

2 Let's play

Worksheet 1: Toys

Using the worksheet

- This read and match activity practises recognising toy vocabulary *bike, go-kart, computer game, doll, car, kite, monster, ball, plane, train* and writing numbers 1 to 10.
- Students look at the toys and their numbers on the prize stall. They write the correct numbers on the relevant labels.

KEY: 2 doll, 3 computer game, 4 ball, 5 bike, 6 go-kart, 7 car, 8 train, 9 monster, 10 kite

Optional follow-up activity: Students play a simple prize game in pairs or small groups. They make number cards for numbers 1 to 10 and put them face down in front of them. Students then take turns to choose a number card and read it out, e.g. 4! Their partner looks at the stall on the worksheet and tells them what they have won: *It's a ball!* Encourage students to say *Thank you*. This can also be played in class with small toys or classroom objects.

Worksheet 2: How old is he?

Using the worksheet

- Matching activity 1 practises recognising toy vocabulary. Reading activity 2 practises *his, her, he, she* and questions *What's his/her name? What's his/her favourite toy? How old is he/she?*
- Students read the description of each child and find and number the correct child in the picture.
- Students then complete the questions at the bottom of the worksheet by circling the correct word each time. They then ask their partner the questions. Their partner can answer either from memory or by checking back to the information in Activity 1.

KEY: Activity 1: 2d, 3c, 4b; Activity 2: 1 five; 2 his, Ben; 3 her, (her) kite; 4 he, four

Optional follow-up activity: Organise students in groups of six or eight, and divide each group into pairs. In their groups, students make a group chart with their names, ages, favourite colours, and pictures of their favourite toys. Then each pair makes a copy of their group's chart. They use this to play a guessing game in pairs. Student A looks at the chart, keeping it hidden from Student B. They choose another student from the chart and describe them, stating their age, favourite toy and colour, e.g. *She's eight. Her favourite colour is red. Her favourite toy is her bike.* Student B guesses who it is. Students swap roles.

Worksheet 3: A long blue train

Using the worksheet

- This drawing activity practises ordering adjectives *long, old, small, ugly*; the colours *red, yellow, blue, green*; toys *monster, car, train, kite* and articles *a* and *an*.
- Starting at the top of the worksheet, students choose a stepping stone in each row to make a phrase using an adjective, colour and toy. They then draw and colour the toy in the toy box at the bottom to fit the phrase they have made. The first drawing has been done for them as an example. They can colour this in.
- Students then show and describe their pictures to the class.
- If appropriate, students can write the combinations they make, e.g. *an ugly red monster*.

KEY: Drawings will vary. Make sure that each phrase contains one word from each line of stepping stones, e.g. *a long blue train*. Students should also be careful to connect *a* with *long* or *small* and *an* with *old* or *ugly*.

Optional follow-up activity: Play a game of Stepping stones in class. Write words onto pieces of paper or card. You could include other adjectives, colours and toys. Lay these on the floor in four rows as in the worksheet. Ask for a volunteer to stand at the start of the stepping stones. Call out a description, e.g. *an ugly red monster*. The volunteer has to step on the correct stepping stones as you call them out. Students can also take turns at calling out descriptions. This could also be played with small cards on a table. Students follow the stepping stones using their fingers.

Worksheet 4: Spot the shapes

Using the worksheet

- This worksheet practises shape words using key *Think and learn* vocabulary.
- Students colour the different shapes they see on the board game, making sure they use different colours.
- Students then play the game in pairs. The first student throws the dice and moves their counter the same number of squares on the board. If they land on a picture square, they say the shapes they can see in the picture. For example, *I can see triangles and a rectangle*. If the sentence is incorrect, they miss a turn. If they don't land on a picture square, they follow the instructions in that square instead.

