Brighton

- 1 **WB p54** Look and write the words.

Aim: to review understanding of directions



- 2 **WB p54** Look and write *north*, *south*, *east* or *west*.

Aim: to activate students' knowledge and experience

Key: 2 west, 3 east, 4 south, 5 west

- 3 **Think!** **WB p54** Look at the map. Read and write the city.

Aim: to consolidate understanding of the topic

Thinking skill: logical-mathematical

Key: La Paz

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *points of the compass, where cities are in the UK, and the capital cities of South America.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Students work in groups of four.
- Give each group a map of their country. They take turns to talk about places on the map and where they are in relation to each other.
- Elicit and discuss as a class.

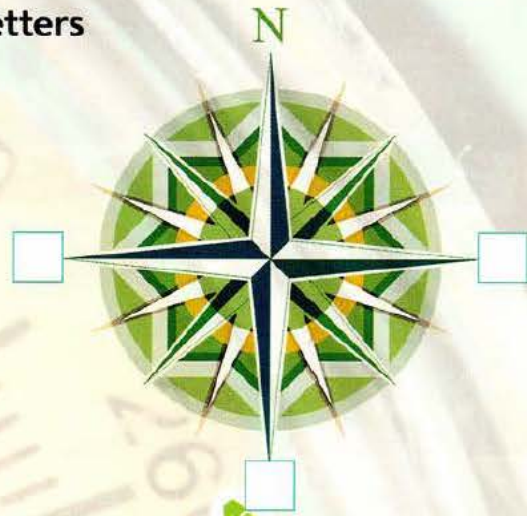
Learn and think

Directions

1 Read about directions and write the letters *S* (South), *E* (East) and *W* (West).

We use north, south, west and east to talk about directions.

- North (N) points up.
- South (S) is opposite north.
- East (E) points to the right.
- West (W) is opposite east.



2 Look at the map and answer.

You are in Birmingham. Write a city to your:

- 1 north _____
- 2 south _____
- 3 east _____
- 4 west _____

3 CD2
23



Listen, read and write the names of the cities on the map.



Cardiff is south and west of Birmingham.

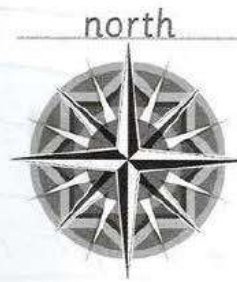
Aberdeen is north and east of Edinburgh.

Manchester is north and a bit west of Birmingham.

Brighton is south and west of London.

1 Look and write the words.

north south east west



2 Look and write *north, south, east* or *west*.



- 1 Venezuela is north of Argentina.
- 2 Chile is _____ of Argentina.
- 3 Brazil is _____ of Ecuador.
- 4 Argentina is _____ of Bolivia.
- 5 Peru is _____ of Brazil.

3 Think! Look at the map. Read and write the city.

This capital is east of Lima, south of Bogotá, west of Brasília and north of Buenos Aires. It is north and west of Asunción.

The city is _____.

Aims:

- to extend the focus on Geography through English
- to enable students to complete a project

New language: *compass, pointer, gadget, GPS, satellite, tape, magnet, cave, north-east, north-west, south-east, south-west*

Recycled language: Geography and directions, *compass*

Materials: tape, magnet, case, bowl of water

Language competences: Your students will be able to talk about Geography in English. Your students will be able to complete a project.

Warm-up

Aim: to review direction and compass points

- Draw a compass on the board and elicit the four main points.
- Elicit names of countries north, south, east and west of the students' country/countries.

1 **SB p55** Read and answer.

Aim: to enable students to build on their knowledge and experience

- Elicit what students can see in the pictures in the Student's Book. Ask if any of their parents have GPS in their cars.
- Read the text through with the class. Check understanding of vocabulary.
- Students discuss the two questions in pairs.
- Elicit answers and then discuss as a class.

Key: 2 north-east, north-west, south-east, south-west

2 **Project** **SB p55** Make a compass. Use your compass to find out where things are in your classroom.

Aim: to enable students to follow instructions

- Tell students what they are going to do for the project.
- Read through the instructions with the class before giving them the materials. Check they know what to do.
- Lay out all the materials on a central table.
- Students come and collect what they need when they need it.
- Go around the class to check students are following the instructions.
- Students write down in their notebooks where things are in the classroom when they use their compass.

1 **WB p55** Look at the map. Read and write *t* (true) or *f* (false).

Aim: to give students further practice with directions

Key: 2 *t*, 3 *f*, 4 *t*, 5 *t*

2 **Think!** **WB p55** Where's the treasure? Read and draw it on the map in Activity 1.

Aim: to encourage logical, systematic thinking

Thinking skill: problem solving

Key: The treasure is in the same square as the pirate.

