

Teacher support material

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# Learn English with Friends



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# Introduction

Learn English with Friends is a series of short, animated videos specially created for schools in India. Each video has a vocabulary and functional language focus to help students learn simple English vocabulary and practise it instantly with their friends using simple dialogues and phrases.

The videos are designed to support students at a beginner level, but they can be used with any grade at primary or secondary level. Teacher Support Materials for each video suggest simple, fun and useful activities to review or practise topic vocabulary and develop listening and speaking skills in English in an enjoyable way. Find the links to the videos on the contents page.

## 1. Why use video when teaching English?

- Students can see and hear examples of real language use through simple conversations. These provide accessible quality listening input as well as examples for classroom speaking tasks to bring the language to life.
- Video images provide a clear visual context, helping students to understand the meaning of vocabulary and phrases in English.
- Students can focus on pronunciation by listening to the words and phrases on the video, and trying to copy them.

All videos have English subtitles. In addition, the key language (vocabulary and functions) appears on the screen to support students with speaking activities.

## 2. How to use the Teacher Support Materials?



### How can this video help?

Each video guide starts with a brief overview and link to the YouTube video. It's a good idea to watch the whole video as you prepare your lesson.



### What is the language focus?

The vocabulary and functions focus for each video is listed at the beginning. Vocabulary is listed in alphabetical order rather than the order it appears in the video. You can use the videos in any order that you prefer. Use the videos to support your syllabus. For example, if your coursebook's first unit is about colours, use **Video 22: Colours** first.



## How can you use this video?

There are three activities for each video with instructions for teachers. Activities include a watching or listening task which involves playing part of the video and a follow up speaking task using the language from the video.

- Most of the activities use specific sections of the video. Follow the instructions to play the relevant part of the video and pause at the right places.
- Activity 1 focuses on vocabulary (the first half of each video), and Activity 2 or 3 focuses on the functions/conversations part (the second half of each video). Activities can be done independently, or you could do all of them, depending on your preference, your students' needs and the time available. You could do one or more activities in the same lesson or choose different activities for different lessons.
- The videos are in English and have English subtitles. If students have difficulty understanding, you can repeat sections more than once. If necessary, you could use students' own language to check understanding or support your instructions.


Each activity includes the following:

### Materials

The activities require very few materials, other than the video, a board and chalk or board markers. Where other resources are needed (such as pencils and paper), they are listed, with alternatives for low-resource classrooms (for example, making your own flashcards).

### More support

These are suggestions of what to do if you think the activity is too challenging for your students. Usually, this is a way to simplify the activity or an additional step to do before the activity.


Learn English with Friends  
Teacher support material


## Video 22: Colours

Click here for the video

**▶ How can this video help?**  
This video can help students to talk about colours. It teaches vocabulary about colours and language to ask and answer questions about their favourite colour.

**🗉 What is the language focus?**  
**Colours:**  
• black, blue, brown, green, orange, pink, purple, red, white, yellow  
**Talking about your favourite colour:**  
• What's your favourite colour?  
– My favourite colour is green.  
– I really like purple.

**🗉 How can you use this video?**  
**1. Who's holding blue?**  
**Materials:** video 22, coloured pens/pencils  
• Tell students to hold a few (three to five) coloured pens/pencils in their hands.  
• Play the video 0:00–0:40. Pause after each colour and ask: 'Who's holding blue?'  
• Students point to other students holding blue or hold up their blue pen/pencil.  
Say: 'If you're holding blue, jump three times.'  
• Continue the video, pausing after the next colour, repeating the question, but giving a new action for each colour. For example, 'If you're holding yellow, touch your toes.'  
**More support:** Play the video 0:00–0:40 again. Tell students to move around the room and find/hold up something blue when blue is presented. Continue with all colours.  
**More practice:** Put students into two or more teams lined up at the board. Display the video on the board/paused at 0:11. Say a colour. The first student in each team's line races to touch the colour in the picture. They then go to the back of the line. Continue with another colour.



www.teachingenglish.org.uk

### More practice

These are suggestions of what to do if you think an activity is too easy for your students. 'More practice' activities either make an activity more challenging, or they can also be done after the activity.

### Online

Most of the activities can be done online as well as face to face. When playing a video in an online class, ensure you share your sound so that students can hear the video.

If an activity needs to be adapted for online teaching, suggestions are included here. This includes screen sharing, using simple and free collaborative tools, such as Google Jamboard, and breakout rooms for pair work and group work.

## 3. Practicalities and safety considerations

- To play the video, you could use a laptop and projector in your classroom, take students to a computer lab if you have access to one in your school, or simply show the videos on your smartphone. If you have access to speakers, connect your smartphone to speakers so students can hear the audio more clearly.
- Before your lesson, check that students will be able to see and hear clearly. Practise playing and pausing the video and moving to different parts of the video time bar.
- Some activities involve movement, for example students walk up to the screen to point to what they see in the video. Please follow your usual health and safety precautions when using these activities so that students are safe, and equipment is not damaged.
- If you are teaching online, please follow online safety protocols so that the children in your class are protected. This could include having a password for your meeting, checking who is present by asking students to switch on their cameras, and educating your students about internet safety.

For more information about teaching English:

- <https://www.britishcouncil.in/english-connects>
- <https://gettalking.britishcouncil.in/>
- <https://www.britishcouncil.in/teach/teachingenglish-radio-india>
- <https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series>

**Read an article about using video when teaching children.**

**Read the British Council's e-Safety guidelines for children, parents and schools.**

# Video 1: Spell your name

[Click here for the video](#)



## How can this video help?

This video can help students to review the alphabet in English. It teaches vocabulary about the alphabet and language to ask and answer how to spell their name.



## What is the language focus?

*The alphabet:*

- a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

*Asking and saying how to spell your name:*

- How do you spell your name?



## How can you use this video?

### 1. ABC

**Materials:** video 1, letter flashcards (you can make them)

- Play the video 0:00-1:24. Students listen and look at the letters. Play it again, pausing after each letter for students to repeat. Or pause after each two letters for students to repeat.
- Pause the video. Click on different parts of the video time bar (sound off). Students say the letter they see. For example: 0:34 (D), 1:05 (R).
- Hold up letter flashcards one at a time. Students call out the letter.
- Repeat the letters that students have difficulty with.

**More support:** Sing the alphabet song to help students to memorise the letters and sounds. Point to the letters as you sing together. [Listen to the song.](#)

**More practice:** Divide students into three groups. Divide the letter flashcards between the groups. Students take it in turns to hold up a flashcard for the other students to say the letter.

**Online:** Do the activity as above. For the flashcard activity, you could type large letters on a shared whiteboard.



## 2. Listen and touch

**Materials:** video 1, pencils and paper

- Play the video 0:00-1:24 (sound off). Students say the name of each letter.
- Write the alphabet on the board. Ask two students to stand at the board. Say: 'Listen and touch the letter. 'G!' Students race to touch the letter G. Repeat with other students and other letters.
- Divide students into groups of three. Each student in the group writes their own alphabet on a piece of paper, leaving space between the three letters. They put their paper facing up in the middle of their group.
- One student says a letter; the others listen and race to touch that letter first. The student who said the letter decides who was first. The first one to touch the letter takes the next turn to say another letter.
- Students play the game, taking it in turns to say different letters for their friends to race to touch.

**More support:** Write the letters on a sheet in order. Use only upper or lower case letters.

**More practice:** Students mix up the order of the letters. They use both upper and lower case. Students say two letters. For example: 'H, P'. The others in their group have to touch the letters they said in order (H and/or h, then P and/or p). Repeat with 3 or 4 letters.

**Online:** You say a letter, students type it in the chat. Then ask a student to say any letter, the other students race to type it in the chat first. They can also do this in groups in breakout rooms.

## 3. How do you spell your name?

**Material:** video 1, pencils and paper

- Play the video 1:24-2:05. Pause at 1:41 and say together: 'D-e-e-p-a-l-i'. Do the same at 1:49 'S-o-n-i-a'.
- Write three or four other simple names on the board and spell them together.
- Ask a confident student to spell their name. Write it on the board as they do this. Repeat with three or four other students, asking them to spell their own names. Write them on the board.
- Say 'Repeat the question: How do you spell your name?' Students repeat until they remember it.
- Demonstrate by asking a confident student to ask another student the question.
- Divide students into small groups of three or four. They ask and answer the question.

**More support:** Students write their names (or you can write for them) so that they can look at the letters and say them.

**More practice:** Students work in pairs. They take it in turns to ask and answer 'How do you spell...?' with words they know. For example, 'How do you spell cat?' (c-a-t). Students can write the names as their friends spell them.

**Online:** Do the activity as above. Use breakout rooms for the speaking activity.

# Video 2: Fruit and vegetables

[Click here for the video](#)



## How can this video help?

This video can help students to talk about their likes and dislikes. It teaches vocabulary about fruit and vegetables and language to ask and answer questions about food they like or dislike.



## What is the language focus?

*Fruit and vegetables:*

- apple, banana, carrot, mango, onion, orange, potato, pumpkin, tomato

*Asking and saying how to spell your name:*

- I (don't) like apples.
  - Me too!
- Do you like apples?
  - Yes, I love apples / No, not really. I don't like apples / Yes. How about you?



## How can you use this video?

### 1. Say it

**Materials:** pictures of fruit and vegetables from the video (or draw them or bring in real fruit and vegetables).

- Play the video 0:00-0:53. Pause after each fruit/vegetable for students to say the word.
- Play the video again 0:00-0:53 (sound off). Students say the words as they appear.
- Tell students 'I'll show you a fruit/vegetable/picture. Say its name'. Show a fruit (or picture of a fruit). If students don't know, say the word. Students repeat the word.
- Show two items/pictures of fruit/vegetables e.g. a banana and a mango. Say: 'Mango?' with a questioning tone. Students point to the correct item. Repeat with other items.
- Show the items/pictures again in a different order, one at a time. Students say the word.

**More support:** When you pause the video after each word, emphasise the word stress to help students to hear it in the words, for example: MANgo. baNAna.

**More practice:** Hold up a fruit/vegetable (or picture). Say it. Pass it to a student. They say it. They pass it to the next student. Repeat until everyone has said the word. Repeat with other words. Ask students what other fruit and vegetables they know in English.

**Online:** Hold real fruit and vegetables in front of your camera or screen share pictures of them.

## 2. I like ...

**Materials:** pictures/drawings of fruit/vegetables, pencils and paper

- Draw a table on the board:
- Show a picture of a mango. Smile and say 'I like mangoes' Write it in the :) column.
- Show a picture of an onion. Look sad and say 'I don't like onions'. Write it in the column.
- Students draw a table. They write fruit and vegetables they like and don't like.
- Play the video 1:02-1:10. Ask: 'What do we say when we agree?' (Me too!) Students work in pairs. They tell each other the fruit and vegetables they like/don't like and say 'Me too!' when they agree.

☺	☹
I Like mangoes.	I don't Like onions.

**More support:** Before pair work, say: 'I like mangoes'. Students repeat. Say: 'I don't like onions'. Students repeat. Do this with other fruit/vegetables to help them remember.

**More practice:** Students talk about other things they like/don't like, for example drink, sports.

**Online:** Demonstrate the pair work with a strong student, then students work in breakout rooms.

## 3. Do you like ...? mingle

**Material:** video 2, pictures/drawings of fruit/vegetables, pencils and paper

- Play the video 0:54-1:37. Ask: 'Do you remember?' Play this part of the video again. Pause after each phrase. Students repeat the phrases.
- Say: 'Draw a fruit or vegetable you like'.
- Show a picture of an apple. Say: 'I like apples'. Ask: 'What's the question?' (Do you like apples?) If they can't remember, play the video again. Students repeat the question. Write it on the board. Repeat with other fruit/vegetables.
- Point to the question on the board. Ask 'What's the answer?' (Yes, I love ... / No, not really. / I don't like ... / Yes). How about you? Show meaning with your face and voice and ask for a translation if necessary. Say each phrase and students repeat. Write them on the board.
- Students stand up and find a partner. They show their drawing, and take turns to ask and answer 'Do you like [bananas]?' Then they move to a new partner. Repeat several times.

**More support:** Play the video again to help students identify the answers.

**More practice:** Students exchange drawings and repeat the activity.

**Online:** Do the speaking activity in small groups in breakout rooms.

# Video 3: Things we use in school

[Click here for the video](#)



## How can this video help?

This video can help students to talk about classroom objects. It teaches vocabulary about things we use in school and language to ask for and lend things to friends and ask who something belongs to.



## What is the language focus?

### *School objects:*

- crayon(s), desk(s), eraser(s), notebook(s), pen(s), pencil case(s), pencil(s), ruler(s), school bag(s), scissors

### *Asking for and lending school things to friends:*

- Can I borrow your pen, please?
  - Yes of course, here you are.

### *Asking who something belongs to:*

- Whose notebook is this?
  - It's mine, thank you.
  - It's Deepali's, I think.



## How can you use this video?

### 1. Show me!

**Materials:** video 3, school objects

- Get students to put everything from their school bag on their desk. Play the video from the beginning. As each word is presented, students hold up each item that they have.
- Play the video 0:00–0:38. After the teacher in the video says each word, pause the video. Students hold up the item and repeat the word.
- Put the students in pairs or small groups. Students say: 'Show me [an eraser]!' and their partner(s) touches or holds up an eraser.

**More support:** If students are finding the 'show me' activity difficult, do a demo with the whole class. Say: 'Show me a ruler' and then hold up the ruler to help students understand the activity.

**More practice:** If numbers are new, put students in groups and say a number with the word: ‘Show me four pens’.

**Online:** Do the same activity, but students show you their objects on video. Put students in breakout rooms in pairs or small groups to do ‘Show me a \_\_\_\_\_’ together.

