

NATR English Programs



Introductory Rural English





Overview

Introductory Rural English is a unique course for a unique situation. Organizations in rural areas with tourism potential should find these materials useful and relevant to their English language teaching.

Tourism can provide a much needed revenue stream for economically disadvantaged areas; however, it often comes at the detriment of both local culture and the health of the natural environment. All of NATR's vocational training programs strive to make the economic benefits of tourism accessible to affected locals while taking steps to safeguard against its associated negative ecological and cultural impacts. Basic English communication skills are a key part of this vision, enabling locals to communicate with tourists in a productive way.

The Introductory Rural English course is designed for villagers in rural areas of Thailand where tourism is poised to expand. The course aims to give students the basic language to describe their livelihood, family, community, and surrounding environment. Through engaging, interactive, and relevant activities, students with little or no previous exposure to English can develop the skills to communicate with foreigners.

The course consists of approximately 20 contact hours between the teacher and the students, and includes interactive lessons, games, and activities that involve English language practice. Since participants tend to be of mixed ability, the course is designed to benefit students at the absolute beginner to low intermediate skill levels. To maximize student benefit, it is highly recommended that the teacher is TEFL certified or has equivalent teaching experience.

Objectives

The objectives of the IRE course are twofold: the primary purpose is to enable students to communicate in English on a very basic level and, equally important, to instill the self confidence to practice English with native speakers.

Upon completion of this course students should possess the language skills to introduce themselves as well as describe their community, livelihood, family, and surrounding environment. The lessons are designed to give the student maximum speaking practice using the language in real life situations.

Speaking a foreign language is intimidating, and many new students are initially unwilling to speak or participate in activities. The lessons and activities in this book encourage group participation; however, it is incumbent upon the teacher to cultivate a nurturing and supportive learning environment to make this effective. The EFL classroom must encourage learners to make mistakes without fear of embarrassment or reprisal—mistakes are a natural part of the learning process.

The teacher should also capitalize on the opportunity to learn from the students. A mutual exchange gives the students a feeling of purpose and elicits more communication from them. When a teacher or a friend attempts to speak to the students in their native language it encourages students to reciprocate. Furthermore, when the teacher makes mistakes learning a language it instills confidence in the learner, as it reminds the students that learning another language is challenging.

Structure and Components

The included lesson plans are based on the most useful English for rural communities in the Andaman region of Thailand. The lessons are focused mostly on speaking and listening. There are some optional tasks with written and reading learning material for the advanced learners in the classroom. The lessons and materials are structured so that each lesson ties into the next. Lesson plans are divided into easy-to-follow stages, and each stage has a recommended teaching time along with the necessary materials. The materials are clearly labeled and are located after each lesson plan. The supplemental materials consist of flash cards, worksheets, and puzzles.



Format

The format of the manual is a black and white or a color spiral-bound A4 booklet. The picture cards can be glued to cardboard or laminated for durability. The picture cards are versatile enough to be used in other lessons in the course. Although the course is intended for the purpose of speaking and listening, there are some worksheets included for higher-level or extremely motivated students. If the students possess no knowledge of the English alphabet the students may answer the worksheets in a phonic description of the English phrases or vocabulary.

Assessment

It is important to assess the students regularly to gauge their progress as well as the effectiveness of the teaching techniques. Included at the back of this book is a spreadsheet to record testing results. The testing format and material is ultimately up to the discretion of the teacher. It is suggested the teacher include a brief recap of previous lessons at the beginning of each new lesson for reinforcement. This will serve as a great warm-up activity and will get the students thinking and ready for new learning.



How to Use This Book

A brief suggested methodology

1. Demonstrate

Clearly, there are considerations for a teacher when teaching absolute beginner students. For example, the students may not know any English whatsoever; some students may even be illiterate in their own language. Therefore, it is crucial that the teacher **demonstrates** everything by examples. Demonstrating successfully can be done using drawings, mimes, or flashcards, which are supplied in this book. Never assume that absolute beginner students understand what you are saying, or rely on stronger students to translate teacher objectives to the rest of the class. Take your time to ensure the student understands the meaning. If what the demonstration is complex, break it into sections.

2. Drill

A **drill** is a great way for students to perfect their speech and for the teacher to observe and make any corrections. The teacher gets the students to repeat the sentence or word in chorus. Alternatively, the teacher can nominate a student to repeat the sentence individually or break up the class into groups. For example, one group could pronounce one syllable each.

3. Elicit

Throughout each lesson the teacher must **elicit** information from the students that has previously been learnt. Since the teacher assumes the student's ability is beginner level English, the teacher must elicit using simple gestures. By pointing to a picture card and placing the other hand around the ear for example.