3 **WB p55** Look at the map again and write. Use the words from the box.

Aim: to consolidate students' understanding of directions

Key: 2 south-east, 3 south-west, 4 north-west

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they have done today, e.g. *learnt more about compass points, made a compass and used it in the classroom.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of the project, of their predictions and of what the outcome was.
- Monitor and help as necessary.

Learn and think



pointer

1 Read and answer.

You can use a compass to find your way. Compasses have a pointer that always points north. Compasses are very important instruments for explorers and map makers to help them find where they are going. But we now use compasses less often than before. This is because there is a new gadget called a GPS. A GPS works by satellite and helps people to find their way. Lots of people in cars use GPS systems.



GPS (global positioning system)

- 1 Have you ever used a compass? Where and when?
- 2 Look at the compass in the photo. What do you think the letters NE, NW, SE and SW mean?

2 Project Make a compass. Use your compass to find out where things are in your classroom.



1 Collect the things in the picture.



2 Use the tape to stick the magnet into the case.

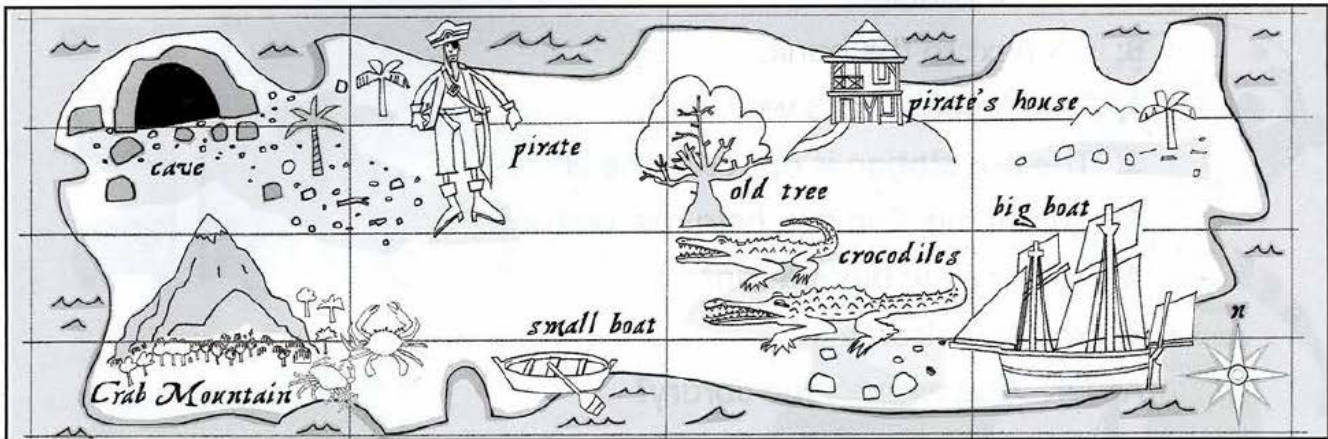


3 Put the case into the bowl of water.



4 The magnet always points north. Move the bowl about.

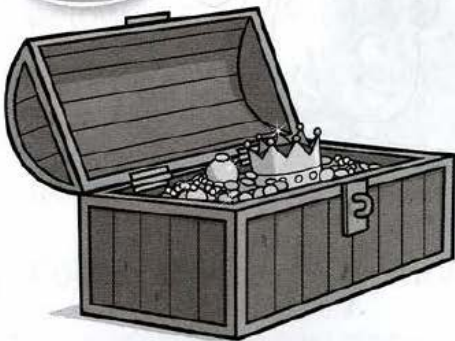
1 Look at the map. Read and write *t* (true) or *f* (false).



- 1 Crab Mountain is north of the cave.
- 2 The old tree is north and west of the big boat.
- 3 The small boat is east of the big boat.
- 4 The old tree is west of the pirate's house.
- 5 The pirate's house is east of the cave.

f

2 Think! Where's the treasure? Read and draw it on the map in Activity 1.



The treasure is south and east of the cave.
 It's north and east of Crab Mountain.
 It's north of the small boat and west of the old tree.

3 Look at the map again and write. Use the words from the box.

north-west north-east south-east south-west

- 1 The pirate's house is north - east of the pirate.
- 2 The crocodiles are _____ - _____ of the pirate.
- 3 Crab Mountain is _____ - _____ of the pirate.
- 4 The cave is _____ - _____ of the pirate.

