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#### From games to plays

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P.O. Box 6 - Recanati - Italy

Tel. +39/071/75 07 01 - Fax +39/071/97 78 51

E-mail: [info@elionline.com](mailto:info@elionline.com)

[www.elionline.com](http://www.elionline.com)

Author: Jane Elizabeth Read

Cover: Studio Cornell s.a.s. - Marco Lorenzetti

Illustrations: Elena Staiano

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Food and drink

1 Warm up game: Name the food!

Present the names of the foods (see pictures on the facing page) by saying them clearly and getting the pupils to repeat. Then show a card and ask pupils to name the food.

2 Mime the food

Show a card and mime eating the food. Make sure you are precise in your movements. Hold a coffee cup exactly as it should be held. Eat spaghetti with difficulty, peel a banana...

Then get the pupils to come out and mime them. The class should guess, first simply name the food, then connect it to the class-mate: *Luke's eating spaghetti; Sara's drinking coffee...*

3 I like... I don't like...

This is probably the first contact with the simple present. Introduce it very simply, with a lot of facial expression, using the pictures on the facing page:

*I like ice-cream, yum!* (Lick your lips or touch your tummy. Don't use the gestures typical of your native language: remember gestuality forms part of a language and strange gestures can be misunderstood)

*I don't like coffee!* Show the picture, make a disgusted face, mime drinking coffee, spit it out!

Then get the pupils to tell you about their likes and dislikes. Introduce the question: *Do you like...?* without explaining anything about grammar! These conversational items must be natural elements of classroom language.

4 Guess my card!

Call four pupils to the front. Let them choose a card they like. They stand with it behind their backs. The other pupils guess: *Luke, do you like vegetables? No! Do you like ice cream? Yes!* When a pupil guesses correctly, he replaces Luke and the game continues.

5 Funny food

Photocopy the pictures on the facing page. The pupils colour the food in a funny way, then show it to the class and ask questions: *Do you like purple carrots? Do you like blue bananas?*

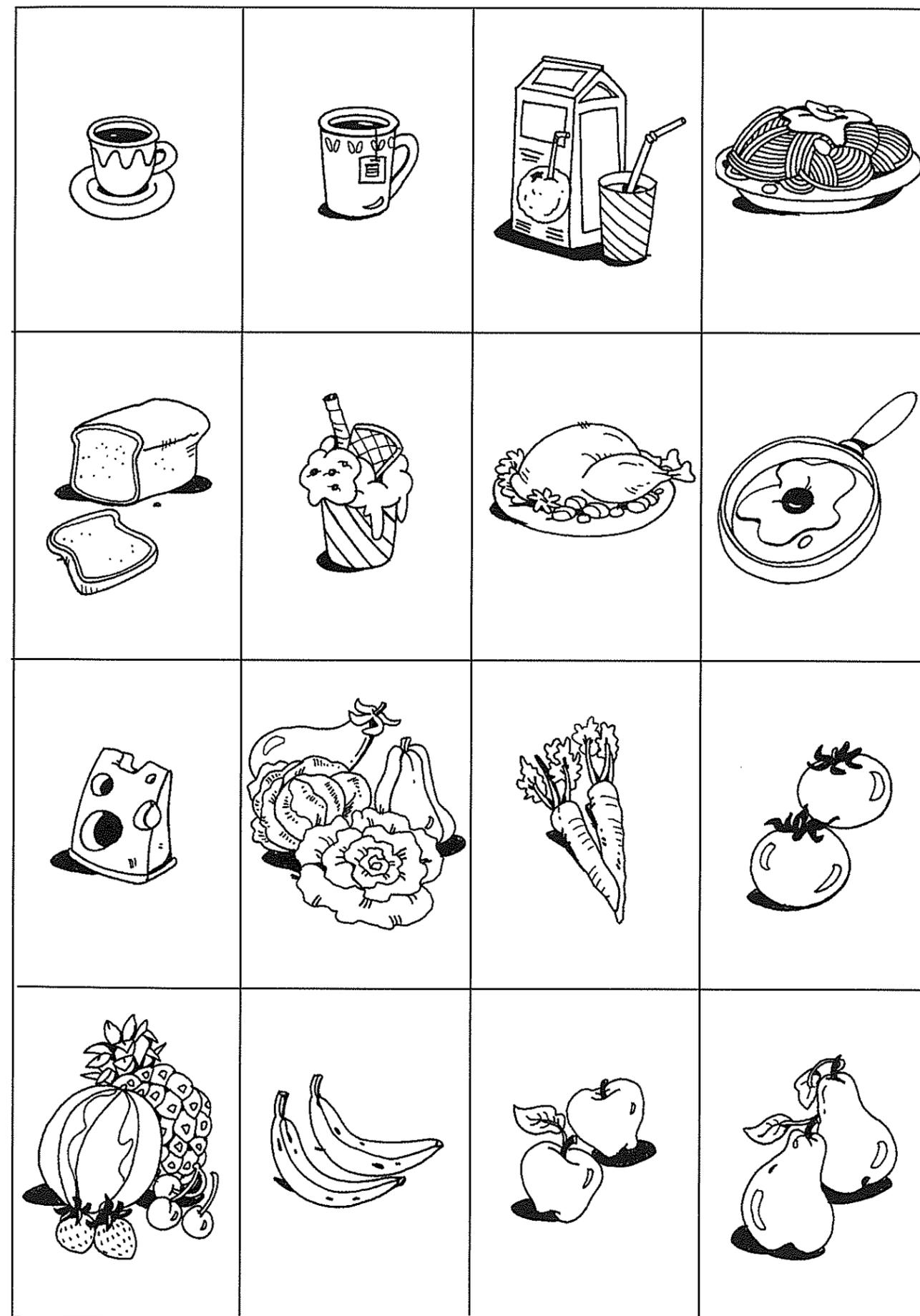
At a higher level, you can introduce *Would you like...*