## 2. Can I borrow a pencil, please?

**Materials:** video 3, school objects

- Play the video 0:39–0:46. Ask students to listen to the video and find out what school item the girl needs. Check answers (a pen).
- Write the phrase ‘Can I borrow a pencil, please?’ on the board. Get students to repeat after you. Snap your fingers on ‘Can’, ‘bor’, ‘pen’ and ‘please’ as you say the phrase to show the rhythm. Repeat with other classroom objects.
- Once students are confidently saying the phrase, write ‘Yes, of course, here you are’ using the same rhythm of the chant. Snap your fingers on ‘Yes’, ‘course’, ‘here’ and ‘are’.
- Encourage students to chant ‘Yes, of course, here you are’ while gesturing giving someone something.
- Pause the video at 0:38 and ask the students to make a list of the ten items in the video.
- Ask half of the class to stay seated and the other half to stand up. The standing up students walk around the class using the language ‘Can I borrow a ..., please?’ to borrow different items from their classmates until they have all ten items from the video. The sitting students reply, ‘Yes, of course, here you are.’
- Once a few students have the ten items, ask students to switch roles and repeat the activity.

**More support:** Drill the phrase ‘Can I borrow a pencil, please?’ by humming the phrase as a chant and slowly adding one word, starting at the end. For example, ‘Hm Hm Hmhm h HmHm, Hm?’ then ‘Hm Hm Hmhm h HmHm, please?’ then ‘Hm Hm Hmhm h pencil, please?’

**More practice:** Put the students in pairs or small groups. Ask students to put the items from their bags on their desk. Students look at their partner’s things and ask for something. For example, ‘Can I borrow an eraser, please?’ and their partner(s) give them the eraser while saying ‘Yes, of course, here you are’.

**Online:** Put students in breakout rooms. They can ask for the items and pretend to give them ‘through’ their screens.

## 3. Whose notebook is this?

**Material:** video 3, school objects, pencils and paper

- Play the video 0:47–0:58. Ask students to listen to the video and find out whose pencil case the girl in blue has. Check the answer (It’s Deepali’s). Clarify that we add ‘s’ to a name to show possession.
- Put students in at least two teams, for example team A and team B. Each team should have one secretary to make notes. Each team collects one item from each teammate and gives them to the other team. For example, team A gives their items to team B.

- Team members from team A, for example, pick up an item from team B and ask their teammates: 'Whose [ruler] is this?' Team A guess using the response 'It's Arjun's, I think'. The team A secretary writes down: 'ruler – Arjun'. Team A continues with all the items.
- Team A then returns the items and the list of guesses to team B. Team B checks team A's guesses and rewards one point for each correct item.

**More support:** Pick up a student's pencil and ask: 'Whose pencil is this?' Write the name on the board with 's' underlined, for example, 'Deepali's' to highlight the 's' for possession. Ask students the question again and point to the written name for students to answer.

**More practice:** Introduce possessive pronouns (mine, yours, his, hers, its, ours, theirs).

**Online:** Ask students to draw a picture of a school object using Google Jamboard or the drawing/annotate feature of your online class app. Choose a drawing and ask students the same questions, for example, 'Whose pencil is this?'

# Video 4: Days of the week

[Click here for the video](#)



## How can this video help?

This video can help students to talk about the days of the week. It teaches vocabulary about the days of the week and language to ask and answer questions about their favourite day.



## What is the language focus?

*Days of the week:*

- Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

*Asking and saying your favourite day, and giving reasons:*

- What's your favourite day of the week?
  - I love Thursdays because it's quiz day at school.
  - My favourite day of the week is Saturday because it's a holiday.



## How can you use this video?

### 1. Snap

**Materials:** video 4

Make a set of cards for each group of three students. Draw 21 boxes on a sheet of paper. Write a day of the week in each box on each sheet. Cut up the boxes to make cards.

- Play the video 0:00-0:40. Pause after each word. Students repeat the word.
- Play the video again. Pause after each day. Students say the day they heard and the next day. For example, they hear 'Monday' and say 'Monday, Tuesday'.
- Now say days at random. Students say the day, and then the next day.
- Divide students into groups of three. They divide the cards equally, face down.
- Student 1 turns over their first card, puts it in the middle and says the day. Student 2 does the same. Demonstrate with a student. Continue until two consecutive cards are the same. Then, someone can say 'Snap!' and put their hand on the cards in the middle. The first person to do this wins the cards. The game ends when someone wins all the cards.

**More support:** Clap to show the number of syllables and word stress. Show the word stress with a loud CLAP. For example, 'Wednesday' CLAP-clap. 'Saturday' CLAP-clap-clap.

**More practice:** After the game, students turn over their cards. They take it in turns to pick a card and say a sentence using the day on the card. For example, 'Today is Monday'.

**Online:** Students make their cards. They hold up a card to the camera as they say it. The first person to say 'Snap!' when the cards are matching wins a point.

## 2. Survey: My favourite day

**Materials:** video 4, pencils and paper

- Play the video 0:41-1:21. Pause after each phrase for students to repeat the phrase.
- Draw a table on the board like this:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

- Say: 'My favourite day is Sunday'. Write your name under Sunday. Ask a student: 'And you?' Encourage them to reply 'My favourite day is...'. Write their name in the table.
- Divide students into groups of five. They say their favourite days and write in the table.

**More support:** Say: 'I like Fridays and Saturdays but my FAVOURITE day is Sunday'. Show the meaning with your face and voice. Check students understand by asking questions.

**More practice:** Make pairs from different groups. Students tell their partner about the favourite days of their friends from the first group. For example: 'Sujata's favourite day is...'

**Online:** Use breakout rooms for the group survey.

## 3. Line up conversation: What's your favourite day?

**Material:** video 4

- Say: 'Listen. What days do you hear?' Play the video 0:41-1:21. Check answers (Thursday, Saturday).
- On the board write the conversation from the video. Say each line. Students repeat it.

What's your favourite day?	Saturday.
Why?	Because it's a holiday.
Good reason!	

- Students stand in two lines, facing each other. The students opposite each other have the conversation. Then the students in one line move one step left. They have the conversation with their new partner. Repeat so that students speak to several partners.

**More support:** Give students time to think about why they like their favourite day.

**More practice:** Divide students into groups. They share what they heard from their friends.

**Online:** Students talk in pairs in breakout rooms. Close the rooms and recreate pairs. Repeat.



# Video 5: School subjects

[Click here for the video](#)



## How can this video help?

This video can help students to talk about school subjects they enjoy and are good at. It teaches vocabulary about school subjects and language to ask and answer questions about the subjects they like and are good at.



## What is the language focus?

*School subjects:*

- art and craft, English, EVS/environmental studies, environment, population and health, ICT/computer science, maths, science, social studies

*Asking and saying the school subjects you like and are good at:*

- What subject do you like?
  - I like maths.
- What subject are you good at?
  - I'm (not) good at maths.



## How can you use this video?

### 1. What's missing?

**Materials:** video 5, picture/drawing flashcards of school subjects

- Play the video 0:00-0:46. Pause after each word to check understanding, and for students to repeat the word.
- Pause the video at 0:30. Ask: 'What's missing?' Students say the missing subjects. Play the video 0:30-0:46 to check (ICT/computer science, maths, science, social studies).
- Show five flashcards. Students say the words on each card. Hide the cards behind your back and remove one. Show the four flashcards. Students guess the missing subject. Repeat, removing a different card each time. Repeat with five different flashcards.

**More support:** Use three flashcards for the game.

**More practice:** Students take it in turns to be teacher and choose which flashcard to remove.

**Online:** Pause the video at 0:45. Hide part of the screen. Students guess the missing subjects.

## 2. Ball game

**Materials:** video 5, a small ball, or a scrunched-up piece of paper

- Play the video 0:47-0:53. Write ‘\_\_\_\_\_?’ on the board. Ask: ‘What’s the question?’ (What subject do you like?) Play the video again. Write the missing words.
- Hold the ball. Say: ‘I like English’. Look at a student and throw the ball. They catch it and say ‘I like [school subject]’ They throw the ball to another student who says their favourite subject, and so on.

**More support:** For the listening activity, provide some of the missing words. For the game, write ‘I like...’ on the board. Write the school subjects for students to choose from.

**More practice:** Option 1:

Student 1: ‘I like maths’ (throws ball)

Student 2 (catching) ‘Mohammed likes maths. I like science.’ (throws ball)

Student 3 (catching) ‘Mohammed likes maths. Anvi likes science. I like EVS.’ (throws ball)

Option 2: The student throwing the ball asks a question; the student who catches it answers.

For example:

Student 1 (throwing): ‘What subject do you like?’

Student 2 (catching): ‘Social studies’ (throwing) ‘What subject do you like?’

Student 3 (catching): ‘English’ (throwing) ‘What subject do you like?’

**Online:** Tell students they are going to play a ball game – but with an invisible ball! Students stand up. Make sure you can still see them and they have space to move. Say the student’s name before you ‘throw’ the ball. They say the name of the student they’re throwing the ball to.

## 3. Ranking

**Material:** video 5. Optional: flashcards with pictures/drawings to show school subjects

- Play the video 0:46-1:20. Show the difference in meaning between ‘I *like* maths’ (for example, smile, nod, look happy) and ‘I’m good at maths’ (for example, write ‘A+’ or ‘100%’ on the board). You could ask for a translation too. Pause after each phrase for students to repeat it.
- Put the subject flashcards on the board in the order you like them (the first is your favourite). You can draw ♥😊☹ next to the flashcards to make this clear.
- Students write the subjects in the order they like them (they can draw ♥😊☹ too).
- Divide students into pairs. They compare lists using ‘I like ...’, ‘I’m [not] good at ...’.

**More support:** Talk through your list, showing with your face and voice which subjects you like the best and which you don’t like.

**More practice:** Students write/draw the subjects in the order they are good at (the first is best).

**Online:** Students can work in small groups in breakout rooms and share their lists in the chat.

# Video 6: Talking about our free time

[Click here for the video](#)



## How can this video help?

This video can help students to talk about what they do in their free time. It teaches vocabulary about free time activities and language to ask and answer questions about free time.



## What is the language focus?

**Vocabulary:**

- dancing, going to my club, meeting my friends, using a computer, watching TV

**Asking and saying what you do in your free time:**

- What do you like to do in your free time?
  - I like dancing and singing.
- Oh that's great. How about you?



## How can you use this video?

### 1. Mime it

**Materials:** video 6

- Mime or act out 'dancing' to show the meaning. Say: 'I like dancing.' Students repeat. Repeat with the other vocabulary from the language focus above.
- Play the video 0:00-0:45, pausing after each phrase for students to mime the activity.
- Play the video 0:00-0:45 again, pausing after each phrase for students to say the activity.
- Divide students into groups of 4 or 5. One student sits with their back to the board. They are the 'guesser'. Play the video again 0:00-0:45 (sound off). Pause after each phrase for students to mime the activity for the guesser to guess.

**More support:** Students just say the phrase ('watching TV') instead of 'I like watching TV'.

**More practice:** Students say other free time activities they know. Write them on the board.

**Online:** After you watch the video the second time, students take turns to mime an activity for the other students to guess. Or, send a student a private message with the activity to mime.

## 2. Which do you like best?

**Materials:** video 6

- Students stand in the middle of the room in a line. Say: 'Which do you like best: dancing?' [point to the left] 'Or watching TV?' [point to the right].
- Students move to the left or the right of the room, depending on the activity they prefer. They turn to the people next to them and give more information. For example: 'I like dancing with friends.' 'I like watching cartoons on TV.'
- Repeat with other choices. Students move, and then give more information to their friends.

**More support:** Demonstrate a few times and give examples of the kind of information they can say. Pause the video at 0:40 for visual support as you say the activities.

**More practice:** Students can say why they like their preferred activity. Encourage them to say as much as they can. Include other activities that students know in English.

**Online:** Create a breakout room. Make sure that students can join it. Say: 'Which do you like best: dancing? Stay in this room! Or watching TV? Go to the breakout room!' Students tell other students in their room more information. Close the breakout room and give the next choice.

## 3. Party chat

**Material:** video 6

- Say: 'Listen. What do they like to do in their free time?'
- Play the video 0:45-1:20. Check answers (dancing, singing, meeting (my) friends, reading).
- Write the conversation on the board with gaps, as below. Students guess the missing words. Play the video again to check. Write the answers (free time, great, about).

Student 1: What do you like to do in your _____?
Student 2: I like dancing and singing.
Student 1: Oh that's ____.
Student 2: How ____ you?
Student 1: I like meeting my friends and reading.

- Say each line of the conversation. Students repeat it. Practise several times. Ask a confident student the questions. Encourage them to give true answers.
- Say: 'Let's practise! You're going to a party.' Students walk or dance around the room. Say 'Stop!' They turn to the person closest to them and ask and answer the questions about their free time. Say: 'Party!' Students start walking or dancing again. Repeat several times.

**More support:** Give the first letter of the missing words for the listening activity.

**More practice:** After the activity, students tell a partner about the people they met. For example: 'Amrita likes dancing. Sajid likes singing.'

**Online:** Create breakout rooms with three or four students. They have their party conversation. Then recreate the groups so they are working with different students. They repeat the activity.

# Video 7: How to describe people

[Click here for the video](#)



## How can this video help?

This video can help students to describe people's appearance. It teaches vocabulary about appearance adjectives and language to ask and answer questions about what people look like.



## What is the language focus?

**Describing appearance:**

- beautiful, fat, handsome, old, short, thin, tall

**Asking about and describing appearance:**

- What does your sister look like?
  - She's young. She's got glasses.



## How can you use this video?

### 1. Find it!

**Materials:** video 7, pen/pencil and paper for each student.

- Pause the video at 0:12.
- Divide students into two teams. Students stand up in two lines. Say: 'Find tall'. The students at the front of each line race to touch a person in the video that is tall. The students go to the back of the line. Repeat with other words (from 'Describing appearance'). Make sure students understand that it's not polite to call someone 'fat'.