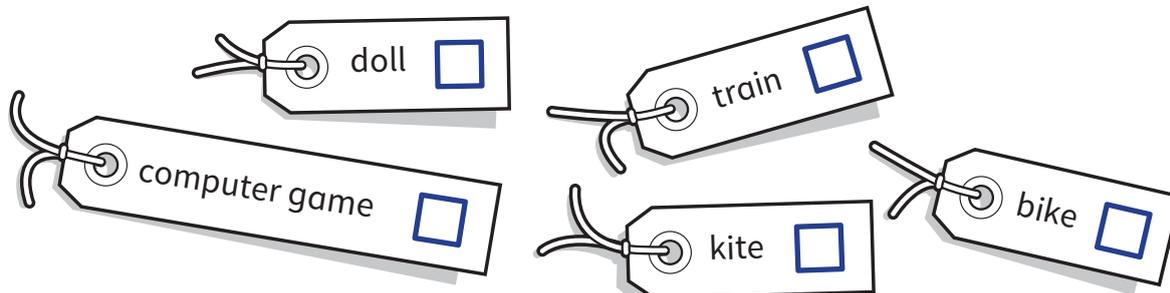
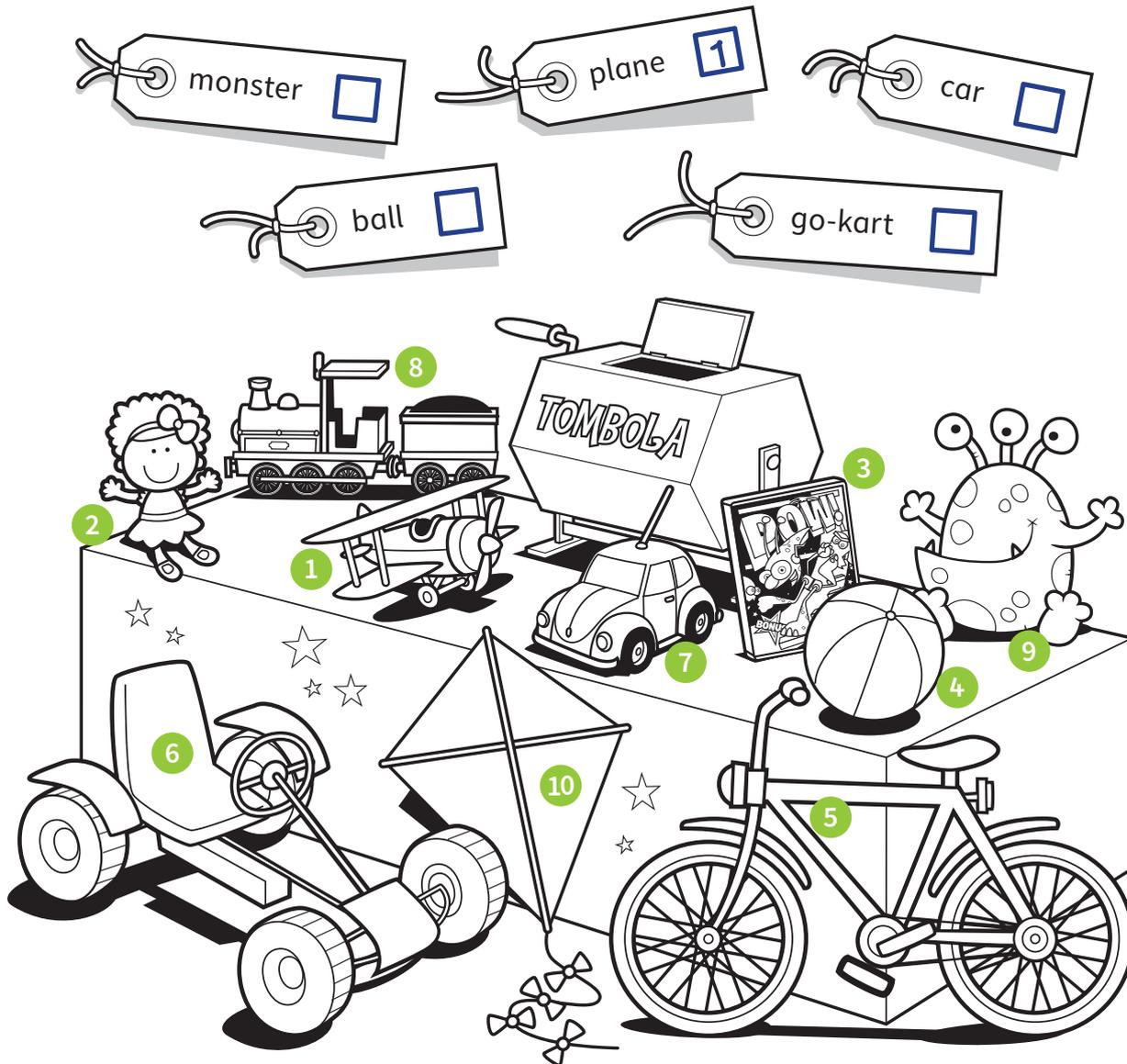
KEY: 1 triangles, square; 2 circles, triangle; 4 circles, triangle; 6 circles, rectangles, kite; 8 squares, rectangle, triangle, circle; 9 circles, rectangle; 11 rectangles, circles; 12 rectangles, circles; 14 squares, circles, kite; 15 circle, triangle

Optional follow-up activity: Students work in pairs. One student says a shape for their partner to find on the board game. The student looking for the shape has to find all the same shapes on the board, e.g. all the circles.

Name:

Class:

