

1. Listen to your teacher. Fill in the table.

	a	s	c	t	w
1					
2					
3					
4					

Teacher's notes

Language focus: Vocabulary from unit 1 (nouns). Numbers and letters
Time (approx.): 15 minutes
Preparation: Photocopy one worksheet for each student

- As a group:**
- On the board, draw a large grid like the one on the worksheet.
 - Tell students that you are going to name a square in the grid and the contents of that grid. For example, say, *In 4 – A draw an umbrella*. Now in box 4 – A, draw an umbrella. Do a second example, *In 4 – W, draw a bicycle*.
 - Explain to the students that you are going to call out boxes and name the contents. Tell them you are going to select a student to go to the board and draw the contents in the correct box.
 - Use some of the following vocabulary: box, ball, kite, chair, bike, monkey, ruler, rubber, desk, pencil, pen.
 - Don't forget to vary the number. For example, you could say, *In 4 – W, draw three kites*.

- Using the worksheet:**
- Hand out the worksheet.
 - Tell the students that you are going to call out the boxes and tell them the contents and they have to draw them in the correct place.
 - For example, say, *In 4 – W draw two hats*. The students have to draw two hats in box 4 - W.
 - Continue in this way until the grid is full.
 - Suggestions for boxes:

Three pens	Four balls
One train	Two oranges
Two robots	One bird
One flag	One lollipop
Two kites	Five marbles
Three cars	Three hats
Two sweets	One dress
One cat	Two flowers
Two balloons	One man
Three pencils	One woman

- Additional ideas:**
- Once the grid is full, check its contents. Call out *4 - A* and elicit from the students what is in that box.
 - This grid idea is very useful. Not only are the students practising nouns for contents of the boxes but they are also revising and recycling the numbers and letters on the grid. Change these and play the game again with different numbers, letters and vocabulary.