**More support:** Before you do the activity, play the video 0:00-0:31 to introduce the words. Pause the video after each word for students to repeat. Check understanding by pointing to different people in the video and asking, 'Is he tall?' 'Is she old?'

For the 'Find it!' activity, stop the video at 0:31.

**More practice:** Say: 'Draw someone tall'. Repeat for the other words. You could play 'Find it!' by putting some of the students' drawings on the walls. Students race to touch a drawing that shows the word 'tall' 'short' etc.

**Online:** If you have an Annotate feature on the meeting platform you are using, students can use this to put a stamp on the person in the picture. Or, move your mouse over a person in the video. Students call out adjectives to describe the person. Repeat for other people in the video.

## 2. Draw and describe

**Materials:** video 7, pen/pencil and paper for each student.

- Draw a person on the board. Say: 'This is my [sister]. She's old. She's got glasses. She's beautiful'.
- Say: 'Now watch the video. How is my sister different from the one in the video?'
- Play the video 0:32-0:39. Check answers (My sister is old, the sister in the video is young).
- Students draw someone in their family. Divide students into groups of 4. They show their drawing and describe their family member to their group. They listen to each other and say how their family members are similar or different.

**More support:** Review adjectives first: Divide students into three groups. Assign each group a different adjective (young, short, thin). Play the video 0:32-0:55. Students clap their hands when they hear their adjective in the video. Repeat with different adjectives for different groups. Play the video again. Pause after each phrase for students to say the phrase.

**More practice:** Ask a strong student: 'What does your sister look like?' Support them to answer. Say the question again for students to repeat. Do this until they remember the question. Repeat with other family words. Students stand up and find a partner. They ask and answer questions. Then they move to a different partner and repeat. Repeat until students have spoken to several different people.

Students can write descriptions under their drawings.

**Online:** Students work in small groups in breakout rooms for the 'more practice' activity.

## 3. Guess who!

**Material:** video 7

- Pause the video at 0:12. Write or stick a number next to each person, like this:
- Say: 'He's tall. He's old. He's got glasses. Guess who!' Students say the number of the person you described (8). Or, ask a student to come to the screen and point.
- Describe other people in the picture for students to guess. Students take turns to describe someone in the picture for the others to guess.



**More support:** Write the adjectives on the board for students to choose from.

**More practice:** Students can use other language they know to describe the pictures, for example 'She's wearing a yellow shirt', 'He's got black hair'. They can do this activity in pairs.

**Online:** You could show another picture of a group of people for more practice.

# Video 8: Clothes

[Click here for the video](#)



## How can this video help?

This video can help students to talk about clothes. It teaches vocabulary about items of clothing, and language to ask and answer questions about what people are wearing.



## What is the language focus?

**Clothing:**

- dress, hat, sandals, scarf, shirt, shoes, shorts, socks, trousers, T-shirt

**Asking and answering questions about clothes:**

- What are you wearing?
  - I'm wearing a green scarf.
- What is she wearing?
  - She's wearing a black hat.



## How can you use this video?

### 1. True or false?

**Materials:** video 8

- Play the video 0:47-1:35. Pause after each phrase for students to say the phrase.
- Pause the video at 1:08. Ask students to stand up if you say a true sentence or wave their hands for a false sentence.
- Point to the girl on the left. Say: 'She's wearing a blue dress' (True: stand up) Point to the boy. Say 'He's wearing shorts' (False: wave your hands).
- Say other true or false sentences about people in the picture.

**More support:** Before the activity, play the video 0:00-0:46. Stop after each word for students to repeat the word. In the 'True or false?' activity, don't include colours. Or, review colours first.

**More practice:** Students work in pairs. They take it in turns to say true or false sentences about the people. Their partner responds 'True' or 'False'.

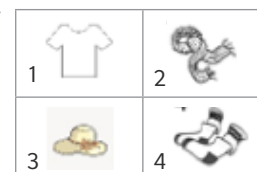
**Online:** Use breakout rooms for the 'more practice' activity. Send students the picture.

## 2. Listen and draw

**Materials:** video 8, pencils and paper.

- Play the video 0:00-0:46. Stop after each word for students to repeat the word.
- Draw a blank grid on the board, like this:
 

1	2
3	4
- Say: 'Listen and draw'. Say an item of clothing for each square. For example, 'Number 1: a T-shirt. Number 2: a scarf'. Students listen and draw the clothes in their grids. If students have coloured pencils, say the colour. For example, 'Number 2: a green scarf'.
- Draw the clothing you mentioned in the correct boxes in your grid on the board, like the example on the right. Students look and check their drawings.



**More support:** Say the clothes only, without colours. Or, review colours before you start.

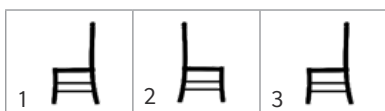
**More practice:** Students draw two grids. In the first grid, they draw items of clothing. Divide students into pairs. They take it in turns to describe their drawings. Their partner listens and draws. They check by comparing drawings.

**Online:** Prepare your grid before class. Students can do the 'more practice' activity in breakout rooms. They hold up their drawings to the camera to compare them.

## 3. Back-to-back

**Material:** video 8, a picture/drawing of people wearing different clothes

- Play the video 0:47-1:35. Pause after each phrase for students to say the phrase.
- Point at a student and say 'What's he/she wearing?' (He/She's wearing a [white shirt]).
- Divide students into groups of three. Students 1 and 2 sit or stand back-to-back. Student 3 faces student 2, like this:



- Student 3 asks student 2: 'What's he/she wearing?' Student 2 has to remember what student 1 is wearing. They can't look! They say for example 'He's wearing blue shorts'. Student 3 says: 'That's right!' or 'Try again!'
- If students are wearing the same clothes, show a picture/drawing very quickly. Students work in pairs to remember what the person is wearing (no need for back-to-back seating).

**More support:** Student 3 can give hints. For example: 'Red' or 'Shorts'.

**More practice:** Students exchange places and repeat. Change groups and repeat.

**Online:** Students switch off their cameras. They try to remember what other members of the class are wearing. Or they do this in breakout rooms.



# Video 9: Things we see in our house

[Click here for the video](#)



## How can this video help?

This video can help students to talk about common household items. It teaches vocabulary about household items and language to ask for things and offer to give something to someone.



## What is the language focus?

**Household items:**

- book, bowl, bucket, comb, cup, mirror, soap, toothbrush, toothpaste, umbrella

**Asking for something:**

- Have you got (a)...?
  - Sure, here you go.
  - No, I don't. Sorry!



## How can you use this video?

### 1. Stop!

**Materials:** video 9, word or picture cards: kitchen, bedroom, bathroom (you can draw them)

- Divide students into groups. Show the three cards of the rooms. Ask students what they can find in each room. Students draw or write a list for each room in their groups.
- Play the video 0:00-0:49. If they see/hear a word from their list in the video, they raise their hand or say 'Stop!' Pause the video. Students say the word from their list. Continue playing the video until students notice another word from their lists.
- Play the video again. Pause after each word for students to say the word. Repeat for difficult words.

**More support:** Ask for or give one or more examples of household items for each room to get students started. You could assign different rooms to different groups.

**More practice:** After the activity, each group takes turns to read out their list for each room. The other students listen and raise their hand if they wrote the same word.

**Online:** Find pictures of a kitchen, bedroom and bathroom to share during class.

## 2. Go!

**Materials:** video 9, word or picture cards: kitchen, bedroom, bathroom, or pencils and paper.

- Put the flashcards on the wall in different parts of the classroom.
- Play the video 0:00-0:49, pausing after each word. Students listen, decide which room this item is usually found. They move to that part of the classroom and stand by the card. For example, for 'toothbrush' they stand by the bathroom card. Encourage students to say what they can, for example, 'The toothbrush is in the bathroom' or 'I clean my teeth in the bathroom'.
- If they don't think the item belongs in any room, they can stand in the middle of the room. Remember: some things can be found in different rooms or more than one room!
- If there isn't space in your classroom, try this alternative: Divide students into groups of four. Give each group three papers. Ask them to write in large letters on each paper: 'kitchen', 'bedroom' and 'bathroom'. Do the activity as above, but instead of moving around the classroom, students hold up the paper showing the room where the item is usually found. For example, for 'toothbrush' they hold up the bathroom card. If they think the item is found in more than one room, they can hold up more than one card. If they think the item doesn't belong in any room, they don't hold any cards up.

**More support:** Students do the activity in pairs. Give students ten seconds thinking time after you say each word then say 'Go!' and students move.

**More practice:** Include other words students know. Students can lead the activity.

**Online:** Assign each room a number, for example: kitchen=1, bedroom=2, bathroom=3. As they listen to each word, students type the number of the room they think the item belongs in the chat. For example, for 'toothbrush' they type '3'.

## 3. Have you got a ...?

**Material:** video 9, pencils and paper

- Play the video 0:50-1:32. Pause after each phrase for students to say the phrase. Check they are saying the uncountable nouns without 'a' ('Have you got soap/toothpaste?')
- Divide students into pairs. They take it in turns to guess what their partner has in their bag for example 'Have you got a pen?' 'Sure here you go!' / 'No, I don't. Sorry!'
- If students don't have bags or objects, give each student three slips of paper. Ask them to write a common object on each one and keep them secret from their partner. Students take it in turns to guess their partner's objects, as described above.

**More support:** Practise the questions and answers first.

**More practice:** Students can practise the vocabulary from this lesson by asking their partner what they have at home for example, 'Have you got a toothbrush at home?'

**Online:** Students collect three small items from their room and put them in a bag. The other students guess what's in the bag.

# Video 10: The months of the year

[Click here for the video](#)



## How can this video help?

This video can help students to talk about their birthdays and favourite months. It teaches vocabulary about the months of the year and language to ask and answer questions about birthdays.



## What is the language focus?

**Months of the year:**

- January, February, March, April, May, June, July, August, September, October, November, December

**Talking about birthdays:**

- When's your birthday?
  - It's in May.

**Talking about your favourite month:**

- What's your favourite month?
  - It's May of course!



## How can you use this video?

### 1. Months chant

**Materials:** video 10

- Play the video 0:00-0:53. Pause after each month. Students repeat the month.
- Play the video again. Pause after each month. Students say the month they heard and the next month. For example, they hear 'January' and say 'January, February'.
- Now say months at random. Students say the month and then the next month.

**More support:** Tap the desk to show students the word stress. For example, JANuary.

**More practice:** Students work in groups of five or six. Student 1 says 'January', Student 2 says 'February' and so on until they have said all the months. They can race to see which group finishes first!

**Online:** Use students' names to indicate who speaks next.

## 2. Birthday line up

**Materials:** video 10

- Say: 'Listen. When's her birthday?' Check students understand your question. Play the video 0:54-1:35. Check their answers (May).
- Ask a strong student: 'When's your birthday?' (It's in [May]). They ask another student. Repeat until everyone has answered (do this in groups for a big class). Write the question and answer on the board.
- Point to one side of the classroom. Say: 'January'. Point to the other side. Say: 'December.' Say: 'My birthday is in June. Where is June?' Students point to the middle.
- Say: 'Stand up. Make a line in order of your birthdays.' Students ask each other, 'When's your birthday' and line up in the order of the months. Check by asking each student to say their birthday month, starting on the 'January' side of the room.

**More support:** Chant the months together first, to remind students of the order. They can do this in pairs: Student 1 says 'January', Student 2 'February', Student 1 'March' etc.

For large classes, divide the students into groups to do the activity.

**More practice:** Students walk around the room, asking: 'When's your birthday?' 'It's in...' They can keep a tally of how many birthdays are in each month.

**Online:** Ask a strong student: 'When's your birthday?' (It's in...) Say: 'Now ask someone else.' The student asks another student, who answers. Continue until all the students have spoken. Ask: 'Whose birthday is in June?' (students try to remember). Repeat for other months.

## 3. What's your favourite month?

**Material:** video 10

- Play the video 0:54-1:35. Pause after each phrase for students to say the phrase.
- Say: 'My favourite month is February. It's my birthday and the weather is nice.' Ask a strong student: 'What's your favourite month?' (November) Ask: 'Why?' (because it's autumn / my birthday / Diwali.) Write the questions and answers on the board.
- Divide students into groups of four. They ask each other: 'What's your favourite month?' 'Why?' Students say whatever they can in reply. They can use the ideas on the board.
- Ask each group: 'What are your favourite months?'

**More support:** Show the meaning of 'favourite' with your face, tone of voice or by asking for a translation. Ask for examples of your students' favourite food, favourite TV programme. Practise the question 'What's your favourite...?' You say, students repeat.

**More practice:** Students take turns to ask each other different 'What's your favourite...?' questions. For example, 'What's your favourite colour/film/season?'

**Online:** Do the group work in break out rooms.

# Video 11: Talking about family

[Click here for the video](#)



## How can this video help?

This video can help students to talk about their families. It teaches vocabulary about family members, and language to ask and answer questions about family.



## What is the language focus?

### *Family members:*

- aunt/auntie/aunty, (big/little) brother, cousin, father/dad, grandfather/grandpa, grandmother/granny, mother/mum, (big/little) sister, uncle

### *Asking and answering questions about family members:*

- Who's that?
  - That's my cousin.
- Who do you live with?
  - I live with my mum, dad and granny.



## How can you use this video?

### 1. How many fingers?

**Materials:** video 11

- Divide students into groups of three or four. Ask: 'What family words do you know in English? Tell your group'. Students say the family words they know to their group. They write or draw the words.
- Say: 'If you hear one of your words, raise a finger'. Raise one finger to demonstrate. 'If you hear another of your words, raise another finger'. Raise two fingers to show students what to do.
- Play the video 0:00-1:01. Students listen and raise fingers when they hear their words.
- At the end, check. Ask one group: 'Which words did you hear?' Ask other groups.
- Repeat the video. Pause after each family word. Students repeat the word.