7

Numbers

Рівень: A1

Тип завдання: Проектна робота

Час: 2 години (2 уроки)

Мова, що відпрацьовується: ступені порівняння прикметників, числа та цифрові системи, important, Hindu-Arabic, 12th century, Italian, professor, travel (v), North Africa, much easier, Italy, Europe, when, need, Roman Numerals, combine, subtract, card game, invented, sequence, series, miss out, swap, work out

Матеріали:

- Track 'Numbers'
- Мапа світу (Додатково: Інтернет, довідники, папір для плакатів)
- Teacher's notes 1,2
- Student's Book Worksheet 1,2
- Workbook Worksheet 1,2

Джерела:

- Super Minds Student's Book 3 by H. Puchta, G. Gerngross, P. Lewis-Jones. Cambridge University Press. 2012. pp. 78-79
- Super Minds Workbook 3 by H. Puchta, G. Gerngross, P. Lewis-Jones. Cambridge University Press. 2012. pp. 78-79
- Super Minds Teacher's Book 3 by H. Puchta, G. Gerngross, P. Lewis-Jones. Cambridge University Press. 2012. pp. 78-79

Завантажити методичні матеріали можна на сайті www.CambridgeEnglishSchools.com.ua

Aim:

- to integrate other areas of the curriculum through English: Maths and History

New language: *important, Hindu-Arabic, 12th century, Italian, professor, travel (v), North Africa, much easier, Italy, Europe, when, need, Roman Numerals, combine, subtract, card game*

Recycled language: comparative adjectives

Materials: CD, a world map (Optional: the Internet, reference books, poster paper)

Language competences: Your students will be able to use known language to talk about Maths and History in English.

Warm-up

Aim: to introduce the topic of Maths and History

- Write a sum on the board, e.g. $72 \div 8$.
- Elicit how students can find the answer (in their heads / on a calculator).
- Ask students to imagine they don't have calculators. How can they do this? Elicit their ideas (Abacus, counting stones, etc.).
- Elicit if students know any other ways of writing numbers (e.g. Roman Numerals).
- Tell students they are going to learn about the history of numbers today.



SB p78 Listen, read and answer.

Aim: to extend students' understanding of the history of numbers

- Focus students on the picture. Ask if they think this is a picture of today or the past. Pre-teach *12th century*.
- Play the recording. Students listen and follow the text in their Student's Books.
- Read the text again with the class, checking understanding of new words/concepts.
- Use a world map to check students know where all the places are.
- Elicit answers to the questions and discuss.

Key: 1 We need numbers for counting, money, Maths.
2 The numbers we use today come from North Africa.



SB p78 Read and write the numbers.

Aim: to extend students' understanding of Maths and History

- Focus students on the picture and elicit where this man is from (Ancient Rome).
- Read the text aloud for the class, checking new vocabulary as you do so.

- Elicit if students see these numbers anywhere today (e.g. on clocks).
- Students work in pairs and write the numbers and Roman Numerals for questions 1 and 2.
- Pairs check with pairs.
- Elicit and discuss answers as a class.

Key: 1 3, 16, 22; 2 VIII, XXV, XXXIII



WB p78 Look, read and number the pictures.

Aim: to activate students' knowledge and experience

Key: Clockwise from top left: 4, (1), 3, 2



WB p78 When do you use numbers? Make a list.

Aim: to personalise the topic



WB p78 Correct the sentences.

Aim: to practise close reading skills

Key: 1 The numbers we use today are called Hindu-Arabic numbers. 2 Leonardo Pisano Fibonacci was an Italian professor of Maths. 3 Leonardo Pisano Fibonacci was in North Africa. 4 The numbers in North Africa were easier to use than the numbers in Italy. 5 We can see Roman Numerals today.

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *the History of numbers and how to write Roman Numerals.*

Extension activity

Aim: to enable students to further apply what they have learnt

- Students work in pairs. Using the Internet or reference books, they find out about different counting systems in the past, e.g. Ancient Egypt, Ancient Greek, Mayan, Counting Rods.
- They write examples in their notebooks and present what they have learnt on a poster.

Learn and think

Numbers


1 CD3
08 Listen, read and answer.

Imagine a world with no numbers. No counting, no money, no Maths! Numbers are very important and they are also very old.

The numbers we use today are called Hindu-Arabic numbers. Imagine it's the 12th century. Leonardo Pisano Fibonacci, an Italian professor of Maths, travels to North Africa. He sees the numbers they use there. They are much easier to use than the numbers in Italy. When he goes back to Europe, he shows people the numbers from North Africa. People soon use them all over the world.

- 1 What things do we need numbers for? We need numbers for ...
- 2 Where do the numbers we use today come from?

2 Read and write the numbers.


Before Hindu-Arabic numbers, the numbers in Europe were called Roman Numerals. You can still see Roman Numerals today. Roman Numerals are letters. Do you know any Roman Numerals?