4. Concept Check

Check for understanding of the concept. **Concept checking** (c/c) should be done regularly and randomly throughout the lesson. Concept checking is vital for the teacher to check the students understanding. This can be done a number of different ways. For example, the teacher purposely makes a mistake on what has previously been learned, encouraging the students to correct the teacher. This is effective also as it instills confidence in the student. When a teacher concept checks regularly and randomly throughout the lesson the students are far more receptive and alert. It is common at this stage that the class will at times say together in unison "ohhhh" or "ahhhhh." This is one of the most rewarding moments of teaching

Lesson 1 – Places around Town

Stage	Time	Teacher	Activities/Description	Materials
1.	2 min	Warmer	Teachers name write on the board; do hang man	
2.	10 min	Demonstrate Drill elicit c/c	What is your name? - My name is Jason How are you? - I'm good thanks Where are you from? - I am from Australia What do you like to play - I like to play rugby What do you like to eat - I like to eat pizza	any five objects objects associated with phrases
3.	5 min	Engage	Drill each phrase with an object individually- throw objects at Students and elicit response. Students throw objects around the room	
4.	10 min	Study	Students in pairs Students answer questions on sheet about each others friends DEMONSTRATE HOW !!	Worksheet 1
5.	10 min	Activation	Demonstrate Palenism with location cards (find the matching pair and keep cards)	Small Location Cards
6.	10 min	Activation	Two teams. 1 Students from each team races to find the correct location card at front of class. first one back wins Where are you going? / I'm going to the.....	Small Location Cards
7.	10 min	Activity	Students stand up, mingle and ask questions about each other;	
8.	5 min	Demonstrate Drill elicit c/c	Where are you going? -Where is the -Go straight -Turn left -Turn right -Stop Demonstrate clearly and slowly hand signals and mimes	
9.	15 min	game	blindfold race game -Place cards on desks around the room	blindfolds

		<ul style="list-style-type: none"> - Divide class in to two teams. -Students direct blind Students to the correct desk. -Award points for the first blind students to find the location Where is the.....? go straight, turn left, turn right, stop. 	
10.	15 min	<p>Activity</p> <p>Divide class in to two groups. One side is farang the other is Thai.</p> <p>The farang have location cards and ask Thai's where to go</p> <p>Students mingle and ask direction's where to go.</p> <p>Swap sides.</p>	Small Location Cards
11.	filler	<ul style="list-style-type: none"> - Today / tomorrow - did / yesterday -Ask teacher questions -colors 	town map

Lesson 2 – Directions

Stage	Time	Teacher	Activities/Description	Materials
1.	5 min	Warmer Review vocab	Market, School, Bus stop, Post office, Internet shop, Laundry, Bank, Pier, Café, Gas station, Hospital,	Big Location Cards
2.	15 min	Game	class in a circle Demonstrate palenism with small picture cards Two sets of cards turned over. Students turn over only two cards. Matching the same cards wins a point Each time a card is turns over Students must say the location e.g. “bank”	small location cards
3.	10 min	Demonstrate drill elicit c/c	Go straight Turn left Turn right stop Its on the right Its on the left	Draw map on board
4.	15 min	game	- divide the class into two teams - blind fold 2 students - elicit Students to give directions to students - first person to sit down at their desk wins for that team	blindfolds x 2
5.	10 min	demonstrate drill elicit c/c	Where is the _____? Go straight on _____ street Turn left on _____ street Turn right on _____ street Its on the right Its on the left The _____ is next to the _____. The _____ is opposite the _____. The _____ is in between the _____ and the _____.	Map on board
6.	5 min	Activity	Worksheet 2	Worksheet 2
7.	5 min	Activity	Students in pairs Students take turns at describing the locations on w/s	Worksheet 3

8.	15 min	Activity	Demonstrate activity well -Divide class in to two groups. -One side is farang the other is Thai. -The farang have maps. The others don't -Students mingle and ask direction's where to go. -Swap sides.	Town Map
9.	20 min	Activity wall dictation	- Divide class into teams of four - Stick maps in 10 places around the room - Elicit students to complete the missing buildings on there map - Students can talk in the middle of the room only - Students cannot go to other parts of the room	Town Map
10.	15 min	game	Demonstrate: race game with map/ 2 teams 1 students out the front give card to Students. Students give directions to draw map First team to finish wins	Town map
11.	10 min	activity	each students has a map teacher gives directions Students follow directions and listen to end up at a location. swap teacher's place with a students.	Town map

Lesson 3 – Buying and Selling

Stage	Time	Teacher	Activities/Description	Materials
1.			Key Vocab/phrases : Cheap, expensive, Can I help you? Do you have.....? How much? That's expensive? Can you make it cheaper? What can you offer Don't worry about it.	
2.	10 min	Demonstrate Drill elicit c/c	Vocab by example dialog, pictures, mimes - Thai phonic -Hold up a picture or mime -Sales dialog	Buy & Sell pictures
3.		c/c elicit	attempt to sell a pen to one of the Students sales dialog from students	Pens
4.	5 min	Activity	- Students stand up - Instruct std's to engage in sales dialog with each other selling their pens.	Pens
5.	2 min	ReDrill Elicit	-Hold up pictures of people having a sales dialog. -Conversation phrases and words.	Buy & Sell pictures
6.	10 min	Activity	-Students match up phrases in Thai script in correct order.	Worksheet 4
7.	5 min	Demonstrate	Vocab with pictures Lemons, Coconuts, Fish, Chickens, Squid, Onions, Crabs, Pine Apples, Bananas, Oranges, etc.	Pictures
8.		Drill c/c	Food vocab at random and individually	-Play money
9.	25 min	Game	teacher give to Students	-Shopping list