6 Yes, please... No, thank you!

Photocopy the pictures on the facing page, show a card and make a simple offer, like: *An apple?* Elicit the correct, polite answers: *Yes please* or *No thank you*.

If the child does not say *please*, don't give him the card. If he takes the card but doesn't thank you, take it back.

Make it clear that these words are an essential part of English, and extend their use to everyday classroom language.



## Rooms of the house

### 1 Warm up game: Name the rooms!

Cut the cards and present the name of the rooms (See pictures on the facing page) by saying them clearly and getting the pupils to repeat.

Then show a card and ask pupils to name the room.

### 2 Where am I?

Mime an action (for example sleeping) and ask: *Where am I?*

Pupils answer: *In the bedroom.*

Then ask pupil to mime the action and get other pupils to guess

Pupil one (washing): *Where am I?* Pupil two: *In the bathroom!*

### 3 A plan of your house

Ask pupils to do a plan of their houses on a large piece of paper. They should draw only the outline of the rooms and put in the pieces of furniture later when you present them.

A poster with an outline of a house may be hung on the wall and later decorated with the furniture.

### 4 Clapping rooms

Show a picture of a room, say the name and clap once: *Kitchen* (clap)

Show a picture of a room, say the name and clap twice: *Living room* (clap, clap)

Show a picture of a room, say the name and clap three times: *Bedroom* (clap, clap, clap)

Show a picture of a room, say the name and clap four times: *Bathroom* (clap, clap, clap, clap)

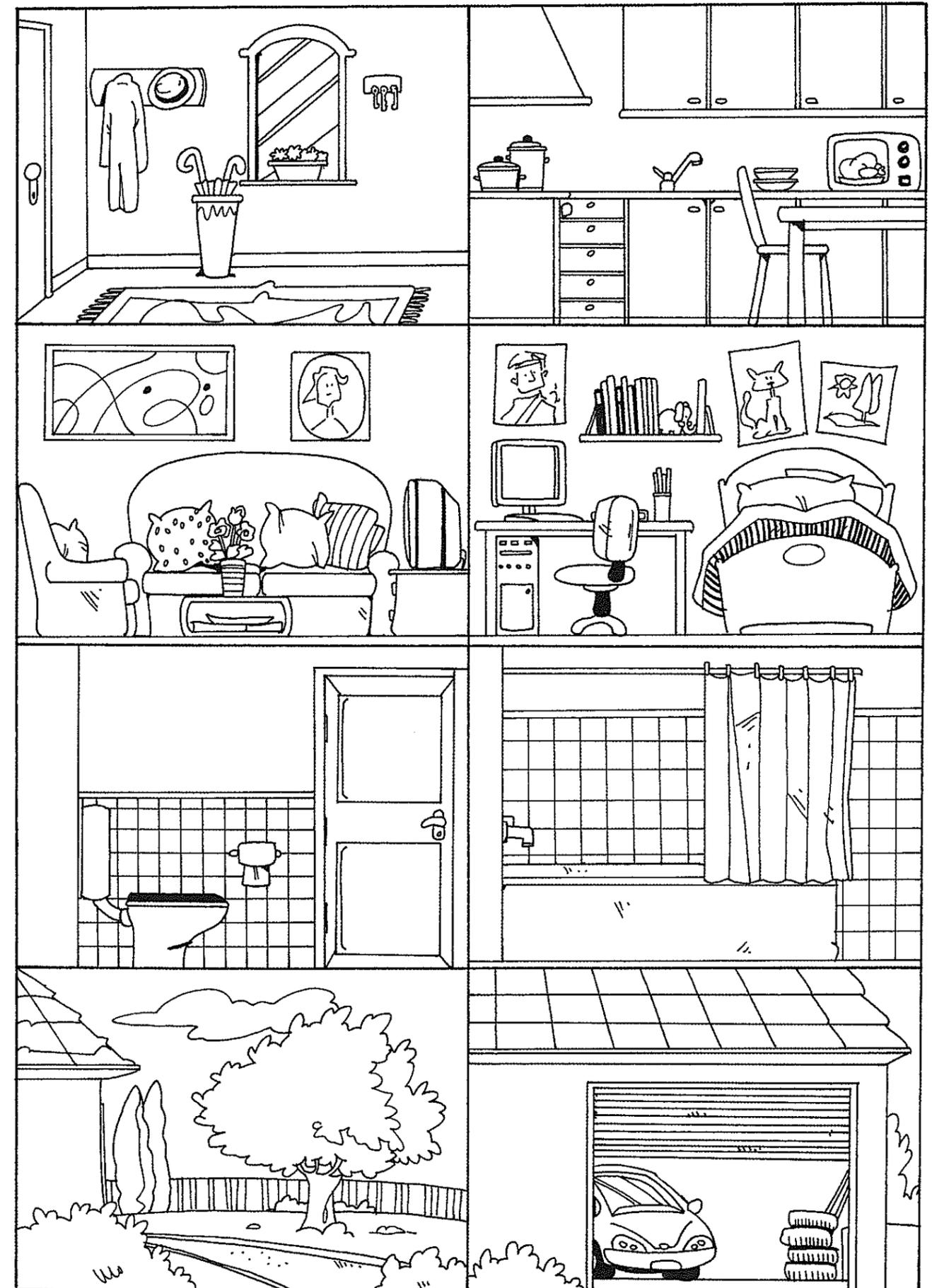
Go on this way until pupils memorize the name of the room and the number of claps associated.

