

Topic Speaking

Get Your Learners Talking



2. Group Chat - Feelings



How are you?



I am sad.



How are you?



I am happy.



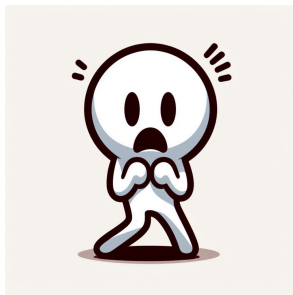
How are you?



I am angry.



Match the feelings with the situations.



fall down



eat ice cream



big bag



ghost



Feelings

Happy



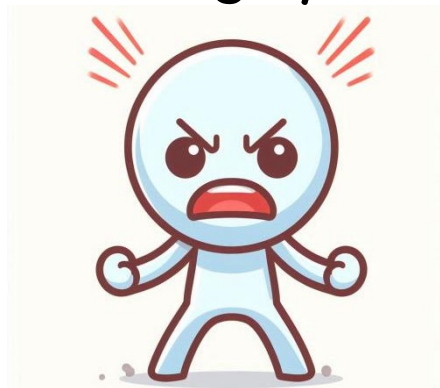
Great



Excited



Angry



Hungry



Sad



Tired



Scared



Instructions

1. Print the Group Chat paper and display it on the board. Practice the conversation with learners by following the speech bubbles and pictures.
2. Print the Feelings page. Practice saying all the different feelings; including expressions can be fun. Practice asking and answering, "How are you?" with the response, "I am ____."
3. Have learners complete the feelings matching activity.
4. Extra Activities. Use these additional activities to further practice the target language and reinforce learning.

Extra Activities

Mystery Box

Print the Situation Cards, cut them out, and put them in a box. Let learners take turns picking one card and then saying how they would feel in the situation.

Learner 1 picks a card randomly from the box. Other learners ask, "How are you?" Learner 1 responds with how they feel based on the situation.

****Learner 1 takes a card others ask.**

Other Learners:

"How are you?"

Learner 1:

"Fall down. I am sad."



Situation Cards



Fall down



Big bag



Ice cream



Ghost

6. Group Chat - Have



Do you have a book?



Yes, I do.



No, I don't



Do you have a lion?



Yes, I do.



No, I don't



Do you have a dog?



Yes, I do.



No, I don't



Have? Objects



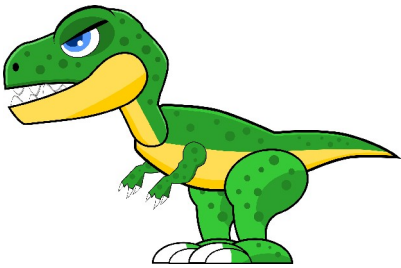
tape



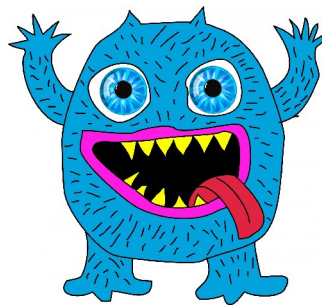
a pencil



a book



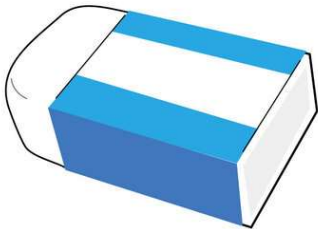
a dinosaur



a monster



a pen



an eraser



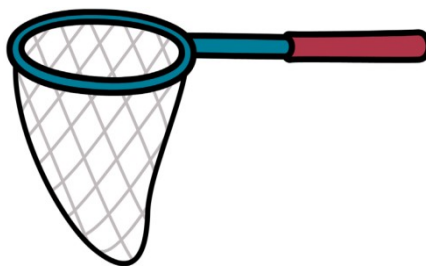
an orange



a violin



jam



a net



scissors

Instructions

1. Print the Group Chat paper and display it on the board. Practice the conversation with learners by following the speech bubbles and pictures.
2. Print the Have? Objects page. Go through it and practice saying the objects together. Practice asking and answering, "Do you have ____?" with the responses, "Yes, I do." or "No, I don't."
3. Extra Activities. Use these additional activities to further practice the target language and reinforce learning.