Here are some examples: I = 1 V = 5 X = 10

You combine these letters to make other numbers. For example:

$$VI = 6 [V+I]$$

$$XVIII = 18 [X+V+I+I+I]$$

But when you put the smaller numbers on the left, you subtract to make the number.

$$IV = 4 [V - I]$$

$$IX = 9 [X - I]$$

- 1 What are these Roman Numerals?
- 2 Write the Roman Numerals for:

III _____

XVI _____

XXII _____

8 _____

25 _____

33 _____

1 Look, read and number the pictures.

I use numbers when ...

1 I do my Maths homework.

2 I play card games.

3 I count my money.

4 I go shopping.



2 When do you use numbers? Make a list.

	When I do Maths at school.
	When I play tennis.
	When I

3 Correct the sentences.

- 1 The numbers we use today are called Roman Numerals.

- 2 Leonardo Pisano Fibonacci was a German professor of Maths.

- 3 Leonardo Pisano Fibonacci was in South Africa.

- 4 The numbers in Italy were easier to use than the numbers in North Africa.

- 5 We can't see Roman Numerals today.

Aims:

- to extend the focus on Maths and History through English
- to enable students to complete a project

New language: *invented, sequence, series, miss out, swap, work out*

Recycled language: Maths and History, numbers and numerical systems

Language competences: Your students will be able to talk about Maths and History in English. Your students will be able to complete a project.

Warm-up

Aim: to review the numerical systems

- Write the following Roman Numerals on the board: XIV, XXIX, VII, XII.
- Students work out what they are (14, 29, 7, 12).
- Elicit what we call these numbers (Roman Numerals) and where the numbers we use today are from (North Africa).

- 1 **SB p79** Read and solve the puzzle. What are the next two numbers in the Fibonacci Sequence?

Aim: to promote logical-mathematical thinking

- Pre-teach *invented, series* and *sequence*.
- Read the first sentence of the text aloud for the class.
- Look at the numbers with students and then read the sentence under the number box. Check understanding.
- Students work in pairs to answer the question.
- Give all the class thinking time.
- Check and discuss as a class.

Key: 55, 89

- 2 **Think!** **SB p79** Here are some more sequences. Look and write the missing numbers.

Aim: to enable students to apply logical-mathematical thinking

Thinking skill: numerical awareness

- Focus students on the activity instructions and check understanding.
- Students work individually and try to complete the number sequences.
- Give students thinking time.
- Early finishers can help other students.

Note: Students who do not have strong logical-mathematical intelligence will take much longer to do this task. Some may need support from other students.

- Check with the class and elicit/explain how the sequences work for each one.

Key: 10, 16; 8, 64; 15, 40; 44, 99

- 3 **Think!** **Project** **SB p79** Think of a number sequence.

Aim: to enable students to follow instructions

Thinking skill: logical-mathematical thinking

- Read through the instructions with the class and check students understand what to do.
- Students work in pairs.
- Go around the class to check students have thought of a number sequence. Suggest one if they cannot think of one.
- Check their work before they swap with another pair.

- 1 **WB p79** Match the Roman Numerals with the numbers.

Aim: to give students further practice with numbers

Key: 4 – IV, 7 – VII, 15 – XV, 19 – XIX, 21 – XXI, 26 – XXVI, 30 – XXX

- 2 **Think!** **WB p79** Write the Roman Numerals and colour.

Aim: to enable students to apply what they have learnt

Thinking skill: problem solving

Key: 9 = IX, 11 = XI, 14 = XIV, 18 = XVIII, 24 = XXIV

- 3 **WB p79** Write the missing numbers in the Fibonacci Sequence.

Aim: to give students further practice with number sequences

Key: 3, 21

Ending the lesson

Aim: to review what students have done in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit what students did in the lesson today, e.g. *learnt more about number sequences and written a number sequence for my friends to work out.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of the project. They comment on their number sequence and on their friends' sequences – were they good?
- Monitor and help as necessary.

- 1 Read and solve the puzzle. What are the next two numbers in the Fibonacci Sequence?

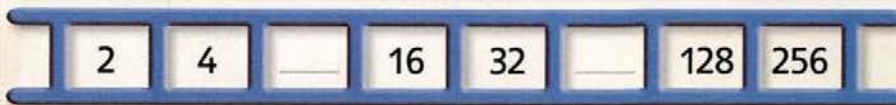
Leonardo Pisano Fibonacci also invented a very simple sequence of numbers called the Fibonacci Sequence. Here it is:



To make each number in the series you just add the two numbers that come before it.



- 2 **Think!** Here are some more sequences. Look and write the missing numbers.