1 Look, read and write the numbers.



Vocabulary: Toys

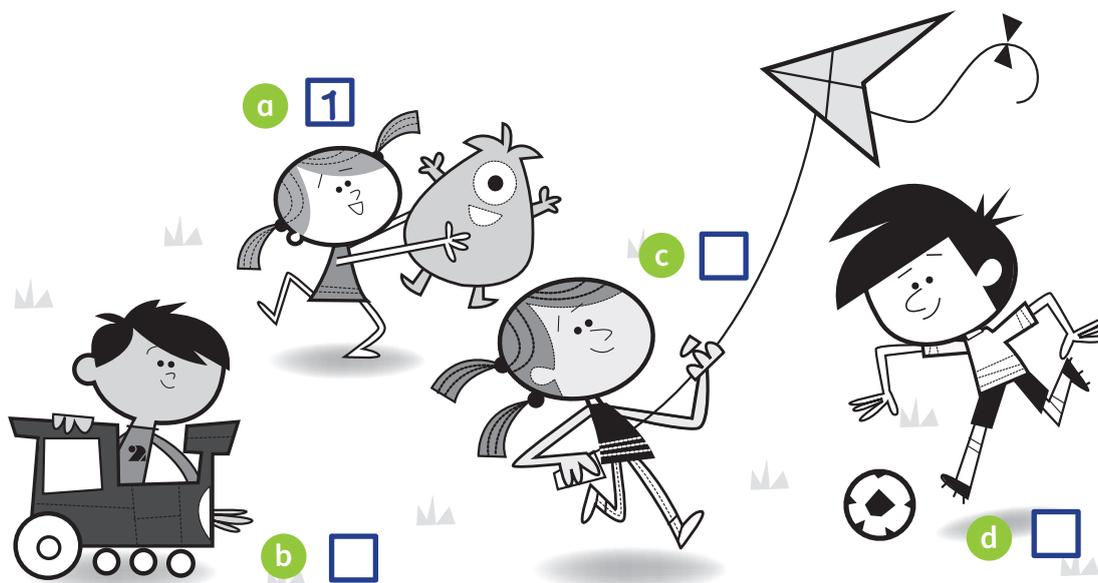
2 Worksheet 2

How old is he?

Name:

Class:

1 Look, read and write the numbers.



1 Her name's Kim. She's five.
Her favourite toy is her monster.

2 His name's Ben. He's eight. His
favourite toy is his ball.

3 Her name's Mia. She's seven.
Her favourite toy is her kite.

4 His name's Sam. He's four.
His favourite toy is his train.

2 Choose and circle. Then ask a friend.

1  How old is **he** / **she**?

2  What's **his** / **her** name?

3  What's **his** / **her** favourite toy?

4  How old is **he** / **she**?

Language focus 1: What's his / her ... ? How old is he / she ... ?

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Worksheet 3

A long blue train

Name:

Class:

1 Choose, then draw lines. Draw your picture in the toy box.

 a	 a	 an	 an
 long	 old	 small	 ugly
 green	 blue	 yellow	 red
 monster	 car	 train	 kite

 1	 2	 3	 4
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Language focus 2: Adjectives

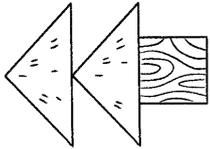
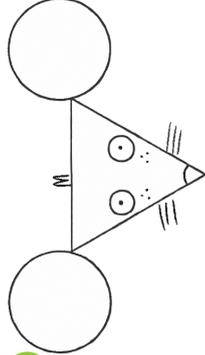
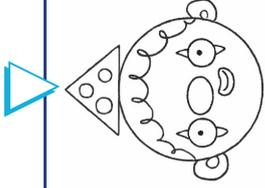
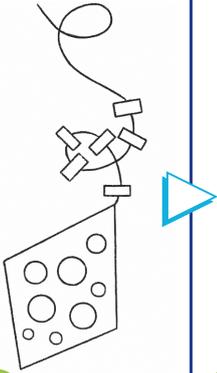
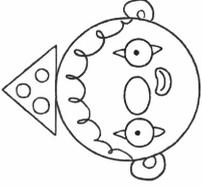
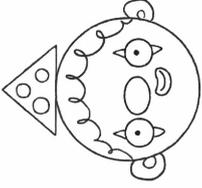
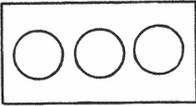
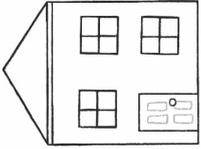
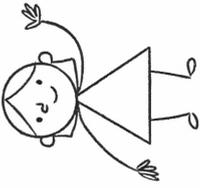
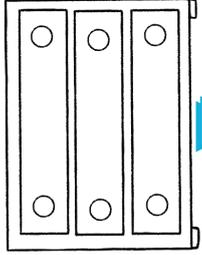
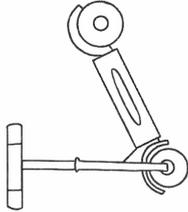
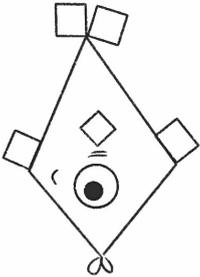
Worksheet 4

Spot the shapes

Name:

Class:

1 Look and colour. Then play.

START	<p>1</p> 	<p>2</p> 	<p>3</p> <p>☹️ go to Start</p> 
<p>6</p> 	<p>5</p> <p>😊 go to 8</p> 	<p>4</p> 	<p>9</p> 
<p>7</p> <p>😊 play again</p> 	<p>8</p> 	<p>10</p> <p>😊 play again</p> 	<p>15</p> 
<p>12</p> 	<p>11</p> 	<p>13</p> <p>😊 go to 14</p> 	<p>14</p> 
FINISH			

Maths: 2D shapes