Extra Activities

1. Mystery Box

Have a box and three objects (e.g., a pencil, pen, and eraser) that the learners are familiar with and that can fit in the box. Learners take turns secretly selecting an object and putting it in the box. The other learners try to guess what it is by asking, "Do you have ____?" The first learner answers, "Yes, I do" or "No, I don't."

****Learner 1 puts something into a box. Other learners guess what it is.**

Other Learners:

"Do you have a _____ (pencil, pen, eraser)?"

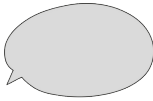
****Then learner 1 answers.**

Learner 1:

"Yes, I do. / No, I don't."



11. Group Chat - Describe



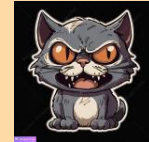
Talk about a cat.



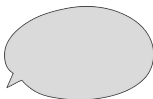
A cat is _____.



cute



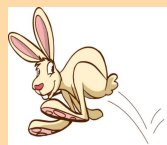
scary



Talk about a car.



A car is _____.



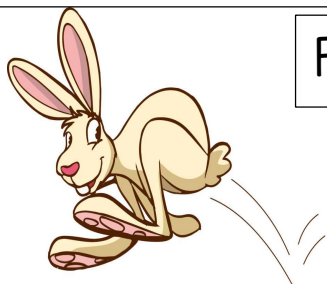
fast



slow



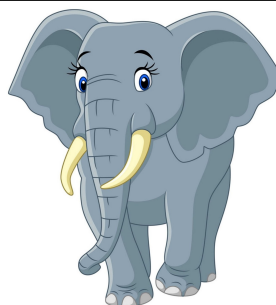
Comparatives Diagram



Fast



Slow



Big



Small



Long



Short



Cute



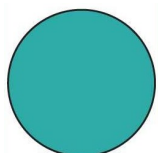
Scary



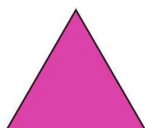
Hot



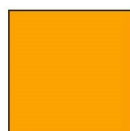
Cold



Circle



Triangle



Square



Rectangle

black

pink

green

red

yellow

orange

...

Describing Objects



pencil



pizza



pen



ghost



umbrella

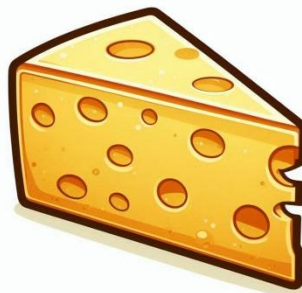


© dak

sun



snail



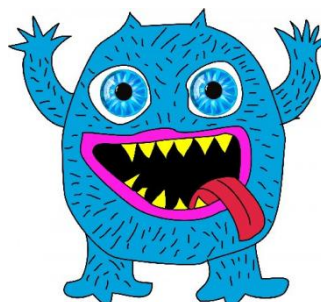
cheese



orange



turtle



monster



ball

Instructions

1. Print the Group Chat paper and display it on the board. Practice the conversation with learners by following the speech bubbles and pictures.
2. Print the Comparatives Diagram and Describing Objects pages, and display them on the board. Start by introducing the vocabulary from both pages, going through each word with the learners. Then, practice describing various objects on the Describing Objects page using adjectives from the Comparatives Diagram. For example: "A turtle is green. A turtle is slow."
3. Extra Activities. Use these additional activities to further practice the target language and reinforce learning.

Extra Activities

1. Guessing Game

Display the Comparatives Diagram and Describing Objects pages on the board. Learners take turns coming to the front, secretly choosing an object from the Describing Objects page and describing it using adjectives from the Comparatives Diagram. The rest of the class listens and tries to guess the object being described.

****Learner 1 comes to the front and secretly picks an object.**

Learner1: (example)
"It's a circle. It's hot."

Other Learners:
"It's the sun."

2. Alternative (With Cards)

Prepare a set of picture cards from the Describing Objects page. Learners take turns coming to the front, choosing a card randomly from the box describing it using adjectives from the Comparatives Diagram. The rest of the class listens and tries to guess the object being described.