Then the game starts: you clap a number of time and pupils should say the name of the room.

### 5 Memory game

Photocopy the cards on the facing page twice or four times, according to the number of pupils in the class and get the pupils to play memory.

When pupils find a pair, they say the name.



## Animals and their habitats

## 1 Countries of the world: A jigsaw puzzle

Make photocopies of the world map, one for each group of four (See pictures on the facing page). Cut the map into small shapes. Tell pupils: *Mix it all up. Now put it together again. What's this country? Where's Australia?... and so on.*

## 2 Review of weather and climate

Ask: *What's the weather like in the desert? Is it hot in the North Pole? Is it rainy in the jungle? In the north of Australia, it's tropical. In the south, it's temperate... and so on.*

Pupils can do research about climate on the net or in geography books.

## 3 Habitats (use of do and don't)

Show large pictures of a koala, a jungle, a city, a farm (see page 57 and 59).

Ask: *Do koalas live in the city? Do they live in the jungle?* Elicit the answer: *No they don't!*

Ask: *Where do koalas live?* Elicit the answer: *In the forest. (or: in the eucalypt tree)*

## 4 Habitats (Pair game)

Photocopy cards: one set of animals (both from page 57 and 59) one set of habitats or countries.

Pupil one turns over an animal card (kangaroo) and asks: *Where do kangaroos live?*

Pupil two turns a habitat card (jungle) and replies with a question: *Do they live in the jungle?*

Pupil one: *No, they don't!* When a pupil finds the right pair, he keeps the two cards. The winner collects the most cards.

Demonstrate incorrect habitats. Show a camel in the jungle and repeat: *Camels don't live in the jungle.*

Using the same small cards, pupils practise the use of don't, putting together wrong combinations.

*Tigers don't live in the city. Koalas don't live in the desert.*

## 5 A poster-size world map

Photocopy the world map enlarged size and say: *Colour the map. Cut out the animals. Stick them on their habitat. Now draw the animals' food near them. Now put bubbles with the animals' sounds.*

## 6 Funny animal chant

This is a variation of a traditional American folk song (writer unknown).

*I have a cock and the cock likes me, and the cock lives under a tree*

*And the cock says "Cock-a-doodle-doo"*

*I have a Tasmanian devil and the devil likes me, and the devil lives under a tree*

*And the devil says "Grrr-grrr!"*

*And the cock says "Cock-a-doodle-doo"*

*I have a kookaburra and the kookaburra likes me, and the kookaburra lives in a tree... And the kookaburra says "Ha-ha-ha"*

*And the Tasmanian devil says "Grrr-grrr!"*

*And the cock says "Cock-a-doodle-doo" and so on...*

The pupils come to the front and mime the animals while the class chant the words. The whole class can join in *Cock-a-doodle-doo*.

