

## 4.3 Messages on the fridge

<b>LEVEL</b>	<b>Beginners</b>
<b>AGE GROUP</b>	<b>6 and above</b>
<b>TIME</b>	<b>10 minutes</b>
<b>DESCRIPTION</b>	The children match instructions with pictures.
<b>LANGUAGE</b>	Giving instructions: use of imperatives.
<b>SKILLS</b>	Reading: comprehending written instructions.
<b>ASSESSMENT CRITERIA</b>	The children should be able to understand short written instructions.
<b>MATERIALS</b>	Worksheet 4.3 (see back of book); small pieces of paper for each child.
<b>PREPARATION</b>	Photocopy Worksheet 4.3 for each child.
<b>IN CLASS</b>	<ol style="list-style-type: none"> <li>1 Give out Worksheet 4.3 to each child.</li> <li>2 Tell the children to imagine that they go home and there is nobody there. They find a lot of messages on the fridge. They manage to do everything, so a friend draws pictures of what they have done to show their parents. They have to match each message with the right picture.</li> <li>3 Collect the worksheets for checking.</li> </ol>
<b>FEEDBACK</b>	<ol style="list-style-type: none"> <li>1 Call out the number alongside one of the pictures. Ask a volunteer to come out and mime what is happening in the picture. The rest have to guess which message it is and say it out loud.</li> <li>2 Write it up on the board and put the right picture number next to it.</li> </ol>
<b>FOLLOW-UP</b>	<ol style="list-style-type: none"> <li>1 Give out a piece of paper to each child.</li> <li>2 The children write an instruction, for example <i>Drink your milk!</i> Help them where necessary.</li> <li>3 They fold the piece of paper and hand it to you. Mix all the papers up.</li> <li>4 The children take turns to come out and pick one of the papers. They read their paper silently, then mime carrying out the instruction. The rest of the class have to guess the instruction and say it out loud.</li> </ol>

- 5 For very young children who are not able to write yet, prepare a set of instructions and put them in a hat. The children can then pick papers out of the hat, read them, and mime the instructions.

### **VARIATION 1**

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If you would like older children to contribute towards their assessment, ask them to write an instruction each. You can then randomly select five or ten and prepare a worksheet to assess those.

### **VARIATION 2**

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If you want to assess the children's ability to form the imperative, you could erase the messages on the fridge and ask the children to come and write up the missing messages.

### **ASSESSMENT OF OUTCOME**

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Use a discrete-point marking scheme. Assign two points out of ten for each correct match.

## **4.4 Grandma's garden**

### **LEVEL**

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**Elementary**

### **AGE GROUP**

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**8 and above**

### **TIME**

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**15 minutes**

### **DESCRIPTION**

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The children complete a picture based on a written passage.

### **LANGUAGE**

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Prepositions: *in, on, under, in front of; there is; there are.*

### **SKILLS**

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Intensive reading; writing (in Follow-up).

### **ASSESSMENT CRITERIA**

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The children should be able to comprehend a short written passage in detail.

### **MATERIALS**

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Worksheet 4.4 (see back of book); an enlarged photocopy of the worksheet.

### **PREPARATION**

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- 1 Photocopy Worksheet 4.4 for each child.
- 2 Complete the picture and make an enlarged photocopy for the Feedback.

### **IN CLASS**

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- 1 Give out Worksheet 4.4.
- 2 Ask the children to read the passage and draw the five things missing from the picture.

### **FEEDBACK**

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- 1 Put the enlarged photocopy of the completed drawing up on the board.
- 2 Ask the children to check their work and assess themselves (see Assessment of Outcome below). Monitor this process, offering help when needed.