**More support:** Before you play the video, ask groups which family words they know. Write them on the board. The video task is to raise one finger for each word on the board they hear.

**More practice:** For words that have two alternatives say one word (for example, ‘dad’), the students say the alternative word (‘father’). Move the video to 1:00 and pause so students can see the words. Divide students into pairs, A and B. A says one word. A says the alternative word. They swap roles and repeat. Accept other alternatives, such as ‘papa/daddy’ for ‘father’.

**Online:** Do the group work in breakout rooms.

## 2. How many sounds?

•	••	•••

**Materials:** video 11

- Draw a table on the board, like this:
- Point to • Clap once and say: ‘Dad. One sound.’ Point to •• Clap twice and say: ‘Father. Two sounds.’ Point to ••• Clap three times and say: ‘Grandfather. Three sounds.’
- Say: ‘Listen. How many sounds? Brother’ (two). Write ‘brother’ under ••. Repeat with ‘mum’ (•) and ‘grandmother’ (•••), writing the words in the correct column each time.
- Play the video 0:00-1:01. Pause after each family word. Ask: ‘How many sounds?’ Students call out one, two or three. Write the family word in the correct column.

**More support:** Clap the number of sounds in each family word when you pause the video.

**More practice:** Students work in pairs. They take it in turns to say a family word. Their partner listens and says the number of sounds.

**Online:** Prepare a table before your lesson using Word or Jamboard.

## 3. Draw your family

**Material:** video 11, pencils and paper.

- Say: ‘Listen for the family words’. Play the video 1:01-1:42. Check answers (cousin, sisters, mum, dad, granny).
- On the board, draw some stick figures. Say: ‘This is my family. This is my mother. This is my father. I’ve got two sisters’.
- On the board write: Who’s that? This is my mother.
- Students draw their families. Divide them into pairs. They look at their partner’s picture, point to people in the picture and ask and answer ‘Who’s that?’ ‘This is my...’

**More support:** Repeat the video if necessary to help students to hear all the family words. Practise ‘Who’s that?’ by pointing at different students in the room.

**More practice:** Say and point at your drawing: ‘This is my auntie, my uncle, my mother, my father and my cousin’. Draw a house. Say: ‘But I live with my mother and father. Who do you live with?’ Students talk in pairs about who they live with. They could draw and write sentences.

**Online:** Use a drawing application like a shared whiteboard or Google Jamboard.

# Video 12: Where things are

[Click here for the video](#)



## How can this video help?

This video can help students to talk about where things are. It teaches vocabulary about prepositions of place and language to ask about and describe location.



## What is the language focus?

**Prepositions:**

- above, at, behind, between, in, in front of, next to, on, opposite, under

**Talking about where things are:**

- I can't find my notebook. Where is it?
  - Is it in your school bag?
  - Here it is. It's next to the computer.



## How can you use this video?

### 1. Move it

**Materials:** video 12, pencils

- Play the video 0:00-0:20 (above). Pause the video. Hold a pencil above the table. Say: 'It's above the table'. Students move their pencils and repeat after you. Repeat for the next preposition, playing the video to 0:47, pausing as the prepositions appear and moving the pencil to the correct position. Students move their pencils and repeat after you.
- Play the video 0:00-0:47. Pause the video after each preposition. Students move their pencil to the right position (below, behind etc.) and say a sentence (if they can), or simply 'above'.

**More support:** Before the video, put a pen on a table. Say: 'It's on the table'. Repeat with 'It's under the table' and the other prepositions.

**More practice:** Students work in groups of four. They take it in turns to say a sentence. For example, 'It's on the table'. The rest of the group listen and move their pencils to the correct position.

**Online:** Copy or draw an image of a table. Share your screen and play the video audio only. Students use Annotate or a Drawing tool to draw the pen on the screen in the correct place.

## 2. Where's the ...?

**Materials:** video 12, (online only) a picture of a room with lots of things in it ([click here for an example](#)), pictures/drawings of prepositions

- Pause the video at 0:50. Ask: 'Where are they?' (at school/near the window) Pause the video at 0:50. Ask: 'Where are the books?' (in the bag).
- Do the same at 0:54, 0:57, 1.01, 1.04, 1.08. Encourage students to use prepositions of place to say where things are.
- Describe the position of something in the classroom, students guess what it is. For example, 'It's near the door'. Repeat for other things in the room.

**More support:** Use pictures/drawings of prepositions or gesture to give students hints. For example, point to a drawing of 'behind' or point behind yourself.

**More practice:** Divide students into groups of four or five. They take it in turns to describe the position of something in the classroom. The other students listen and guess the object.

**Online:** Find a picture of a room. Make sure your students know the vocabulary. Share the screen. Ask questions about the picture. For example, 'Where's the cat?' (It's on the chair). Students can ask 'Where's the..?' questions about the picture for other students to answer. Or, describe things students can clearly see in the room where you are joining the online class.

## 3. I can't find my ...!

**Material:** video 12, a notebook (hide it somewhere in the room before the lesson), pencils, pictures/drawings of prepositions

- Say: 'Listen – where is the notebook?' Play the video 0:47-1:23. Ask: 'Where's the notebook?' (next to the computer).
- Say: 'I can't find my notebook. Where is it?' Encourage students to guess. For example: 'Is it under the desk/next to your chair?' If they don't guess, move closer to the hiding place and say: 'It's near here'. Repeat with other objects.

**More support:** Review prepositions of place before the video. Put words or pictures on the board. Say and repeat the questions, and write on the board as visual support:

Is it under the desk?  
next to your chair?  
behind the door?

**More practice:** Students repeat the activity in groups of four or five. They take it in turns to secretly hide a pencil and say, 'I can't find my pencil'. The rest of the group guess where it is.

**Online:** Make sure students can see the room where you are joining the online class. Students guess where the notebook and other objects are in your room.



# Video 13: About the weather

[Click here for the video](#)



## How can this video help?

This video can help students to talk about the weather. It teaches vocabulary about weather and language to talk about the daily weather, and weather at different times of year.



## What is the language focus?

*The weather:*

- cloudy, cold, dry, foggy, hot, humid, rainy, stormy, sunny, windy

*Asking and answering questions about the weather:*

- What's the weather like today?
  - It's hot and cloudy.
- Do you like cold weather?
  - No, I hate it. I love hot weather.



## How can you use this video?

### 1. Touch the board

**Materials:** video 13

- Play the video 0:00-0:44. Pause after each phrase for students to say the phrase. Check understanding by asking questions or giving examples or miming.
- Pause the video at 0:44. Divide students into two or more teams. Each team stands in a line in front of the board or screen where they can see the video.
- Say: 'dry'. The student at the front of each team runs to the board/screen and touches 'dry'. The team to touch it first wins.
- The students at the front go to stand at the back of their line, and the game continues.

**More support:** Repeat the video before playing the game.

**More practice:** Students take it in turns to be 'teacher' and say the word for teams to touch. Ask: 'Do you like [dry] weather?' each time (*Yes, I do./ No, I don't. / I love/hate [dry] weather.*)

**Online:** Students use Annotate or a drawing tool to stamp the word you say.

## 2. What's the weather like?

**Materials:** video 13, pencils and slips of paper

- Divide the class into five groups. Give each group a weather type (hot, cold, humid, cloudy, rainy).
- Wave your arms. Ask: 'What's the weather like?' (windy). Students guess the weather. Say: 'Choose a mime for your group'. Each group chooses a mime for their weather word.
- Say: 'Listen. When you hear your word, mime it!' Play the video 0:47-1:23. (Answers: hot, cloudy, humid, cloudy, rainy, cold).
- On the board, write: What's the weather like? It's hot. Say the phrases. Students repeat.
- Ask: 'What's the weather like?' Mime a type of weather. Students guess. Repeat with other weather types.

**More support:** Review weather words before you start. Repeat the video if necessary to help students to listen. Pause the video at 0:44 for visual support during the mime game.

**More practice:** Divide students into small groups. They take it in turns to ask 'What's the weather like?' and mime a type of weather for the rest of their group to guess.

**Online:** For the listening activity, ask students to type in the chat when they hear their word.

## 3. Make a weather chart

**Material:** video 13, pencils and paper

- Say: 'Listen. What's the weather like in January?' Play the video 0:47-1:23. Check answers (cloudy, rainy). Ask: 'Is it cloudy and rainy in January here?' (Yes/No)
- On the board, draw a table with the months. Ask students to copy it.
- Divide students into pairs. They choose a city or town. Together they create a weather chart for this place. They write or draw the weather under each month. They can use the 'real' weather, or they can be creative and write lots of different kinds of weather, like this:

January	February	March	April	May	June	July	August	September	October	November	December
hot	hot	foggy	foggy	foggy	cold	cold	rainy	stormy	stormy	sunny	sunny

- Ask students about their charts. For example: 'What's the weather like in June?' (It's cold).
- Join pairs to make groups of four. Students describe the weather in their town at different times of year, using the chart. They find similarities and differences between their charts.

**More support:** Review the weather and/or the months first.

**More practice:** Students ask and answer questions about another pair's charts. For example, 'What's the weather like in [June] in your town?' 'Do you like [cold] weather?'

**Online:** Students create their chart on a shared document like Google docs. Or they draw it.

# Video 14: Activities

[Click here for the video](#)



## How can this video help?

This video can help students to talk about what they do every day. It teaches vocabulary about daily activities, and language to talk about how often they do these activities, and what they do at different times of the day.



## What is the language focus?

### **Activities:**

- do my part-time job, do my school homework, go to school, help my friend, study for an exam, tutor my friends
- every day, usually, normally, sometimes, never

### **Talking about daily activities:**

- What do you usually do in the morning?
  - I usually have to do my part-time job.
  - Sometimes I have to tutor my friend in maths or English.



## How can you use this video?

### 1. Stand up if you ...

**Materials:** video 14

- Play the video 0:00-0:48. After each phrase, pause the video. Check if students understand by asking questions or giving examples. Say the phrase. Students repeat it.
- Ask students to watch again and stand up if they do the activity from the video. Play the video again, pausing after each phrase. Everyone stands up for 'go to school'!

**More support:** Break the phrases into chunks to help with pronunciation. For example, 'Job. Part-time job. Do my part-time job.' 'Exam. For an exam. Study for an exam.'

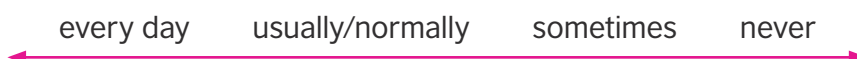
**More practice:** Students take it in turns to say a phrase from the video. The others listen and stand up if they do the activity they hear. You could divide them into groups for this activity.

**Online:** Students stand up/raise a hand/type something in the chat to show they are doing the activity.

## 2. Usually/sometimes/never

**Materials:** video 14, pencils and paper

- On the board, write: part-time job, school homework, tutor my friend.
- Play the video 0:49-1:36. Pause at 1:03 (I usually have to do my part-time job). Ask: 'Usually, normally or sometimes?' (usually) Play the phrase again.
- Do the same, pausing at 1:10 (I normally have to do my school homework) and 1:14 (Sometimes I have to tutor my friend in maths or English) for students to say the adverb.
- Check if students understand usually=normally and sometimes. Introduce 'every day' and 'never' too. Draw a line on the board, like this:



- Say an activity from the video. For example, 'I usually do my homework'. Students say the adverb that is true for them. For example: 'every day!' Repeat for other activities.

**More support:** After the video, say the adverbs and sentences for students to repeat.

**More practice:** Introduce the question 'How often do you ...?' Students ask and answer questions about the daily activities (How often do you tutor your friend? Sometimes/Every day).

**Online:** Do the speaking activity in breakout rooms.

## 3. Draw your day

**Material:** video 14, pencils and paper

- Play the video 0:49-1:36.
- On the board, draw a chart, like this:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
morning							
afternoon							
evening							

- Draw a school for Monday-Friday mornings. Say: 'I go to school'. On Saturday afternoon draw a stick person. Say: 'I help my friend'. Say: 'Now draw or write your daily activities'.
- Students copy the chart and draw their daily activities.
- Divide students into pairs. They describe their daily activities using the chart. For example, 'On Monday morning/afternoon/evening, I ...' If they find something in common, they tick it.

**More support:** Provide extra vocabulary to describe their drawings.

**More practice:** Students can also write sentences in their chart. You could introduce the question from the video: 'What do you usually do in the morning/afternoon/evening?'

**Online:** Do the pairwork in breakout rooms.

# Video 15: I'm not feeling well

[Click here for the video](#)



## How can this video help?

This video can help students to talk about being sick. It teaches vocabulary about illness, and language to talk about how they are feeling and giving advice.



## What is the language focus?

### *Health problems and illnesses:*

- a cold, a cough, dentist, an earache, a fever, a headache, medicine, a sore throat, stomachache, toothache

### *Talking about what's wrong:*

- Good afternoon, how are you?
  - I'm not very well.
- Oh dear, what's wrong?
  - I've got a cough.

### *Giving advice:*

- You should take some medicine.
  - Yes, OK.



## How can you use this video?

### 1. What's wrong?

**Materials:** video 15

- Play the video 0:00-0:51. Pause after each phrase. Mime or act out to show the meaning. For example, for 'earache' look sad and point to your ear. Students copy you.
- Repeat the video. Pause after each phrase. Students repeat the phrase.
- Ask: 'What's wrong?' Mime one of the illnesses. Students say it. Repeat for other illnesses.

**More support:** Pause the video at 0:51 for students to look at the images of the illnesses as you mime. Practise pronunciation of difficult words.