		-play money -shopping list -food cards	-Small food cards
		<p>-Instruct the Sdt's that they must;</p> <ul style="list-style-type: none"> - acquire everything on their shopping list - & sell their food cards. <p>-who ever has the most money, and everything on their list at the end, wins.</p>	
10.	filler	I went to the market and bought memory game	
11.	filler	drawing game	

Lesson 4 – Emotions

Stage	Time	Teacher	Activities/Description	Materials
1.	5 min	warmer Vocab with pictures	Sand, Boat, Shell, Jelly fish, Gasoline, Cat fish, Sting ray, Squid trap, Rope, House Thaiphonic	Food flash Cards
2.	5 min	Vocab and phrases	Can I help you? What would you like? Do you have? How much? That's expensive? What can you offer? Can you make it cheaper? Don't worry about it.	Buy & sell pictures
3.	5 min	Vocab Demonstrate Drill Elicit c/c	Pier, Gas station, Market, Bank, Hospital, Laundry, Post office, School. Internet shop Where are you going? / I'm going to the	Location cards
4.	15 min	Activity	DEMONSTRATE Students ask questions about each other; Where are you going? / I'm going to the	location cards
5.	10 min	Vocab	- Two teams - One students draws picture of a building the others have to guess (pictionary) Where are you going? / He/She is going to the	Adjective cards
6.	10 min	Activity	Happy, Sad, Angry, Tired, Hungry, Thirsty, Confused, Surprised Sick, Hot, Cold, Scared, Bored - Students stand up - s1 “ how do you feel” - s2 (TPR) puts on a face - s1 ‘are you.....’ - Swap	

7.	10 min	Demonstrate Drill Elicit c/c	How do you feel? I am happy You are happy jack is happy. She is happy. He is happy Jason and jack are happy They are happy. We are happy	Worksheet 5
8.	10 min	Activity	Wall dictation - Stick pictures around the room of Adjectives - Students in pairs - Students walk around and describe pictures e.g. “he is happy”	Adjective cards
9.	10 min	Vocab	<u>Verbs</u> : cry, drink, eat, sit down, stand up, laugh, smile, think, sleep, frown, scowl, dance, speak, walk, run, jump, sing, read	Verb cards
10.	10 min	Demonstrate Drill elicit c/c	I eat. You eat. She eats. He eats. It eats We eat You eat. They eat.	
11.	5 min	Worksheet 6	Go through sheet	Worksheet 6
12.	5 min	Worksheet 7	Go through sheet	Worksheet 7
13.	15 min	Activity	Cause and effect - demonstrate: Student 1 i/we/they/he/she/you Student 2 am/is/are (Adjective.)	Ball

		i/we/they/he/she/you -throw the the ball around	am/is/are (Verb)	
14.	15 min	Activity	<p>Team/compete</p> <p>-2 teams</p> <p>-student 1 says verb “i/we/they/he/she/you am/is/are..verb”</p> <p>-student2 does it</p> <p>-visa versa & take turns</p> <p>-points awarded for team when opponent makes mistake.</p>	
15.		Filler	<p>drawing racing</p> <p>s1 draw adjective</p> <p>s2 draw verb</p> <p>Doesn't not is'nt</p>	

Lesson 5 – Animals

Stage	Time	Teacher	Activities/Description	Materials
1.	2 min	Vocab Demonstrate drill elicit c/c	Adjectives: Big, small, tall, short, long, wide, thin, ugly beautiful <i>Encourage more</i>	
2.	2 min	Activity	Find something <u>adjective</u> (e.g. ugly) students point to something ugly	
3.	5 min	Vocab Demonstrate drill elicit c/c	animals elephant, monkey, bird, fish, buffalo, tiger, mosquito, pig, dog, cat, gibbon, turtle, squid, crab	Large animal cards
4.	10 min	Demonstrate drill elicit c/c	hold up an animal and say” the _____ is big” hold up more animal pics and elicit: - the _____ is _____. e.g. the gibbon is ugly	Large animal cards
5.	15 min	Activity	race game 3 teams 3 sets of cards out the front face down. Students up the back teacher says “find something big!” students race to the front and find a big animal first one back wins	3 sets of Small animal cards
6.		Demonstrate	after each race; teacher shows the two animals to the class teacher demonstrates the comparative form e.g. “The elephant is bigger” and elicit class to repeat.	
7.	10 min	Demonstrate drill	Hold up a picture of an animal elicit adjective	Large animal cards