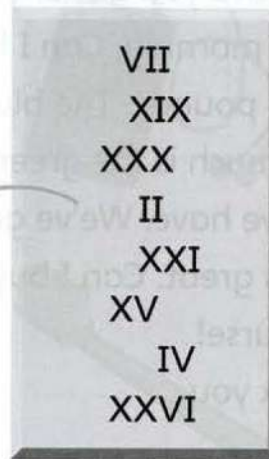
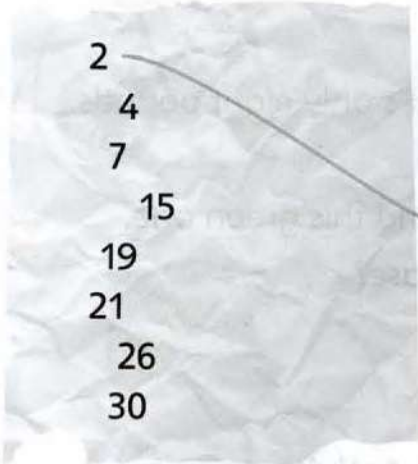


- 3 **Think!** **Project** Think of a number sequence.

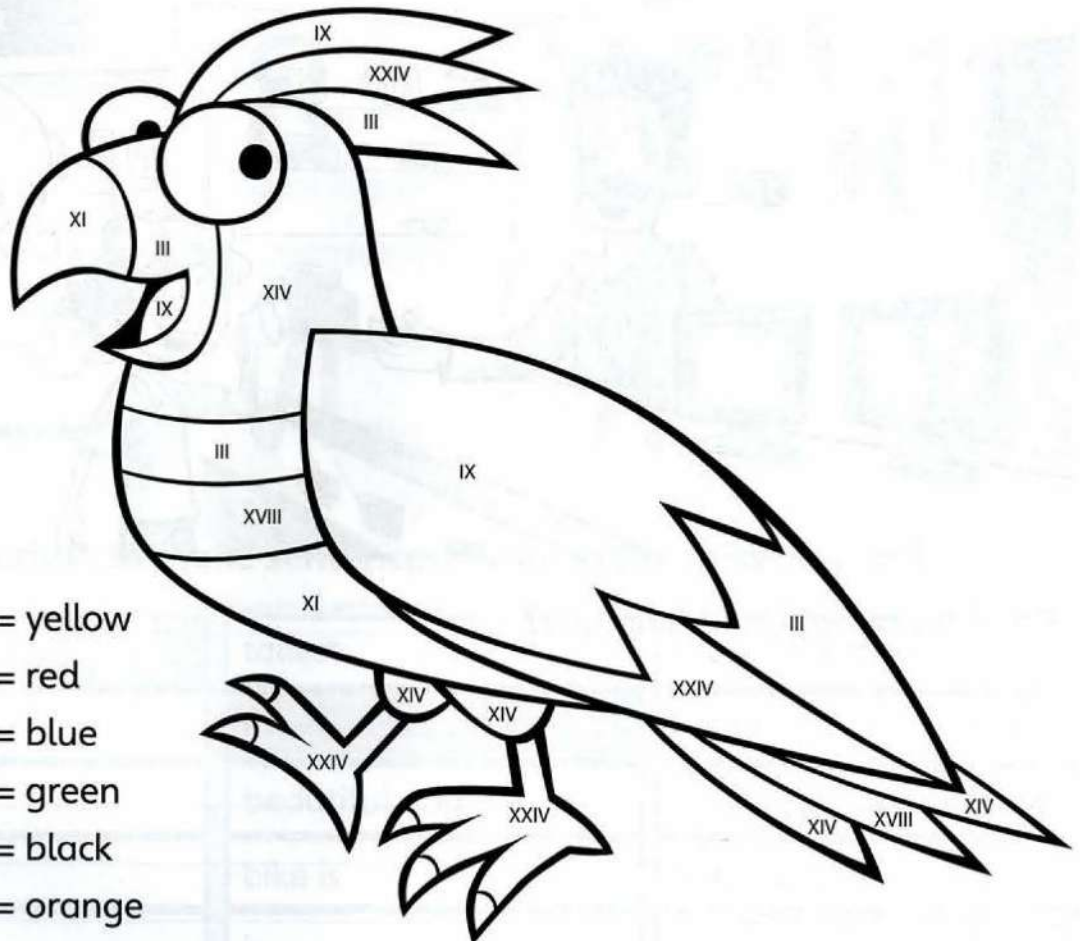
- 1 Work with a partner and think of a number sequence.
- 2 Write it down but miss out two numbers.
- 3 Swap your sequence with another pair and work out their missing numbers.