**More practice:** Divide students into groups of four or five. Students take it in turns to mime an illness.

**Online:** After you mime, ask different students to mime an illness for others to guess.

## 2. Advice mingle

**Materials:** video 15

- Say: 'Watch the video. What's wrong?' Play the video 0:52-1:28. Ask: 'What's wrong?' (cough, earache, fever)
- Say: 'Watch again. What should she do?' (take some medicine, see a doctor). Say: 'You should take some medicine'. Students repeat. Do the same with 'You should see a doctor'.
- Ask students to choose an illness. Give them a minute to think alone about which one.
- Walk up to a student and ask. 'What's wrong?' When they reply, say: 'You should take some medicine'. Say: 'Ask me'. The student asks: 'What's wrong?' Say: 'I've got a headache'. The student replies (You should see a doctor/take some medicine).
- Students stand up. They walk around the class, asking and answering the question.

**More support:** Repeat the video to help students to listen and understand. Before the second listening, check understanding of '*What should she do?*' Write: *What's wrong? I've got a ... You should ...* on the board as support for the speaking.

**More practice:** Students can give other advice using the English they know. For example, 'You should drink water', 'You should rest'.

**Online:** Divide students into groups of four or five. Use breakout rooms for the speaking activity.

## 3. Doctor role play

**Material:** video 15

- Play the video 0:52-1:28. Pause after each phrase for students to say the phrase. Write the conversation on the board.
- Say to a strong student: 'Let's pretend. I'm a doctor and you're sick'. Tell the rest of the class: 'Listen. What's wrong? What should they do?'
- Act out an example role play with the strong student. Use the language from the video. Ask 'What's wrong? What should they do?' to see if the class understood the example.
- Divide students into pairs. They act out their own role plays.

**More support:** Pause the video at 0:51 for students to look at as they are practising their role play. Encourage them to use phrases from the video.

**More practice:** Students talk about other illnesses or advice using the vocabulary they know. Some students could perform their role play for the rest of the class. The other students listen to find out what's wrong, and what the advice is. After the role play, ask them for this information.

**Online:** You can do the role plays in breakout rooms or as a class (one pair at a time).

# Video 16: Talking about your home

[Click here for the video](#)



## How can this video help?

This video can help students to describe their homes. It teaches vocabulary about rooms and furniture and language to ask and answer questions about what they have in their homes.



## What is the language focus?

### *Rooms and furniture:*

- bed, bedroom, chair, cupboard, door, garden, kitchen, table, toilet/latrine, window

### *Describing your home:*

- What's your home like?
  - It's got two bedrooms.
  - It's quite small.
  - There's a toilet in the garden.



## How can you use this video?

### 1. Make your own bingo

**Materials:** video 16, pencils and paper

- Play the video 0:00-0:51. Pause after each word for students to repeat. At the end, ask: 'What do you remember?' Play the video again (sound off) pausing after each word for students to repeat.
- Ask students to write or draw four words from the video to talk about homes.
- Read out words from the video at random. Students listen and cross out the words they hear. The first person to cross out all their words shouts 'Bingo!' They are the winner.

**More support:** Students work in groups and create their bingo card together. Pause the video at 0:50 so students can choose words from the pictures/words they see.

**More practice:** Students think of more words to put on their bingo card. You could put students into groups of six to eight. In each group assign a ‘teacher’ to say the words; the others listen and tick.

**Online:** Do the activity following the steps above. Use breakout rooms for group work.

## 2. Same or different?

**Materials:** video 16, pictures/drawings of house vocabulary

- Say: ‘Listen. Is your house the same, or different? My house has one bedroom.’ Students say ‘Same’ or ‘different’. Check by saying to a student who said ‘same’: ‘Oh! Your house has one bedroom! That’s great’. Say to a student who said ‘different’: ‘Your house is different. It has two bedrooms? Three?’
- Play the video 0:50-1:09. Pause after each phrase for students to say: ‘Same’ or ‘different’.

**More support:** Before you do the activity, check understanding of ‘same’ and ‘different’. Display the pictures around the room. Point to the picture as they are mentioned in the video. Repeat each phrase more than once to help students to hear and understand.

**More practice:** Students work in groups. They say a sentence about their home. The other students listen and say ‘same’ or ‘different’.

**Online:** Students can say or type ‘same’ or ‘different’ in the chat.

## 3. My home

**Material:** video 16, pencils and paper

- Play the video 0:50-1:26. Pause after each phrase for students to repeat. Write the phrases on the board.
- Say: ‘I’m going to tell you about my home’.
- Draw a simple picture of a home on the board. As you draw, point and describe it. For example, ‘This is my home. It’s quite small. It’s got one bedroom. There’s a bed and a cupboard. It’s got a kitchen’.
- Say: ‘Now, you draw your home’. You could give them the choice to draw a home they would like to live in.
- Students draw their own homes (or a home they would like to live in).
- Divide students into pairs. They ask, ‘What’s your home like?’ and describe their homes to each other.

**More support:** Before students start drawing, display pictures/drawings of home vocabulary or the video paused at 0:49.

**More practice:** Students can label their drawing, or write about their home. They could draw their dream home.

**Online:** Use a shared whiteboard to draw your home. Or, prepare a simple drawing before class to share. Use breakout rooms for the group activity. Students hold up their pictures to the camera as they describe their homes.





# Video 17: Your mobile phone

[Click here for the video](#)



## How can this video help?

This video can help students to talk about their mobile phones. It teaches vocabulary about mobile phones and language to describe how we can use them.



## What is the language focus?

### *Mobile phones:*

- call a friend, camera, make a video, mobile phone, play a game, radio, send an SMS, smart phone, take a photo, use the torch

### *Asking and saying how you can use your mobile phone:*

- What can you do with your mobile phone?
  - I can take a photo.



## How can you use this video?

### 1. Do the action

**Materials:** video 17, flashcards (optional)

- Play the video 0:00–1:08. Pause the video after each word/phrase is presented for students to do an action for each word/phrase. For example, after ‘call a friend’, use your hand to pretend you’re calling a friend.
- Play or hum some music. While the music plays, students walk or dance around the classroom. When the music stops, say a phrase from the video and students do the action.

**More support:** Teach students verbs for the single nouns presented in the video (radio, mobile phone, smart phone, torch, camera). Use flashcards or actions as you say the following: listen to the radio, turn on/off a mobile phone, charge a smart phone, use the torch, click on the camera. Students listen and repeat the action then listen and repeat the phrases.

**More practice:** Put students in groups of 4–7. One student does the action while the others guess the phrase from the video, for example ‘call a friend’. The winner does the next action.

**Online:** Share your screen to show the video. Follow bullet point one.

## 2. Me too!

**Materials:** video 17

- Play the video 1:09–1:33. Pause after each student's answer. Encourage your students to say: 'Me too!' if they can do what the student in the video can do.
- Put students into small groups. In their groups, each student says something they can do on a mobile phone. Others listen and say: 'Me too!'
- If students have mobile phones, they could open the appropriate app (for example, the camera app) and say: 'I can take a photo' as they show their classmates how they take a photo.

**More support:** Practise the verbs and nouns before working in groups. Say: 'call'; students say: 'a friend'. Repeat with other verbs from the vocabulary.

**More practice:** Students ask a partner 'What can you do with your mobile phone?' The partner uses 'I can ...' to say a few things they can do. The student who asked can reply 'Me too!' if they can do the same things.

**Online:** After watching the video together, put students in breakout rooms to do the speaking activity.

## 3. Design a mobile phone

**Material:** video 17, pencils and paper

- Play the video 1:09–1:33. Ask students to count how many things the characters can do together (seven).
- Ask students how many of these things a student needs to do. For example, using five of the things from the video: send an SMS to a parent, call a friend to ask about homework, take a photo of a coursebook, use the torch to study at night, write notes.
- Ask students about other people (for example, a farmer, a shopkeeper) and what they need to be able to do.
- Students design a mobile phone with specific apps for the person/profession of their choice. Set a limited number of apps (for example, five to seven) so that students can complete their designs within a limited amount of time.
- Students present their phones to their classmates. Encourage them to use language like 'On this phone, you can ...' as they present the phones.

**More support:** Students work in groups to plan and design their phones. Each student presents a different part of the phone to the class.

**More practice:** Encourage students to think about practical apps for the people they are designing their phones for and teach them phrases to describe these actions (for example, send and receive money).

**Online:** Do the same as above but students use Google Jamboard or another similar app to design a phone. Put students in small groups in breakout rooms to present their phones. Students can share their screens as they describe their designs.

# Video 18: Talking about where you live

[Click here for the video](#)



## How can this video help?

This video can help students to talk about nature and where they live. It teaches vocabulary about nature and language to ask about and describe where they live.



## What is the language focus?

### *Nature:*

- field(s), forest(s), hill(s), mountain(s), pond(s), river(s), seed(s), soil, town, tree(s), village(s)

### *Describing where you live:*

- Where do you live?
  - I live in a village. There are lots of fields near my village. There's a big pond too.
  - I live in a town. There aren't many trees, but there's a river.



## How can you use this video?

### 1. Play memory

**Materials:** video 18, pencils or crayons, paper, scissors

- Ask/Show students to cut their paper into ten even rectangular cards.
- Play the video 0:00–1:00. Pause the video after each word and picture is presented for students to draw a simple picture of the word on each card.
- Play the video again for students to listen, point to their picture and repeat the word.
- Students work with a partner. They mix their ten cards together then spread them out face down (so they can't see the picture).
- Student A turns over any two cards to see if they match. If the cards match, student A keeps them. If they don't match, student A puts them back in their original position face down. Then student B turns over any two cards. The game continues until all the cards have been matched. The student with the most matches wins.

**More support:** Before playing the game, students spread out their ten picture cards in front of them. Say a vocabulary word and students point to the correct card.

**More practice:** Play the same game but match a picture and a word card. Students work with a partner. They use one set of picture cards from the above activity. Then they each write five word cards to match to the ten picture cards in the set. Encourage students to say the word each time they turn over a card.

**Online:** Share your screen to play the video. Students create their ten cards on paper at home. In bullet point three, students hold up their cards for you to see. In breakout rooms, students take turns saying a word and their partner holds up their picture card.

## 2. True or false?

**Materials:** video 18, pencils and paper

- Write the following in a list on the board for students to copy: 1. There are lots of houses. / 2. There aren't many trees. / 3. There's a river. / 4. There isn't a pond.
- Play the video 1:00–1:36. As you play the video, students watch and listen and decide if each statement is true or false about the characters. (KEY: 1. F, 2. F, 3. T, 4. F)
- Play the video 1:00–1:36 again. Students watch and listen and correct the sentences.
- Students tell their partner which place is most similar to or different from where they live.

**More support:** Explain that we use 'are/aren't' when the noun is plural (houses, trees) and 'is/isn't' when the noun is singular (river, pond).

**More practice:** Students write two true sentences and one false sentence about where they live using *There is/isn't/are/aren't*. They read their three sentences to their partner. Their partner listens and guesses which one is false.

**Online:** Follow the steps as above and share your screen to play the video.

## 3. Where do you live?

**Material:** video 18, pencils or crayons, paper

- Pause the video at 1:12. Ask students what they can see in the picture. Pause the video at 1:19. Again, ask the students what they can see in the picture.
- Students draw their own pictures of where they live.
- Divide students into pairs. They ask: 'Where do you live?' and describe where they live.

**More support:** When you pause the video, ask yes/no questions like, 'Are there many trees?'

**More practice:** Students who live near each other work together and compare their pictures: 'There aren't many trees in our village, but there are many trees in your picture!'

**Online:** Follow the same steps as above. Use breakout rooms when students work in pairs.

# Video 19: Talking about money

[Click here for the video](#)



## How can this video help?

This video can help students to ask about the prices of things they want to buy. It teaches vocabulary about numbers twenty and higher, and language to ask how much something costs.



## What is the language focus?

### **Numbers:**

- twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, one thousand

### **Asking how much something costs:**

- I like the umbrella. How much is it?
  - It's one thousand and eighty rupees.



## How can you use this video?

### 1. Play bingo

**Materials:** video 19, pencils and paper

- Play the video 0:00–0:53. Pause after each number for students to show you with their hands. For example, '20' would be showing all ten fingers two times and '80' would be showing all ten fingers eight times. Students can have fun with 1000!
- After the video, say some of the numbers out of order (for example '60' then '20') and students use their hands to show you the number.
- Ask students to make a 3x3 table on their paper and choose nine numbers from the video to put in a random order in their table.
- Call out the numbers. Students listen and cross out the numbers they hear. The first person to have three in a row across, down or diagonally shouts 'Bingo!' and is the winner.

70	20	1000
30	90	50
100	60	80

**More support:** Students work in groups and create their bingo table together.

**More practice:** Allow students to use any number ending in zero between 20 and 1000, for example '120' or '460'. Call out any number ending in zero between 20 and 1000.

**Online:** Follow the same steps. When a student says 'Bingo!' ask them to hold their card up so others can check they really have bingo.

## 2. How much is it?

**Materials:** video 18, pencils and paper

- Play the video 0:53–1:29. Students watch/listen to find out how much the umbrella costs. Check answers (1080 rupees).
- Students write the following words in a column on their paper: umbrella, hat, sandals, mobile phone, scarf, notebook.
- Divide students into pairs: A and B. Student A writes down a price for the umbrella, hat and sandals; student B writes down a price for the mobile phone, scarf and notebook. Students should keep the price secret from their partner.
- Student A then asks about the price of something, for example 'How much is the [umbrella]?' Student B replies with the price, for example 'It's one thousand and eighty rupees'. Student A writes the price next to the word on their paper. Students continue with the other items.
- In the end, students compare that they have the same price written next to everything.

**More support:** Reduce the length of the list to four items.

**More practice:** Ask partners to agree on four more items to add to their lists. Each student then decides on the price of two of those items.