		elicit c/c	hold up a second picture elicit adjective hold the two pics up at same time and demonstrate the comparative between them. e.g. “the elephant is bigger than the monkey”	
8.	15 min	Activity	hold up more pis and elicit comparative between 2 animals from students. *in groups of 8 in circles around the room *jumble up the cards face down on the floor *students pic up two cards and speak the comparative sentence between the two animals. *palenism – if students find a pair they can keep the pair *keep going around the circle	8 sets of small animal cards
9.	15 min	game	race game 3 teams 3 sets of cards out the front face down. Students up the back teacher says “find something bigger than a monkey!” studentss race to the front and find a bigger animal and race back. first one back wins.	3 sets of small animal cards
10.		Demonstrate drill elicit c/c	after each race: the biggest animal “the elephant is the biggest”	
11.	15 min	Activity	Line up the animals on the board write biggest at one end and elicit biggest write smallest at the other end and elicit smallest instruct the class to put them in order from biggest to smallest. change adjectives e.g. fastest - slowest ugliest	Large animal cards
12.		elicit	teacher make mistake-“beautifullest?” students to correct - most beautiful	
13.	5 min	elicit	more adjectives	

14.	10 min	Demonstrate Grammar point	2 syllables or more and no y at the end = most <u>adjective</u> anything else and add est i.e. most beautiful, most expensive, etc.
15.		drill elicit c/c	superlative adjectives ending with est and elicit . write on board “beautifullest?” teacher – “noooooo” demo with more adjectives write on board 2 syllables or more and no y at the end = most <u>adjective</u> anything else and add est
16.	15 min	game	>// and no “y” = most race game 3 teams 3 sets of cards out the front face down. Students up the back teacher says “find the biggest!” students race to the front and find the biggest animal teacher looks at the biggest animal and says “the _____ is the biggest” and elicit the winning team to repeat. most or est from a list of adjectives
17.	10 min	game	*two teams *sale of the century style with a member from each front *teacher names an adjective and Students say: “ most “ or “est”
18.	10 min	Activity	Students on the floor hold up magazine pics of people or whatever Elicit most, more, or est.
19.		Homework	Ask 20 people what music band they like the most. elicit next week: _____ is the _____.

20.	<p>filler</p> <p>what where when why how</p> <p>do – I, you, we, they does – he, she, it did – I, he, she, we, they, it are – you, we, they is – he, she, it</p> <p>I, he, she, you, we, they, it</p> <p>write 2 words on the board sentences/questions with two of each words</p> <p>optional work sheets</p>
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Lesson 6 – Family

Stage	Time	Teacher	Activities/Description	Materials
1.			Key Vocab: Eye, Nose, Mouth, Ear, Hair, Head, Hand, Finger, Arm, Leg, Toe.	
2.			Demonstrate key vocab by; pointing, examples and mimes. body parts as a group Individually and as a group group, “point and ask “Is this a leg?” Yes/no	
3.			Demonstrate plurals e.g. 2 legs, 2 eyes, 2 ears, 10 fingers, 2 hands, 2 arms, 2 legs 10 toes. Body parts as a group body parts	
4.			Demonstrate: -I have got -She has got -He has got e.g. “I have got 2 legs” “He has got 2 arms	
5.			Point to a body part on various Students around the class and elicit the part name	
6.			memory game -class in a circle -one students say’s. “I have got 2 legs -next students says “I have got 2 legs, she has got...etc” -and the list grows and grows until someone forgets. Then start again.	
7.			Key vocab: hair, beard, moustache, clothes, eyes, glasses, blonde, brown, red, black, blue, green, tall, long, short, fat, skinny, messy, neat	
8.			Demonstrate vocab with; pictures, examples and mimes or draw pictures.	
9.			Students record vocab in their note books. Point and ask “Has she got a beard?” Etc. Yes/No from group & individually. Hold up e.g. pictures of the key vocab over and over again.	Magazine Pictures

		Group response Individually with drawing pictures Students hold up magazine pictures of people. Sdt's describe them to each other. Demonstrate to Students to Say he/she has/have got	
10.		-Divide class into two teams. -One students from each team out the front of class with their back turned. -Each team has a pic of someone and they describe the pic to their team member out the front(in English only) who has to draw it out the front. The first team to finish wins a point. -Give e.g.	- Magazine Pictures - pen -paper
11.		Key Vocab: Mother, father, Husband, Wife, Son, Daughter, Children, Brother, Sister, Grand mother, Grandfather, Aunty, Uncle, Nephew, Niece Father in law Mother in law	
12.		Key vocab with a family work sheet 8 Pic1: Mother, Father, Husband, wife, Son, Daughter, Brother, Sister.	worksheet 8
13.		family members and monitor pronunciation Students understanding individually at random	
14.		Class in a circle “I have 1 sister her name is Jane, My mother’s name is Anne, My father’s name is Tom.”	
15.		Students to speak about their family in the circle formation.	Demonstration Cut Outs
16.		Key vocab with a big family tree drawing on board. Make it nice an big, actually make it HUGE !!	
17.		Great grandmother, Great Grand father, Grand mother, Grandfather, Mother, Father, Husband, Wife, Son, Daughter, Children, Brother, Sister,	