1 Match the Roman Numerals with the numbers.



2 Think! Write the Roman Numerals and colour.



- 3 = III = yellow
- 9 = _____ = red
- 11 = _____ = blue
- 14 = _____ = green
- 18 = _____ = black
- 24 = _____ = orange

3 Write the missing numbers in the Fibonacci Sequence.

0 / 1 / 1 / 2 / _____ / 5 / 8 / 13 / _____ / 34 / 55 / 89

8

At the zoo

Рівень: pre-A1

Тип завдання: інтерактивна пісня он-лайн, завдання на закріплення лексики

Час: 60-90 хвилин

Мова, що відпрацьовується: тварини, люди, базові дієслова

Матеріали:

- Інтерактивна пісня он-лайн ([посилання](#))
- Notes for parents and teachers
- Wordlist
- Student's Worksheet 1,2,3,4

Джерело: [Cambridge English Activities for children on-line](#)

Activity answers

Activity 1

1. ×
2. ✓
3. ×
4. ×
5. ✓

Activity 2

1. yes
2. yes
3. no
4. no
5. yes

Activity 3

1. grandma
2. daddy
3. brother
4. mummy
5. sister

Activity 4

1. feet
2. ice cream
3. fruit
4. house
5. photo

Activity 5

1. looking
2. elephant
3. snake/frog
4. orange
5. again

Notes for parents and teachers



Most children take part willingly in singing activities and so have fun whilst learning and practising language. Using simple action songs at home and in the classroom can have the following benefits:

- ✓ motivate young learners to listen and vocalise using rhythm and intonation
- ✓ help young learners to quickly learn, use and remember new language
- ✓ reinforce other desirable outcomes such as appropriate classroom behaviour, working with others, learner confidence and independence.

At the zoo has lively lyrics sung to a well-known tune ('The wheels on the bus'). It tells the story of a family's visit to a zoo and some of the animals they see. The song has been specially written to include many of the words children might see in their *Cambridge English: Starters* test.

The song can support children's learning both at home and in the classroom, either as part of a general lesson or as the topic of a themed lesson.

At home

Just turn on your computer, tablet or smart phone and encourage your child to listen and, when ready, sing along, karaoke-style, to the song. You should join in, too! The language learning will happen whilst the child has fun. Repeat as many times as the child wants. Follow up at a suitable time with the activity sheets - but not necessarily all in one sitting.

The *Cambridge English: Starters Word List Picture Book* will provide further reinforcement and extension. Ask your child to compare the song pictures to those in the *At the zoo* section of the book. What other animals can they see? Remember, you don't have to be musical to sing the song. You simply need to be enthusiastic!

In the classroom

Incorporate the song into your lessons along with your other favourite children's songs. Or build a whole lesson around the song, developing the animals and family themes. Use your preferred lesson structure and add themed games, stories, nursery rhymes, poems, craft and movement activities.

Develop actions for the song. Ensure, though, that the actions are acceptable within your cultural environment. An innocent action in one place can be a rude gesture in another. Suggested actions are shown below but you may have other ideas.

Actions

Verse 1

Daddy - 'here we go'
No action. Sing enthusiastically!

Verse 2

Giraffe - 'look, look, looking'
hand on forehead, look from side to side

Verse 3

Grandma - 'look at that'
pointing (but not directed at other people)

Verse 4

Elephant - 'jump, jump, jumping'
jump up and down

Verse 5

Sister - 'what is that?'
hands in air and scream

Verse 6

Tiger - 'sleep, sleep, sleeping'
loud snores

Verse 7

Cousins - 'wow! wow! wow!'
No action. Sing enthusiastically!

Verse 8

Crocodile - 'swim, swim, swimming'
swimming actions

Word list

(from *Cambridge English: Starters* thematic vocabulary list)

Use the song's word list and lyrics to develop language games and reading and writing activities.

Zoo	animal, crocodile, elephant, giraffe, hippo, lizard, monkey, snake, spider, tiger, zoo
Actions	go, jump, look, say, sleep, swim, wow!
Family	brother, cousins, daddy, grandma, mummy, sister

Optional extra word list

The following words from the *Cambridge English: Starters* word list have not been included in the song but could extend a lesson or home session, or be used for additional verses. The animals are illustrated in the song video and in the *Cambridge English: Starters Word List Picture Book*.

Starters animals

Animal part tail

Animal categories

(* in more than one category)

Domestic cat, dog, fish*

Farm chicken, cow, duck*, goat, horse, sheep, mouse/mice*

Small wild bird, duck*, fish*, frog, mouse/mice*

Starters family and friends

Generic family, old, young

People baby, boy, child(ren), friend, girl, man/men, person/people, woman/women

Odd one out live

Find a wide range of support, including fun learning activities for children and official Cambridge English preparation materials, at

www.cambridgeenglish.org/younglearners



Children's activities



Songs are a great way to make learning English fun. *At the zoo* uses vocabulary and illustrations taken from our *Cambridge English: Starters* Picture Book to keep children motivated in their English language learning.