**Online:** Put students in breakout rooms to ask about the price of things.

## 3. Play shop

**Material:** video 18, school objects the students have with them (pencils, erasers, notebooks)

- Put students into two groups: shopkeepers and customers, like they saw in the video.
- The shopkeepers should choose items they're going to 'sell' (for example, a pencil, their notebook). Ask the shopkeepers to think of a reasonable price for their items.
- The customers walk around and ask about each item. For example, 'I like your pencil case. How much is it?' The shopkeeper replies: 'It's [1080] rupees'. The customers decide what they want to buy.
- After a few minutes, students switch roles so the shopkeepers are now customers.

**More support:** Allow students to practise the language for the role play in pairs as the shopkeeper and customer, before they walk around the classroom.

**More practice:** Play the video 0:53–1:09 again for students to listen to the other language that the customer and shopkeeper use (Oh, that's too expensive! / It's good quality. Are you sure?). Encourage them to use this language and negotiate the prices.

**Online:** Role play in breakout rooms. Shopkeepers show the customer five items they are 'selling', and the customer can ask about each price before choosing one to buy. Then switch roles.

# Video 20: Places in town

[Click here for the video](#)



## How can this video help?

This video can help students to talk about places in a town. It teaches vocabulary about places in a town and language to give directions to places.



## What is the language focus?

### *Places in town:*

- bank(s), bridge(s), bus/train station(s), bus stop(s), factory (factories), health centre(s), hospital(s), market(s), path(s)/lane(s), post office(s), road(s)/street(s), school(s)

### *Asking for and giving directions:*

- Excuse me, where's the market?
  - Walk along the road. Go across the bridge. It's on your left/right.
  - It's behind the school. It's between the station and the factory.



## How can you use this video?

### 1. Make mini flashcards

**Materials:** video 20, pencils or crayons and paper, scissors

- Ask students to fold their paper in half four times. When they unfold it, they'll have 16 rectangles. Ask students to cut their paper along the lines so they have 16 pieces of paper.
- Play the video 0:00–1:15. Pause after each word. Ask students to draw each place on one of their 16 pieces of paper and write the word(s) on the back. When they finish, they will have 12 mini flashcards. (The extra four pieces of paper can be used in Activity 3).
- Ask students to put all 12 mini flashcards in front of them with the picture side facing up.
- Play the video 0:00–1:15 again. Ask students to hit the flashcard with their hands when they hear the word. Encourage more confident students to not look at the video, only listen.

**More support:** Give students a few minutes to review the words and pictures on their flashcards before playing the video the second time.

**More practice:** In small groups, students slowly reveal a flashcard picture to 'test' each other to see who can say the word first.

**Online:** Do the same as above. Fold your paper on camera for students to see. Ask students to hold their cards up to the camera when you play the video for the second time.

## 2. Understanding directions

**Materials:** video 20, pencils and paper

- Write the following in a list on the board: a. It's between the station and the factory. / b. It's on your left. / c. Walk along the road. / d. It's behind the school. / e. Go across the bridge.
- Play the video 1:16–1:35. Ask students to put the directions in the order they are given. Check answers ( Key: c., e., b., a., d.).
- Pause the video at 1:13. Ask students questions about the 'town'. For example, 'What's between the bank and the bus stop? (the bridge) 'If I'm on the path, what's on my left?' (the hospital) 'What's behind the factory?' (the bus/train station).

**More support:** Use the students and where they're sitting to give more practice with prepositions, e.g. 'Who's sitting between Neenaz and Shalini?' 'Who's behind Rajul?'

**More practice:** Encourage students to use the language by asking them where things or people are in their town. For example, 'Where's the bus stop?' (behind the health centre).

**Online:** Write the sentences before the lesson. Share your screen to play the video.

## 3. Giving directions in a town

**Material:** video 20, mini flashcards of places from Activity 1, pencils or crayons

- Play the video 1:15–1:42. Pause after each instruction for students to repeat.
- Check students have their mini flashcards from Activity 1 or make them now. Ask them to draw one person on each of the four extra cards.
- Pause the video at 1:42 to show students the town. Ask students to make their own town (see 'More support' below for help with this) using their mini flashcard pictures. The space between the buildings is roads/streets or paths/lanes. (They can set the cards for the road/street and path/lane aside).
- Model the activity with a student. Ask the student where the market is. Follow the directions from the students by moving your 'person card' along the street as they instruct.
- Ask students to use a 'person card' to visit another student's town and ask directions.

**More support:** Make sure students set up their towns in a simple grid. For example, like the letter H.

**More practice:** Ask students to use their four 'person cards' to visit four different towns.

**Online:** Make a simple town in Google Jamboard or a similar application. Share it with students. Put students using the same Jamboard page in the same breakout room. Students use the pen to draw their journey in the town instead of moving a person card.



# Video 21: Travel and transport

[Click here for the video](#)



## How can this video help?

This video can help students to talk about the transport they use. It teaches vocabulary about transport and language to ask and answer how they travel to different places.



## What is the language focus?

### *Transport:*

- auto(s), boat(s), bus(es), car(s), cycle(s), motorbike(s)/motorcycle(s), rickshaw(s), taxi(s), train(s)

### *Asking and saying how you travel to different places:*

- How do you go to school?
  - I go to school by bus.
  - I normally walk to school.



## How can you use this video?

### 1. Pass the card

**Materials:** video 21, pencils or crayons and paper

- Play the video 0:00–0:47. Pause after each transport word/picture is presented. Ask follow-up questions using the vocabulary word. For example, ‘What colour is this cycle?’ (blue).
- Put students in groups of ten to twelve students. Pause the video at 0:47. Ask each group to make one flashcard (picture only) per transport so most students make one card each.
- Ask each group to sit in a circle with the flashcards in front of one student, the ‘passer’.
- Sing/chant ‘pass, pass, pass the card’ (and encourage others to sing/chant with you) while the passer passes each flashcard one by one to the right around the circle.
- As students receive a card, they continue passing it to their right around the circle.
- Suddenly shout ‘STOP!’ Everyone must stop passing a card. Ask everyone who has a card to hold it up so everyone in their circle can see it.

- Ask: ‘Who’s got the [rickshaw]?’ Ask the students to point to or say the name of the student with the rickshaw. The student with the rickshaw card steps out of the circle with the card.
- Continue with all cards/vocabulary words, choosing a different word each time. The student(s) left in the circle is/are the winners.

**More support:** Allow students to stay in the circle and participate.

**More practice:** At the end, when all the students with cards are out of the circle, students hold up their card. Ask what each student has got: ‘What has [Jaydeep] got?’

**Online:** Ask students to make nine flashcards. Ask students to mix/shuffle their nine cards and sing/chant ‘mix, mix, mix the cards!’. When you say ‘STOP!’, students hold up one card to their camera. Ask ‘Who’s got a [rickshaw]?’ students say the names of students holding a rickshaw.

## 2. Tic-tac-toe

**Materials:** video 21, pencils and paper

- Play the video 0:00–0:47. Students watch and repeat the words.
- Divide the class into two teams, Xs and Os. Draw a grid on the board. Put a number in each square. (Choose a transport for each number and write a list. Keep this secret.)
- The first team chooses a number. Say a definition for that type of transport. For example, 1 = This has got two wheels. It doesn’t need petrol. It can carry people and bags. (a cycle)
- If the team can guess the word correctly, they put their symbol (X or O) in the square. If they guess incorrectly, the other team’s symbol goes in the square. Continue with team two choosing their square. The first to get three in a row is the winner.

**More support:** Display the video paused at 0:47 for students to refer to the words and pictures.

**More practice:** Put students in groups to write or discuss definitions/words to describe each transport. Monitor and support students with words they may need. Then put students in new groups of three. Each student writes a list numbered 1-9, with a transport for each number and keeps it a secret. Students take turns to give definitions and to play.

**Online:** Share your screen to play this using Google Jamboard or a similar application. Students can play in groups in breakout rooms with one student screen sharing.

## 3. Find someone who uses the same transport

**Material:** video 21, pencils and paper

- Play the video 0:47–1:33. Pause after each character speaks (0:56, 1:01, 1:04, 1:09). Ask students to stand up when you pause if this is how they normally go to school.
- Put students into pairs. Ask students to make a list of five places, some near, some far that they think their partner goes to (for example, school, grandparents’ house, the market, etc.).
- Ask students to interview their partners about the places they listed, asking ‘How do you go to [school]?’ and answer their partner’s questions using ‘I go to [school] by [bus]’ / ‘I walk to [school]’.

**More support:** Clarify that we can use *I go by + transport* or use *walk* as a verb on its own. The phrase *takes me* is used if we know the driver, but we can also say 'I go by motorcycle'.

**More practice:** Ask students to interview another partner and find things that are the same.

**Online:** Put students into breakout rooms to interview each other.

# Video 22: Colours

[Click here for the video](#)



## How can this video help?

This video can help students to talk about colours. It teaches vocabulary about colours and language to ask and answer questions about their favourite colour.



## What is the language focus?

**Colours:**

- black, blue, brown, green, orange, pink, purple, red, white, yellow

**Talking about your favourite colour:**

- What's your favourite colour?
  - My favourite colour is green.
  - I really like purple.



## How can you use this video?

### 1. Who's holding blue?

**Materials:** video 22, coloured pens/pencils

- Tell students to hold a few (three to five) coloured pens/pencils in their hands.
- Play the video 0:00–0:40. Pause after each colour and ask: 'Who's holding [blue]?'
- Students point to other students holding blue or hold up their blue pen/pencil. Say: 'If you're holding blue, jump three times!'
- Continue the video, pausing after the next colour, repeating the question, but giving a new action for each colour. For example, 'If you're holding yellow, touch your toes'.

**More support:** Play the video 0:00–0:40 again. Tell students to move around the room and find/hold up something blue when blue is presented. Continue with all colours.

**More practice:** Put students into two or more teams lined up at the board. Display the video on the board paused at 0:11. Say a colour. The first student in each team's line races to touch the colour in the picture. They then go to the back of the line. Continue with another colour.



**Online:** Do the same activities as above. For more practice, share your screen and allow students to annotate or use a drawing tool to circle the colour you say in the picture.

## 2. Musical colours

**Materials:** video 22, music (or hum or sing yourself)

- Play the video 0:00–0:40. Students say the colours.
- Pause the video. Skip around in the video between 0:15 and 0:39 so the video shows the colours in a different order. For example, 0:32 (red), 0:16 (black) Students say the colours.
- Play music while the students dance or move around the classroom. When the music stops, students quickly hold/touch something and freeze. Call on a few students to say what colour they're holding: 'Judith, what colour have you got?' Continue for a few rounds.

**More support:** When the music stops, say a colour for the students to hold/touch.

**More practice:** Tell students to use more language in their answers: 'I've got a black notebook'.

**Online:** Instead of playing music, give students a time limit to find something to show the class. When they return, they should hold it up to the camera. Ask them what colour it is.

## 3. Make a bar chart

**Material:** video 22, pencils or crayons and paper

- Draw a table like the following for the students to copy at the top of their paper.


- Play the video 0:00–0:40. Students listen and write the name of each colour or colour the boxes from left to right in the order of the colours presented in the video (see order below).
- Tell students to watch the video and find out the girls' favourite colours. Play the video 0:40–1:20. Check answers (green, purple). Put ticks under green and purple on your table.
- Tell students to ask their classmates their favourite colours and tick the colour they say.
- Tell students to count how many students said 'black' and colour that many 'boxes' down.

Black	Blue	Brown	Green	Orange	Pink	Purple	Red	White	Yellow
✓		✓✓	✓	✓✓✓		✓✓			
1		1	1	1		1			
		2		2		2			
				3					

- Students continue with every colour to make a bar chart of their classmates' preferences.

**More support:** Make the bar chart on the board as a group instead of individually.

**More practice:** Students write a few sentences summarising their classmates' preferences. For example, 'Green is the most popular colour in our class. White is the least popular colour.'

**Online:** Put students into breakout rooms to survey their classmates. Move students into a new breakout room to speak with a new partner every 30–45 seconds.

# Video 23: Jobs

[Click here for the video](#)



## How can this video help?

This video can help students to talk about different jobs. It teaches vocabulary about jobs and language to talk about what students would like to be when they're older.



## What is the language focus?

### *Jobs:*

- doctor(s), driver(s), engineer(s), farmer(s), health worker(s) / nurse(s), office clerk(s), police officer(s), shopkeeper(s), tailor(s), teacher(s)

### *Talking about what job you'd like:*

- What would you like to be when you're older?
  - I'd like to be a shopkeeper.



## How can you use this video?

### 1. Jobs A–Z

**Materials:** video 23, pencils and paper

- In small teams, students make a list A–Z on their paper. Give them a few minutes to think of as many jobs as they can and write each one next to the appropriate beginning letter. For example, 'teacher' goes next to 't'.
- Tell students the video has ten jobs in it and are presented in alphabetical order. As they watch the video, teams get one point for each job they listed on their paper, and they get two points if they correctly predict the next job while the video is paused.
- Play the video and pause at 0:21. Elicit predictions for the first job. Play the video to reveal the first job (doctor) and pause it at 0:24. Any team that has 'doctor' on their paper gets one point. Any team that predicted 'doctor' would be next also get a point.
- Remind students that it's in alphabetical order. Continue playing and pausing the video until all ten jobs are presented (1:07). Teams total up their points to determine the winner.

**More support:** Only focus on the jobs in the video. Give students the first two letters of each of the ten jobs to help them make a list and predict the jobs.

**More practice:** After watching the video, students walk around and share the jobs their team came up with until everyone has at least one job for every letter of the alphabet. ('X' is usually difficult. You could suggest a xylophonist or X-ray technician or X-ray mechanic.)