		Grand daughter, Grand son, Aunty, Uncle, Nephew, Niece, Cousin, Father in law, Mother in law, Brother in law, Sister in law.	
18.		Family members. Point to two family members and elicit a verbal response about the family relationship i.e. sister, brother, etc.	Demonstration Cut Outs
19.		Instruct students to stand up randomly walk up to people around the class and start talking about their family. Give examples “I have 2 sisters” etc.	
20.		Class in a circle speak about my family and throw the ball to someone Throw the ball to someone and tell them to speak about their family.	Ball
21.		Hand out Demonstration cards Students can't show each other the cards Students find someone who is a(family member) give e.g. “Are you a father? ” “No, I'm not.”	Demonstration Cut Outs
22.		swap cards and play 2 or 3 times	
23.		family tree puzzle Can work in groups or individual	Worksheet 9

Lesson 7 – Prepositions of Place

Stage	Time	Teacher	Activities/Description	Materials
1.	5 min	Vocab: Drill c/c	Pen, ruler, bag, pocket, bag Each object at random by holding them up. Is this a _____	Pen ruler bag book pocket bag
2.	5 min	Drill	Throw the objects around the room at each other	
3.	5 min	Demonstrate Elicit Drill c/c	The pen is on the bag The pen is under the bag The pen is in the bag Elicit on , in , and under . Then elicit the sentence	
4.		elicit	students to speak the above and find other objects	
5.		c/c	Is the bag in the pen? Is the book under the pen? Use another object and elicit on in under.	
6.	10 min	Activity	Group in a circle Go around the circle point and name an object with a preposition. Give e.g. The bag is on the floor	
7.		Demonstrate Elicit Drill c/c	Beside, behind, in front of Then elicit the sentences	
8.	15 min	Activity	Students in pairs Students take turns of placing objects in prepositions to each other Elicit the correct preposition Award a point for each correct one	pen ball toy anything etc.
9.	15 min	game	one Students from each team out the front Teacher shouts a preposition Students race to physically do a preposition Award a point to the team to finish	

10.	15 min	Activity	Demonstrate very well Teacher: places a pen on a desk. What did I do ? S1: You put the pen on the desk. S1 put the pen somewhere. What did I do? S2 You put the pen <u>_____</u> S2 put the pen somewhere. What did I do? S3 You put the pen <u>_____</u>	
11.	10 min	worksheet	And so on use other objects as well answer questions on worksheet	Worksheet 9
12.	15 min	Game	Look at the worksheet Teacher: describe the picture without the prepositions Elicit : Students to race up to the front with the correct preposition cut out	Worksheet 9 Preposition Cut Outs
13.	15 min	Activity (optional)	Prepare a text that contains prepositions. Take out the propositions and print them on a separate sheet, then cut this sheet so that each preposition is on a piece of paper, then put all of them in an envelope . Divide the class into groups and give each group an envelope. Tell the students that you are going to read a text and whenever you raise your hand they should bring a suitable preposition and put it on your desk and that the fastest team would get points. Read the text with each groups' order and cancel a point for each mistake. Finally read the text with correct prepositions. You can play this game with adj. as well as a, the and an.	Prepare any text of teachers choice
14.	10 min	Recap	Write or speak the sentences wrong Elicit Students to come up with the correct preposition	REVISION Adjectives: Happy, Angry Tired, Hungry, Thirsty, Confused, Surprised, Sick, Hot, Cold, Scared, Bored (encourage more!)
15.	10 min	Recap		Verbs: cry, drink, eat, sit down, stand up, laugh, smile, think, sleep, frown, scowl, dance, speak, walk, run, jump, sing, read
16.	10 min	Recap	I eat. You eat. She eats. He eats. It eats We eat You eat. They eat.	

Lesson 8 – Prepositions of Time

Stage	Time	Teacher	Activities/Description	Materials
1.	5 min	warmer elicit	time : draw clock face on board random times + o'clock	
2.		elicit	“Passan kit ?”: murai – when	
3.	5 min	vocab	“Passan kit <u>now</u> ?”: with pictures Market, Post office, Hospital, Pier, School etc.	Large location cards
4.	5 min	Demonstrate drill	Hold up a picture and a clock time “I will go to the market at 3 o’clock” –	clock face
5.		elicit/drill/c.c	hold up different times on the clock and drill	
6.	10 min	drill	Hold up a picture and a clock time “When will you go to the market?”- T khun bi ta lat murai cup”	location cards
			elicit : “I will go to the market at 3 o’clock.” “ pom bi ta lat sarm mong yen”	
7.		drill	when will you go to the Post office when will you go to the Hospital, when will you go to the Pier, when will you go to the School	location cards
			TAKE NOTES	
8.	15 min	activity	Give Students two sets of cards (place and time on them) Students walk around the room and find the same partner by asking questions. Sdt’s cannot show their cards to each other play again and again	Small location cards with times on them
9.	10 min	Demonstrate drill	Hold up a picture and a clock time “I went to market at 3 o’clock.” “Pom bi ta lat mar murai”	Large location cards
10.		elicit/drill/c.c	hold up different pics and times on the clock and drill	
11.		drill	“When did you go to the market? -	