These activity sheets have been developed for teachers and parents to use alongside *At the zoo*. They are based on the vocabulary, grammar and structures used in the song lyrics.

The themed activities also provide valuable preparation for the *Cambridge English: Starters* test by using the same types of questions found in the Reading and Writing paper.

Activity 1

Look and read. Put a tick (✓) or a cross (✗) in the box.

There are two examples.

Examples



This is a monkey

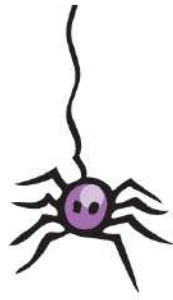


This is a tiger



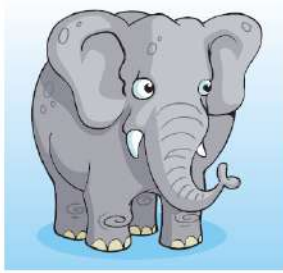
Questions

1



This is a crocodile

2



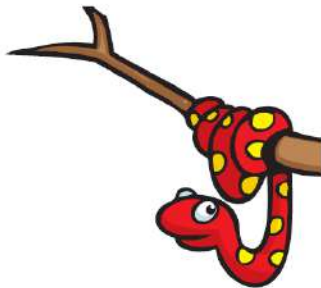
This is an elephant

3



This is a lizard

4



This is a giraffe

5



This is a hippo

Activity 2

Watch the song video again. Read the sentences. Write **yes** or **no**.

Examples

There is one giraffe in the zoo.

..... yes

The goats are black.

..... no

Questions

1 The dog wants to catch the chicken.

.....

2 Do you think sister likes the spider?

.....

3 There are three mice in the zoo.

.....

4 The zoo is closed.

.....

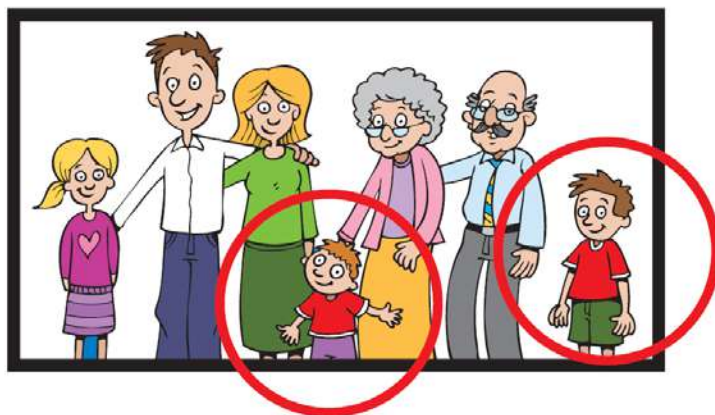
5 The tiger wants to sleep.

.....

Activity 3

Look at the pictures. Look at the letters. Write the words.

Example



i s c u o n s



Questions

1



d	a	g	a	m	r	n
---	---	---	---	---	---	---

— — — — —

2



a	d	y	d	d
---	---	---	---	---

— — — —

3



r	h	o	b	r	e	t
---	---	---	---	---	---	---

— — — — —

4



y	m	m	m	u
---	---	---	---	---

— — — —

5



t	i	s	r	e	s
---	---	---	---	---	---

— — — —

Activity 4

Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

A mouse











I am a very small animal. I have a long **tail** and four (1)

I do not eat (2) but I like (3)

I can live in a (4) Would you like to take a (5) of me?

What am I? I am a mouse.

			
tail	house	cat	ice cream
			
bird	photo	feet	fruit

Activity 5

Watch the song video and read the questions. Write one-word answers.

Example

Who says 'Here we go'?

.....daddy.....

Questions

- 1 What is the giraffe doing?
- 2 Which animal is jumping? the
- 3 What does brother like? the
- 4 What colour is the tiger? black and
- 5 What does the family want to do? come