**Online:** Teams work in breakout rooms to make their lists then follow the steps as above.

## 2. Whisper the job

**Materials:** video 23

- Play the video 0:00–1:07. Pause after each job word/picture is presented and ask students to say other words they know associated with this job. For example, 'doctor' = hospital, helps people.
- Play the video 0:00–1:07 again. Pause after each job word/picture is presented so the students can repeat the words and write them in their notebooks.
- Put students in two or more team queues facing the board. The students at the front of each queue should have a piece of chalk/pen.
- Stand at the back of the queues. The last student in each queue comes to you. You quietly whisper a clue about a job, for example 'helps people'. Give a second clue to any students who don't know what job you're describing (for example, 'hospital').
- As soon as a student knows the word, they go to their team's queue and whisper the job word (doctor) to the next person in line, who whispers it to the next, and so on until it's whispered to the student at the front of the queue. The student at the front of the queue writes the job on the board. They then go to the back of the queue. Continue the activity.
- Award a point to the team that's first to write the correct job.

**More support:** Pause the video at 1:07 or write the job words on the board. Students do the same activity but the students at the front of the queues only need to tap the correct job word.

**More practice:** Ask students to write the descriptions for you to whisper.

**Online:** Say a description and students race to type the correct word in the chat. Unmute the first person to type the word and ask them to say it so they can get feedback on their pronunciation.

## 3. Hot seat

**Material:** video 23

- Play the video 0:00–1:06 to revise the jobs. Pause the video at 1:06.
- Put students in teams of three to six students. One student in each team sits in the 'hot seat' facing away from the video screen (and never looking at it).
- Point to one of jobs on the video screen paused at 1:06. Teams work to describe the job to the student in the 'hot seat' without using a word from the word family. For example, teams can't say 'This person drives people' to describe 'driver'.
- The first person in a hot seat to say the correct job word loudly gets one point for their team. Teams change who's sitting in the hot seats. Repeat with another job.

**More support:** Allow the teams to use words from the word family or mime actions of the job.

**More practice:** Include more jobs that students know.

**Online:** Students can play in breakout rooms in groups of three or four. One student chooses a job and describes it. The first to guess the word gets a point.

#### **4. What would you like to be when you're older?**

**Materials:** video 23, paper and pencils

- Ask students to watch the video and find out what jobs the students would like to do when they're older. Play the video 1:08–1:49. Check answers (a shopkeeper, she doesn't know, a teacher).
- Write the question 'What would you like to be when you're older?' on the board and underneath it, write 'I'd like to be a ...' and under that write 'I don't know'.
- Ask students they're going to survey five classmates to find out what job is the most common choice for them when they're older.
- Students walk around and ask their classmates the question. They write down the jobs each classmate wants to be. Get feedback on what the top three jobs are. Encourage students to say why those jobs might be popular.

**More support:** Drill the question a few times, building it up from the end. For example, repeat 'when you're older?' a few times then 'like to be when you're older?' and then 'What would you like to be when you're older?'

**More practice:** Encourage students to give reasons for why they'd like to do the job.

**Online:** Put students into breakout rooms to survey their classmates. Move students into a new breakout room to speak with a new partner every 45–60 seconds.



# Video 24: Talking about our feelings

[Click here for the video](#)



## How can this video help?

This video can help students to talk about their feelings. It teaches vocabulary about different feelings and language to ask about and say how they're feeling.



## What is the language focus?

### *Feelings:*

- afraid, angry, bored, excited, fine, happy, sad, surprised, worried

### *Asking and saying how you're feeling:*

- How are you feeling today?
  - I'm feeling happy. Thank you.
  - I'm a little bit sad. How about you?



## How can you use this video?

### 1. Make a class feelings chart

**Materials:** video 24; pencils or crayons; paper; scissors; tape, sticky tac or magnets (optional)

- Play the video 0:00–0:40. Pause on each emoji and ask students to make the same face.
- Give students 10 small squares of paper (or ask them to cut one paper into ten squares).
- Play the video 0:00–0:40. Pause after each emoji and ask students to draw each emoji on a square. Ask students to write their name on the back of each square.
- Write the students' names on the board or on paper you can display in the classroom.
- Play the video 0:40–0:59. Then ask the students: 'How are you feeling today?' Ask the students to hold up the emoji representing how they feel.
- Ask students to bring their emoji for how they feel today and stick it to the board/paper next to their name. Ask students to store their nine other emoji squares in a safe place.

- Repeat this at the beginning of every lesson and make it a part of your routine. Whenever students feel differently, they can go to the board/paper and change their emoji.

**More support:** Check that students understand the meaning of each word. For example, smile really big for ‘happy’.

**More practice:** Ask students to say ‘I’m feeling [happy]’ as they put their emoji on the board.

**Online:** Create a similar chart on Google Jamboard or other similar application. Ask each student how they are feeling and drag the appropriate emoji next to their name.

## 2. Stop!

**Materials:** video 24, flashcards of the ten emojis (you can draw them)

- Play the video 0:00–0:40. Pause after each feeling so students can repeat the words.
- Play the video 0:41–1:03. Ask students to mime how the characters are feeling.
- Sit in a circle or stand in front of the class. Shuffle the flashcards in your hands so only you can see the emojis. Ask the students to say ‘Stop! How are you feeling today?’
- When the students say ‘Stop!’, look at the card you stopped on. Act out the feeling.
- Students raise their hands to guess the feeling. For example, ‘Bored!’
- When a student is correct, they take your place as the ‘teacher’ and shuffle the cards.

**More support:** Use your voice and face to help students notice the stress patterns of different vocabulary words, for example, HAppy, aFRaID, exCited, surPRISED.

**More practice:** Make more sets of flashcards so students can do the activity in smaller groups.

**Online:** Instead of using flashcards, pause the video at 0:40. Move your mouse pointer around your screen. When the students say ‘Stop!’ they should also say the feeling the mouse is on.

## 3. How are you feeling today?

**Material:** video 24

- Play the video 0:41–1:03 for students to listen and watch.
- Write the different answers on the board: I’m feeling happy. Thank you / I’m a little bit sad.
- Say each phrase a few times with students repeating. Use a lot of energy and big smile to say: ‘I’m feeling happy! Thank you!’ Look sad and use your fingers to show ‘a little bit’ when you say: ‘I’m a little bit sad’.
- Do a class mingle. Students walk around and ask each other: ‘How are you feeling today?’ Students reply with an answer and action to show that feeling.

**More support:** Before beginning the mingle, go through all the words, adding an action to each one. For example, say: ‘I’m feeling excited! Thank you!’ while jumping your hands in the air.

**More practice:** Encourage students to elaborate on why they’re feeling happy, thirsty, etc. (But don’t push students who say ‘sad’ or ‘afraid’ to explain why in front of the class).

**Online:** Put students in pairs in breakout rooms to ask each other. Move students to new rooms every 30 seconds.

# Video 25: Talking about computers

[Click here for the video](#)



## How can this video help?

This video can help students to talk about computers. It teaches vocabulary about computers and language to ask and answer how to do something on a computer.



## What is the language focus?

### **Computers:**

- charger, headphones, keyboard, laptop, microphone, mouse, screen, speakers, tablet/phablet, webcam

### **Asking how and giving instructions for how to do something on a computer:**

- How do I open a file?
  - Press this button, click here, open the start menu, open the program, double click the file, copy and paste the text.



## How can you use this video?

### 1. Play a drawing guessing game

**Materials:** video 25, pencils and paper

- Play the video 0:00–0:44. Students watch/listen and repeat.
- Pause the video at 0:44. Draw one of the items on the board. Ask students: 'What's this?' Students respond with the correct name.
- Ask students to draw and guess different computer items in pairs or small groups.

**More support:** First do the activity by saying the name of the item and students draw the picture. Once they're comfortable saying the words, ask them to do the activity in pairs.

**More practice:** Ask students to write a short definition for each computer item. For example, speakers: listen to music with friends; laptop: take to work or school. Then instead of drawing pictures, students read their definitions and guess the computer item.

**Online:** Use Google Jamboard or a similar application for students to draw in breakout rooms.

## 2. How do I do this?

**Materials:** video 25, pencils and paper

- Write the following in a list on the board. Ask students to copy it into their notebooks: a. Open the start menu / b. Click here / c. Press this button / d. Copy and paste the text / e. Open the program / f. Double-click file.
- Ask the students to read the sentences and guess the order. Then play the video 0:45–1:12. Ask students to check their ideas. Check the answers (1. c, 2. b, 3. a, 4. e, 5. f, 6. d).
- Underline the verbs (press, click, open, double click, copy and paste). Ask students to mime doing these actions on a computer with a partner.
- Play the video 1:13–1:37. Pause after each question (at 1:21, 1:23, 1:26) Ask students to stand up if they can do these things. For example, ‘How do I use the mouse?’ If a student knows, they should stand up when you pause the video after this question.
- Pause the video at 1:29 with the three questions displayed. Ask students to choose a question and ask their classmates. If a classmate doesn’t know, tell them to both go ask another classmate until they find someone who knows.

**More support:** Write ‘How do I \_\_\_\_\_’ on the board. Elicit ideas or give ideas to students, showing them that all the verb phrases (use a torch, take a picture, etc.) can be used in the gap.

**More practice:** Ask one-half of the class that they work in an IT help store. Ask the other half that they need IT help. Ask students to role-play asking for help with more complex problems.

**Online:** Put students in breakout rooms for pair work. For the more practice activity, ask the person asking for help to share their screen so the ‘IT expert’ can watch them do each step.

## 3. Make an instructions leaflet

**Material:** video 25, pencils and paper

- Ask students who in their family often asks for help with their phone, computer, tablet, etc. Ask students to make a list of things that their family members ask about.
- Pause the video at 1:29 to highlight the question form ‘How do I + verb phrase?’ Ask students to choose one thing from their list and write a question using ‘How do I \_\_\_\_?’
- Ask students to fold their paper in half like a book. Students write their question on the cover page. For example, ‘How do I open a file?’ Inside they should write the steps and draw a helpful picture/icon to help the reader follow the instructions.
- Display the leaflets around the classroom for students to read. Encourage students to make notes or take pictures of any leaflets that are useful for them or a family member.

**More support:** Play the video 0:45–1:12. Ask students to make a leaflet using the instructions from the video. Pausing at each step for students to illustrate their instructions.

**More practice:** Ask students to write their instructions in their notebooks first. Ask students to read their partner’s instructions and make sure they can follow each step. Encourage students to give feedback on spelling and any confusing language. Then students make the leaflets.

**Online:** Students can make digital leaflets using Google Slides or Google Jamboard.

# Video 26: Food and drink

[Click here for the video](#)



## How can this video help?

This video can help students to talk about food and drink. It teaches vocabulary about food and drink and language to ask for these in a shop.



## What is the language focus?

**Food and drink:**

- biscuit(s), bread, curry (curries), egg(s), fish, meat, milk, rice, tea, water

**Asking for food in a shop:**

- Can I have some bread, please?
  - Sure, here you go.
  - Sorry, I haven't got any.



## How can you use this video?

### 1. Make a list

**Materials:** video 26, pencils and paper

- Set a time limit (for example, two minutes). Ask students to work in pairs and write a list of the food and drink words they know in English.
- Play the video 0:00–0:45. Ask students to watch/listen and tick any words on their list that are in the video. Check who had the most.
- Play the video 0:00–0:45 again. Pause after each food/drink for students to repeat the word. Ask students to add any new food words from the video to their lists.

**More support:** Brainstorm a list of food words as a class and write them on the board. When you play the video, ask students to stand up and cheer if the word is on the class list.

**More practice:** Put students in groups. Ask them to read out the other food words they had written on their papers. If students have the same word on their list, they tick it. If they don't, the student with the word teaches it to their group so the others can add it to their list.

**Online:** Put students in pairs in breakout rooms to make a list before watching the video.

## 2. Grab it

**Materials:** video 26, something students can easily grab (for example, balls, water bottles)

- Play the video 0:00–0:45. Ask students to watch/listen and repeat the words.
- Put students into groups of six to eight. Ask each group to sit in a circle and put a ball or water bottle (something they can easily grab) in the middle.
- Say two clues for one of the food/drink words. For example, 'It's small. It can be white, brown, red or yellow.' As soon as you finish giving both clues, students can try to grab the object in the middle. Whoever grabs the object first, says the word (rice).

**More support:** Come up with descriptions of each food/drink as a class.

**More practice:** Students work in pairs to write their own clues. Let students rotate being the 'teacher' in their group and read out their clues.

**Online:** Students race to type the word in the chat first instead of grabbing something.

## 3. Play shop

**Material:** video 26, pencils and paper

- Play the video 0:45–1:22. Ask students to watch/listen and find out what foods the characters want and if the shopkeeper has them. Check the answers (milk – yes, tea – no).
- Pause the video at 1:15 so students can see the language. Say the phrase 'Can I have some BREAD, please?' a few times. Encourage students to repeat after you. Use your voice and facial expressions to highlight the stress on 'bread'. For example, open your eyes more and lift up your eyebrows as you say 'bread' a bit louder than the other words.
- Substitute other words like fish, eggs, water in the place of 'bread' until students are confidently saying the phrase 'Can I have some bread, please?'. Say the shopkeeper phrases and students repeat.
- Divide the class in two. Ask one half that they are shopkeepers. Ask them to make a list of three foods or drinks from the video that they sell. Ask the other half that they are customers. Customers should make a list of five foods or drinks that they need to buy.
- Ask the customers to go to the 'shops' and ask for the items on their list. If the shopkeeper has it, they cross it off their list. If the shopkeeper hasn't got it, they go to another shop.
- After a few minutes, ask groups to change roles and make new lists.

**More support:** Say the phrases for the shopkeepers with actions. For example, say: 'Sure, here you go!' while pretending to give something to someone. Say 'Sorry, I haven't got any' while shaking your head. Encourage students to repeat after you and do the actions.