12.		khun bi ta lat mar murai” elicit : “I went to the market at 3 o’clock” when did you go to the Post office when did you go to the Hospital, when did you go to the Pier, when did you go to the School	
13.	15 min	race game <i>Students TAKE NOTES</i>	2 X cards with location & 2 X cards with location and time
14.	10 mins	elicit Students stand up ! two teams – 4 sets of cards one set of cards at the back- pic of place -S1 one set of cards at the front- pic of place + time – S2 S1 pulls a card with pic and asks : “When did you go to the market?” S2 finds the market card with pic + time and says “I went to market at 4 o’clock” first team back wins a point. Rotate Students	
15.	10 mins	demonstrate drill elicit c/c	Students in a circle days of week (Sun – Sat) around the circle go faster and faster “When will you go to the market?” “I will go to the market at 3 o’clock on Saturday.”
16.	10 min	activity	Students stand up walk around the room and ask random people random questions
17.	15 min	game	Small location cards Two circles all cards face down on the floor one card is picked up – “when did you go to the _____,” when they pick up the second corresponding card – “I went to _____ at time on day “then they keep the card

Lesson 9 – Daily Routines

Stage	Time	Teacher	Activities/Description	Materials
1.	5 min	Warner	Revision of directions lesson -blindfold Students -class gives directions	
2.	5 min	Drill c/c	Time: 1 o'clock, 2 o'clock, etc.	Clock face
3.	5 min	elicit c/c	Half past 1, half past 2 etc	
4.	5 min	Demonstrate	-Draw a clock face on the board. Nice and big. -Count the min on the clock *5 minutes past, 10 minutes past etc. -Demonstrate minutes past	Board work of Clock face
			Count the min on the clock *5 minutes to, 10 minutes to 1 minutes 5 etc. -Demonstrate minutes to	
5.	5 min	Drill c/c	clock times at random individually	
6.	15 min	Activity	race game - divide class into two teams - two Students out the front - teacher says a time and Students race to draw it - give points to winning team - get a students to be the teacher	
7.	5 min	Vocab Demonstrate & drill	Activities: Wake up, Shower, Get dressed, Eat breakfast, go to school, eat lunch, study, go home, do homework, eat dinner, go to bed.	Routine Pictures
8.	10 min	activity	Demonstrate with two ss – give out pictures of daily routines. Tell your partner to...get up/have a shower...	pictures of daily routines
9.	10 min	activity	Put moons, sunrises, sunsets & suns in the right place on timeline Nominate students to put on board.	
10.	10 min	game	race game	

		divide class into teams of pairs Students Put moons, sunrises, sunsets & suns in the right place on timeline on board. First team to finish wins
11.	5 min	Demonstrate Drill&drill Activity
12.	15 min	When do you eat breakfast? I eat breakfast ato'clock (point on board) Students stand up and practice asking each other daily routines. Studentss switch partners
13.	5 min	demonstrate Teacher after observing Students make corrections to the whole class- not individual Students
14.	5 min	work sheet Students draw clock face of each activity
15.	15 min	Activity pictionary -divide class in half -two students out the front -Students draw school activity (different for each students) elicit : Iat 5 o'clock

Lesson 10 – Weather

Stage	Time	Teacher	Activities/Description	Materials
1.		vocab	Weather: rainy, windy, sunny, hot, cloudy, cold, stormy Shapes: triangle, circle, rectangle, square Prep of place: on, in, behind, under, next to, above, near, in front of Face: nose, mouth, eyes, ears, hair Simple directions: up, down, left, right, stop	
2.	10 min	Revise greetings and conversation	Ask random studentss “What is your name?” “Where are you from?” “How old are you?” “Do you have any brothers and sisters?” etc.	
3.	10 min	Activation	“spin the bottle”: studentss have to answer a question and can then ask anything before they spin again.	bottle
4.	5 min	Demonstrate Elicit/drill/c.c	Ask ‘How’s the weather?’ before the last spin of the bottle.	Weather flashcards
5.	10 min		weather with pic cards elicit “its <u>weather</u> ” - rainy, windy, sunny, hot, cloudy, cold, stormy (draw on WB and use actions)	Weather flashcards
6.	10 min	Pictionary	Drill “How’s the weather?” Use flashcards to help studentss answer individually “its <u>weather</u> ”	
7.	10 min	Speaking Practice	Studentss draw rain, etc in team’s first one to finish wins. Give example of pairs speaking practice using small flash cards. Cards face down, one student asks “How’s the weather?” and pics up flashcard facing other student who answers “its <u>weather</u> ”	blank paper Weather flashcards
8.	5 min	shapes vocab	elicit shapes using flashcards	flashcards
9.	10 min	concentration	play concentration	flashcards
10.	5 min	recap prep	recap prep of place	any familiar objects
11.	15 min	race game	Students in teams have to draw shapes in certain places: draw a triangle in a square, draw a circle next to a rectangle etc.	
12.	5 min	face vocab	recap parts of the face	
13.	10 min	vocab	elicit simple directions – up, down, left, right, stop	
14.	15 min		Split into teams and stick big paper up on wall with a big circle on for each team. One students is blindfolded and the others have to direct them to draw a face part on the paper using simple directions only.	big paper and markers blindfold