9

On-line games and songs 1

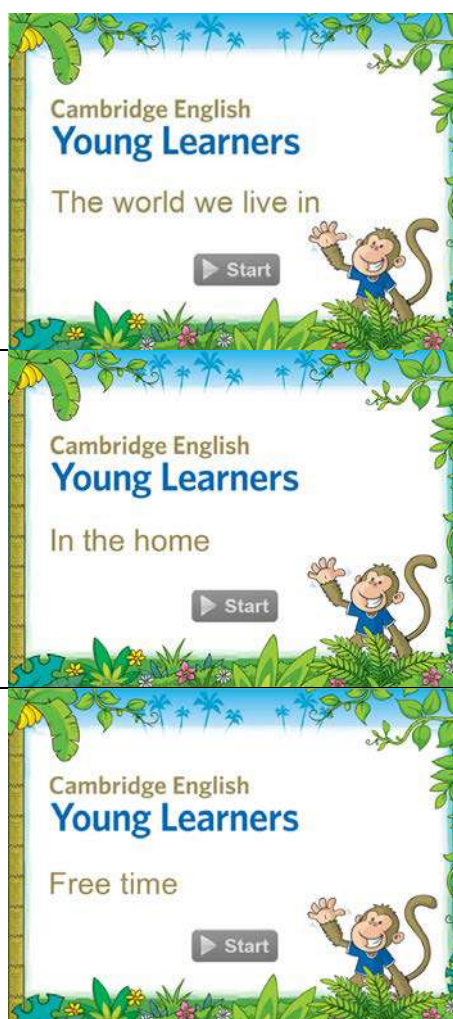
Рівень: A1

Тип завдання: інтерактивні завдання он-лайн, завдання на закріплення лексики

Час: 60-90 хвилин

Мова, що відпрацьовується: світ навколо нас, мій будинок, дозвілля

Матеріали:



Назва: The world we live in

Тип завдання: Vocabulary practice

Мова, що відпрацьовується: Parts of the world

[Посилання](#)

Назва: In the home

Тип завдання: Listening and vocabulary practice

Мова, що відпрацьовується: Houses and homes

[Посилання](#)

Назва: Free time

Тип завдання: Listening and vocabulary practice

Мова, що відпрацьовується: Free time activities

[Посилання](#)

Джерело: [Cambridge English Activities for children on-line](#)

Більше ігор за [посиланням](#).

10

On-line games and songs 2

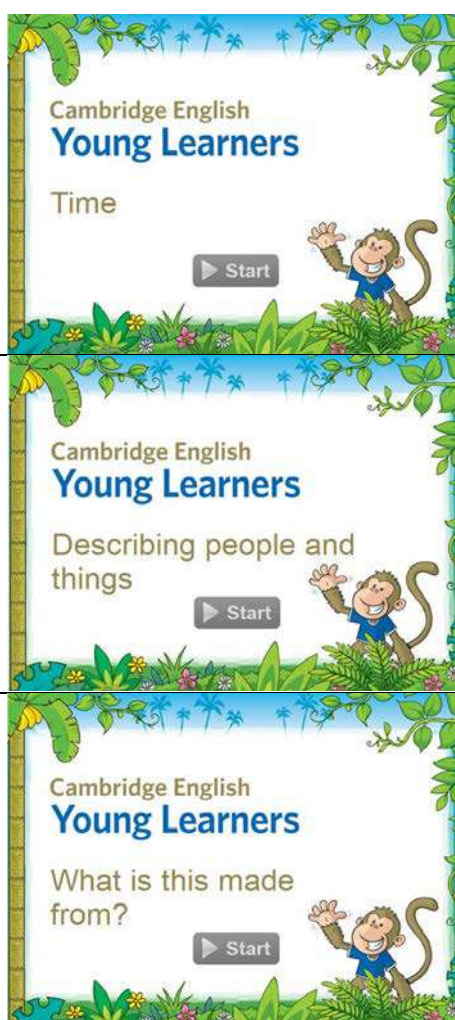
Рівень: A2

Тип завдання: інтерактивні завдання он-лайн, завдання на закріплення лексики

Час: 60-90 хвилин

Мова, що відпрацьовується: час, прикметники для опису людей та речей, матеріали та предмети загального вжитку

Матеріали:



Назва: Time

Тип завдання: Vocabulary practice, reading

Мова, що відпрацьовується: seasons, months, days of the week, parts of the day

[Посилання](#)

Назва: Describing people and things

Тип завдання: Reading and vocabulary practice

Мова, що відпрацьовується: Colors, adjectives for describing people and things

[Посилання](#)

Назва: What is this made from?

Тип завдання: Reading and vocabulary

Мова, що відпрацьовується: materials and basic objects

[Посилання](#)

Джерело: [Cambridge English Activities for children on-line](#)

Більше ігор за [посиланням](#).

CONTACT DETAILS**LINGUIST LLC****Official distribution in Ukraine**

Skovorody, 6, office 44, Kyiv

+38 (044) 599-3228

info@linguist.ua

www.linguist.ua

<http://www.facebook.com/Linguist.Ukraine>

Anna Shovkaliuk**Cambridge University Press ELT Consultant**

Skovorody, 6, office 44, Kyiv

+38 (067) 537-3841

anna.shovkaliuk@gmail.com

www.cambridge.org/ua/cambridgeenglish

<https://www.facebook.com/CambridgeUniversityPressUkraine>

Daryna Sizhuk**Consultant****Cambridge English Language Assessment**

+38 (066) 062 28 20

Sizhuk.D@cambridgeenglish.org

www.cambridgeenglish.org

<https://www.facebook.com/CambridgeEnglishUkraine>