**More practice:** Reduce the number of items each shopkeeper has; increase the number of items each customer needs.

**Online:** Put students into breakout rooms to play 'shop' in pairs. Move customers to a new room every 45 to 60 seconds.

# Video 27: Parts of the body

[Click here for the video](#)



## How can this video help?

This video can help students to talk about parts of the body. It teaches vocabulary about parts of the body and language to do actions with parts of the body.



## What is the language focus?

### *Parts of the body:*

- arm(s), ear(s), eye(s), foot (feet), hand(s), head(s), leg(s), mouth(s), nose(s), shoulder(s)

### *Do an action:*

- Put your hands on your head. Touch your shoulders. Sit down. Jump up. Shake your leg. Hop on one leg. Stand up. Close/open your eyes.



## How can you use this video?

### 1. Teacher says

**Materials:** video 27

- Put students in groups. Pause the video at 0:15 and ask students: 'How many body parts can you say in English?' Students tell their groups as many as they know.
- Play the video 0:15–0:49 and students check how many they named.
- Play the video 0:00–0:49 again. Students watch, point to the body part on their body and repeat the word.
- Play 'Teacher says': Students must listen and do what you say every time you say 'Teacher says'. When you don't say 'Teacher says', they shouldn't move. If they move, they are out of the game. For example, 'Teacher says, touch your nose'. (Students touch their nose). 'Touch your ears.' (Students shouldn't touch their ears). The winner is the last one standing or when you're ready to end the game.

**More support:** Sing the song 'Head, shoulders, knees and toes' with actions to help students remember the words.

**More practice:** Put students into groups to play and let students alternate as the teacher.

**Online:** Do the same as above. Students can use their cameras to show that they're touching their head or ears, etc. Alternatively, use Google Jamboard or display a picture of a person and share your screen. Students use the drawing feature or annotate to circle the body part you say.

## 2. Build up a chant

**Materials:** video 27

- Play the video 0:55–1:47. Students stand up, watch and follow the instructions.
- Play the video 0:55–1:47 again. Pause after each instruction for students to repeat.
- Ask students to stand in a big circle. Ask the first person to say and do an action, for example 'Shake your arm'.
- The next person says and does the first action (shake your arm) and adds a second action, for example 'Hop on one foot'. Continue building up a new action every time.

**More support:** Do the activity in smaller groups with everyone doing the action each time it's said (not only when it's their turn).

**More practice:** In groups, students create a dance saying each dance move. Then they teach the other groups.

**Online:** Do the same as above but nominate the students when it's their turn.

## 3. Monster drawing dictation

**Material:** pencils or crayons, paper

- Students fold their paper into three even parts. Each part is for a different monster. They can label part 1 'Teacher's monster'; part 2 'My monster'; part 3 'My partner's monster'.
- In part 1 ('Teacher's monster'), draw a circle in the middle. Show students and they copy it.
- Ask the students to listen and draw the rest of your monster. For example, 'My monster's got two big heads. It's got four eyes. It's got one small ear. It's got ten arms and six legs.'
- Students compare their drawings with other students around them. Show them your drawing too. Encourage them to say what extra parts they have or what's missing.
- Divide students into pairs: A and B. Ask students to draw their own monster in part 2 of their paper ('My monster'). Ask them *not* to show their monster to their partner.
- Student A describes their monster to student B. Student B listens and draws the monster in part three of their paper. Then they switch roles.
- At the end, student A and B show each other the monsters they drew.

**More support:** When students draw their own monster, ask them to only draw a face.

**More practice:** If you have crayons or colours, encourage students to also add colours to their monsters. For example, 'It's got three purple legs. It's got one big green ear.'

**Online:** Do the activity as above. Put students into breakout rooms to describe their monsters to their partner.



# Video 28: Animals

[Click here for the video](#)



## How can this video help?

This video can help students to talk about animals. It teaches vocabulary about animals and language to ask and say which animals they see around their home.



## What is the language focus?

### *Animals:*

- bird(s), cat(s), chicken(s), cow(s), goat(s), dog(s), ox(en), rooster(s), sheep, water buffalo

### *Asking and saying which animals you see:*

- Which animals do you see around your home?
  - I see goats and chickens.



## How can you use this video?

### 1. Be the animal

**Materials:** video 28, music (or hum/sing a song)

- Play the video 0:00–0:45. Pause after each animal and ask students, for example: ‘What sound does a cat make? How does a cat move?’ Encourage all the students to make the sound of a cat and move like a cat.
- Play the video 0:00–0:45 again with students ready to make the sound and move like each animal after the animal name is said.
- Play some music or hum a song. While the music is playing, students should dance/move around the classroom. Stop the music and say, for example: ‘Be a cow!’ And students should walk and move like a cow while making noises like a cow.
- When you play the music again, students stop being a cow and dance/move around.

**More support:** Pause the video at 0:44 or draw and label the animals on the board for students to see. Give students a few seconds after you say: ‘Be a ...!’ then point to the animal.

**More practice:** Students work in small groups. One student moves and makes noises like one of the animals while the others guess the animal. Students rotate who acts out the animal.

**Online:** Follow the same steps as above, but instead of playing music, ask students to return to their seats/cameras before you say the next animal.

## 2. Vocab maths

**Materials:** video 28, flashcards of the animals (or drawings on the board)

- Play the video 0:00–0:45. Pause after each animal for students to repeat the words. Draw each animal on the board (or display flashcards) after students say the name.
- Write a number next to each animal, e.g. bird 1, cat, 2, chicken 3, cow 4, goat 5, etc.
- Ask ‘What’s a bird plus a chicken?’ Students say: ‘A cow!’ (bird=1, chicken=3, so  $1+3=4$ ).

**More support:** Start with just four animals at first for students to understand the activity. Slowly add two more animals at a time.

**More practice:** Students work in small groups to quiz each other. Allow them to also use subtraction, division and multiplication.

**Online:** Prepare a page with a picture of each animal and a number next to it in advance.

## 3. Change seats

**Material:** video 28, chalkboard and chalk, pencils and paper

- Play the video 0:46–1:35. Pause the video at each new scene (0:55, 1:00, 1:04, 1:10). Students say which animals each character sees (or if they don’t see any animals).
- Check the answers (0:55 sees goats and chickens; 1:00 sees birds and cows; 1:04 doesn’t see many animals; 1:10 sees dogs and cats).
- Answer the question yourself, for example: ‘I see dogs, cats, birds and cows’ while drawing each animal that you say on the board.
- Ask students to draw four animals they see around their home. If they only see a couple of animals, they could write a ‘zero’ + ‘dogs’ to represent that they don’t see many dogs.
- Students sit in a circle on chairs or on a notebook if sitting on the ground to mark each seat. You stand in the middle.
- Students ask you: ‘What animals do you see around your home?’ You reply: ‘I see cats!’
- Everyone who drew a cat on their paper stands up and finds a new seat. The one person who can’t find a new seat now stands in the middle and the question is repeated.
- If a student wrote a zero next to an animal (for example, zero + dogs), they can say: ‘I don’t see many dogs’ and other students with the same, stand up and find a new seat.

**More support:** Allow students to write the word under the picture to help remind them of the name of each animal.

**More practice:** Students play in smaller groups to get more speaking practice.

**Online:** Instead of changing seats as a way of saying ‘me too’, students write ‘me too’ into the chat. The last person to send their ‘me too’ should take the role of saying: ‘I see ...’ next.

# Video 29: Talking about time

[Click here for the video](#)



## How can this video help?

This video can help students to talk about the time. It teaches vocabulary about telling time and language to ask and say what time it is and what time they do things.



## What is the language focus?

### *Telling the time:*

- [one] o'clock, quarter past [one], twenty past [one], half past [one], twenty-five to [two], twenty to [two] quarter to [two], ten to [two], five to [two]

### *Talking about the time:*

- What's the time? / What time is it?
  - It's four o'clock.
- What time do you go to the club?
  - I go to the club at half past three.



## How can you use this video?

### 1. Match the times

**Materials:** video 29, pencils and paper

- Write the following in two columns in a list on the board: a. 12:00 / 11:00, b. 10:30 / 10:10, c. 11:55 / 2:12, d. 4:30 / 5:30, e. 8:15 / 8:45, f. 10:45 / 9:45, g. 12:50 / 1:10, h. 3:35 / 4:25, i. 7:20 / 9:20, j. 2:20 / 2:40.
- Play the video 0:00–0:53, pausing when each time is displayed. Tell students that in each pair of times a–j, one is correct. Ask students to raise their right hand if the time in the video is in the right column; raise their left hand if the correct time is in the left column. Circle the correct answer for each time. (a. 11:00, b. 10:30, c. 11:55, d. 5:30, e. 8:15, f. 9:45, g. 12:50, h. 3:35, i. 7:20, j. 2:40).
- Play the video 0:00–0:53 again. Ask students to stand up if the time is on the half hour (:30) or earlier and to sit with their hands on their shoulders if it's after the half hour.

**More support:** First focus on [one] o'clock, quarter past [one], half past [one] and quarter to [two] by drawing clocks with these four times on the board and changing the 'hour' hand.

**More practice:** After playing the video and circling the correct times, ask students to write down each correct (circled) time and draw an analogue clock next to each time. Play the video again, pausing after each time is presented for students to check if the clocks they drew are correct.

**Online:** Prepare the list of times in advance. Share your screen or send the times to the students in the chat. Follow the same steps of the activity as above.

## 2. What's the time?

**Materials:** video 29, pencils and paper

- Say: 'Watch the video and find out what the time is'. Play the video 0:54–1:32. Check answers. (It's five past four (4:05)).
- Students work in groups of three. One student draws an analogue clock or writes the time digitally and asks the other two, 'What's the time?' The other two race to say the time first. Students rotate who draws the clock/writes the time.

**More support:** Do the activity on the board first eliciting the time to ensure students are comfortable with saying the time.

**More practice:** Students draw an analogue clock or write a time digitally. They walk around the class, holding up their clock to 'test' their classmates. With one classmate at a time, they ask: 'What's the time?' Their classmate looks at the clock and says the time. They confirm if their classmate has said the correct time. Then they swap clocks with their classmate their clock so they have a new time to test a new classmate with.

**Online:** Do the group activity in breakout rooms. Students can either type a digital time in the chat or use Google Jamboard or a shared whiteboard screen to draw the time.

## 3. What time do you go to ...?

**Material:** video 29, pencil and paper

- Ask students to watch the video and find out who goes to the club earlier. Play the video 0:54–1:32. Check answers (They go at the same time – half past three/three thirty (3:30)).
- Ask students to work in pairs and decide on five things they both do, for example go to school, do homework, go to bed, etc.
- Students write down what time they do each of the five activities. Then they write down what time they think their partner does each activity.
- Students ask their partners 'What time do you ...?' to find out if their guesses were correct.

**More support:** Pairs decide on just three things. Remind students they can say the time as 'three fifteen' or 'three thirty' if they find 'quarter past' and 'half past', etc. difficult.

**More practice:** Revise activities from [video 14](#). Pairs think of eight things they both do.

**Online:** Put students in breakout rooms to do the work in pairs.

# Video 30: Numbers

[Click here for the video](#)



## How can this video help?

This video can help students to talk about numbers and say how old they are. It teaches vocabulary for numbers one to twenty and language to ask and say their age.



## What is the language focus?

### *Numbers:*

- one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

### *Asking and saying how old you are:*

- How old are you?
  - I'm 15 years old. What about you?



## How can you use this video?

### 1. Count on our fingers

**Materials:** video 30

- Play the video 0:00–1:06. Ask students to listen and count along with the video using their fingers.
- Play the video again but pause after each number for students to say the next number.
- Say a number. For example, 'eleven'. Students show you the number with eleven fingers. Repeat with other numbers in a random order.

**More support:** Focus on numbers 1–10 first before moving on to numbers 11–20.

**More practice:** Put students into groups. One student is the teacher and calls out a number. The others listen and show the number with their fingers.

**Online:** Play the same game. Students hold up their fingers to show the numbers. Students can also type the number in the chat as an alternative.

### 2. Guess the number

**Materials:** video 30, pencils and paper

- Pause the video at 0:41 for students to copy down the numbers 1–10. Then pause the video at 1:04 for students to copy down numbers 11–20.

- Students look at the written numbers and trace each number on their paper with their finger a few times.
- Divide students into pairs. One student uses their finger to 'write' a number in the air. The other student guesses the number. Students then switch roles and continue.

**More support:** If students are not familiar with the written form of the numbers, encourage them to write each number two more times.

**More practice:** Revise school objects from [video 3](#). Students work in pairs to count what they have in their bags or around the classroom. For example: 'three pencils!', 'four books!'.

**Online:** Put students into pairs or small groups in breakout rooms. Students alternate writing a number in the chat for their partner or the group to say.

### 3. How old are you?

**Material:** video 30, pencils and paper

- Pause the video at 1:07. Ask students how old they think the characters are. Ask students to write down their guesses.
- Play the video 1:07–1:40 for students to watch/listen and check their ideas. Check the answers (15 years old, 16 years old)
- Repeat the question 'How old are you?' and stress the word 'old' and ask one student.
- Ask students to ask their partners the question and find out who is older.
- Ask students to use the question 'How old are you?' to find out their classmates' ages and line up according to their age. If teaching a large class, divide students into groups of ten to 15 students to do this.

**More support:** Drill the phrase 'How old are you?' so students are comfortable with asking this question. Point to yourself and say 'I'm' then use your hands to show a number, for example eight. Pump your arms out three times saying 'eight' 'years' and 'old' when your arms are out so students recognise that there are three syllables there.

**More practice:** Students carry out a survey to practise writing the numbers. They ask their classmates 'How old are you?' and write down their classmate's name and age.

**Online:** Put students into breakout rooms to survey their classmates. Move students into a new breakout room to speak with a new partner every 45–60 seconds.