Worksheet 1

What is your name? - My name is _____
ວິທ ອືສ ຢ້ວັນ ແນ ມາຍ ແນ ອືສ

How are you? - I am good thanks
ເຂົາ ອາຮ ຍູ ໄອ ແລ້ວ ກຸດ ແທັງສົ່ງ

Where are you from? - I come from _____
ແວ່ງ ອາຮ ຍູ ພຣອມ ໄອ ດັນ ພຣອມ

What do you like? - I like _____
ວິທ ດູ ຍູ ໄລກ ໄອ ໄລກ

What do you like to eat? - I like to eat _____
ວິທ ດູ ຍູ ໄລກ ຖຸ ອີທ ໄອ ໄລກ ຖຸ ອີທ



What is his/her name? – His/Her name is _____
ວິທ ອືສ ຂີ/ໜີ ແນ ຂີ/ໜີ ອືສ

Where is she/he from? – She/He is from _____
ແວ່ງ ອືສ ຂີ/ໜີ ພຣອມ ຂີ/ໜີ ອືສ ພຣອມ

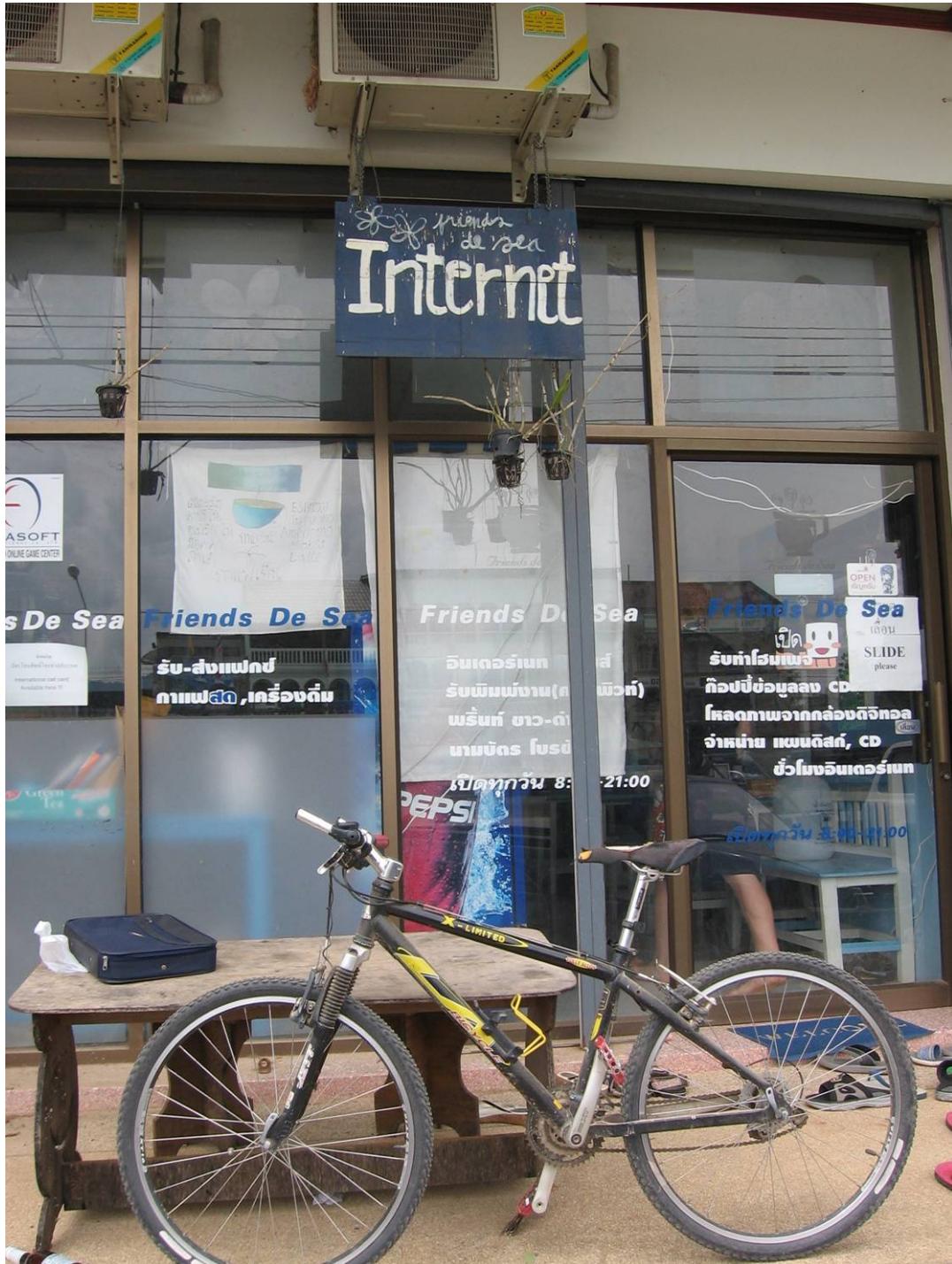
What does she/he like? – She/He likes _____
ວິທ ດາສ ຂີ/ໜີ ໄລກ ຂີ/ໜີ ໄລກສ

What does she/he like to eat? – She/He likes to eat _____
ວິທ ດາສ ຂີ/ໜີ ໄລກ ຖຸ ອີທ ຂີ/ໜີ ໄລກສ ຖຸ ອີທ



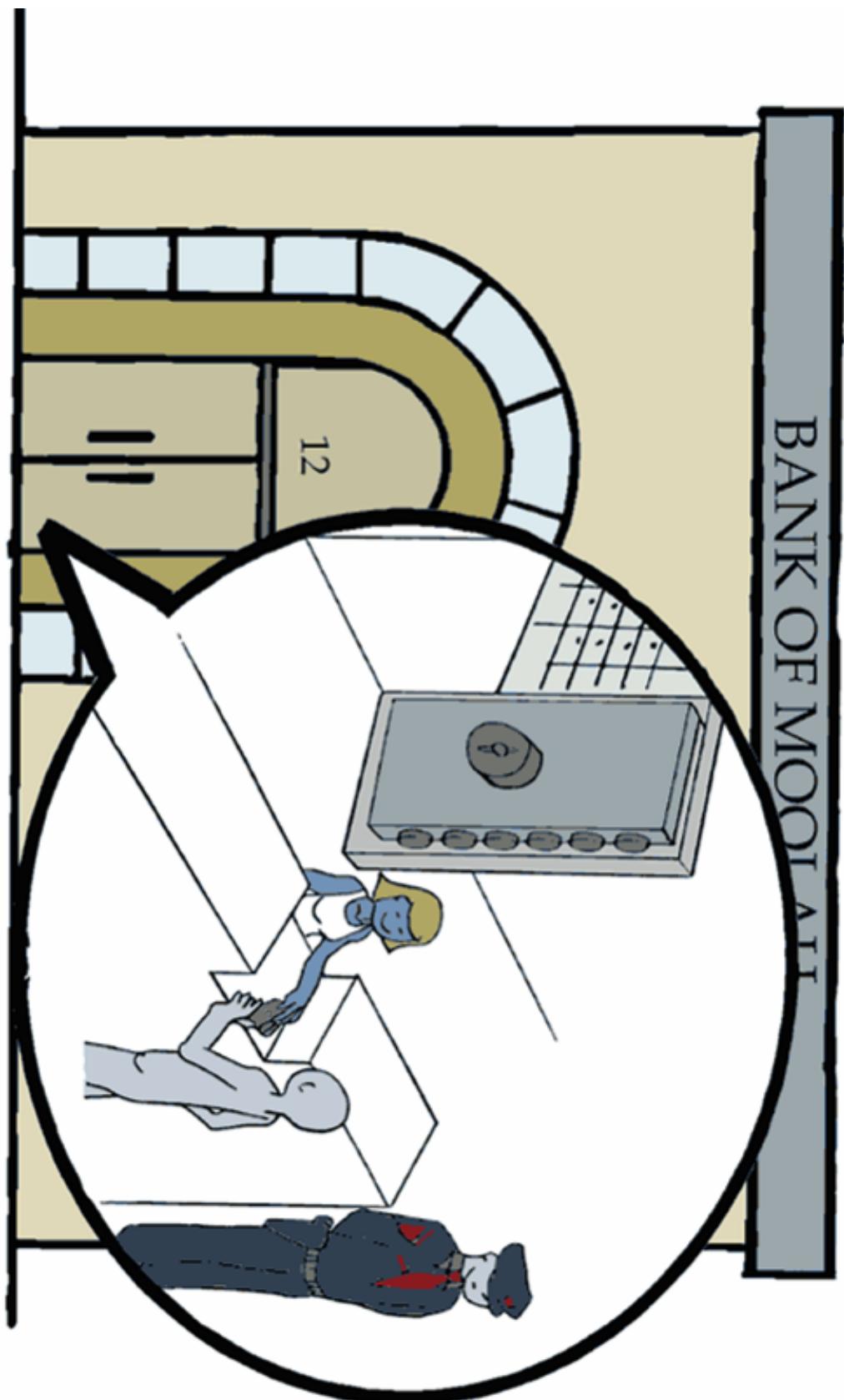








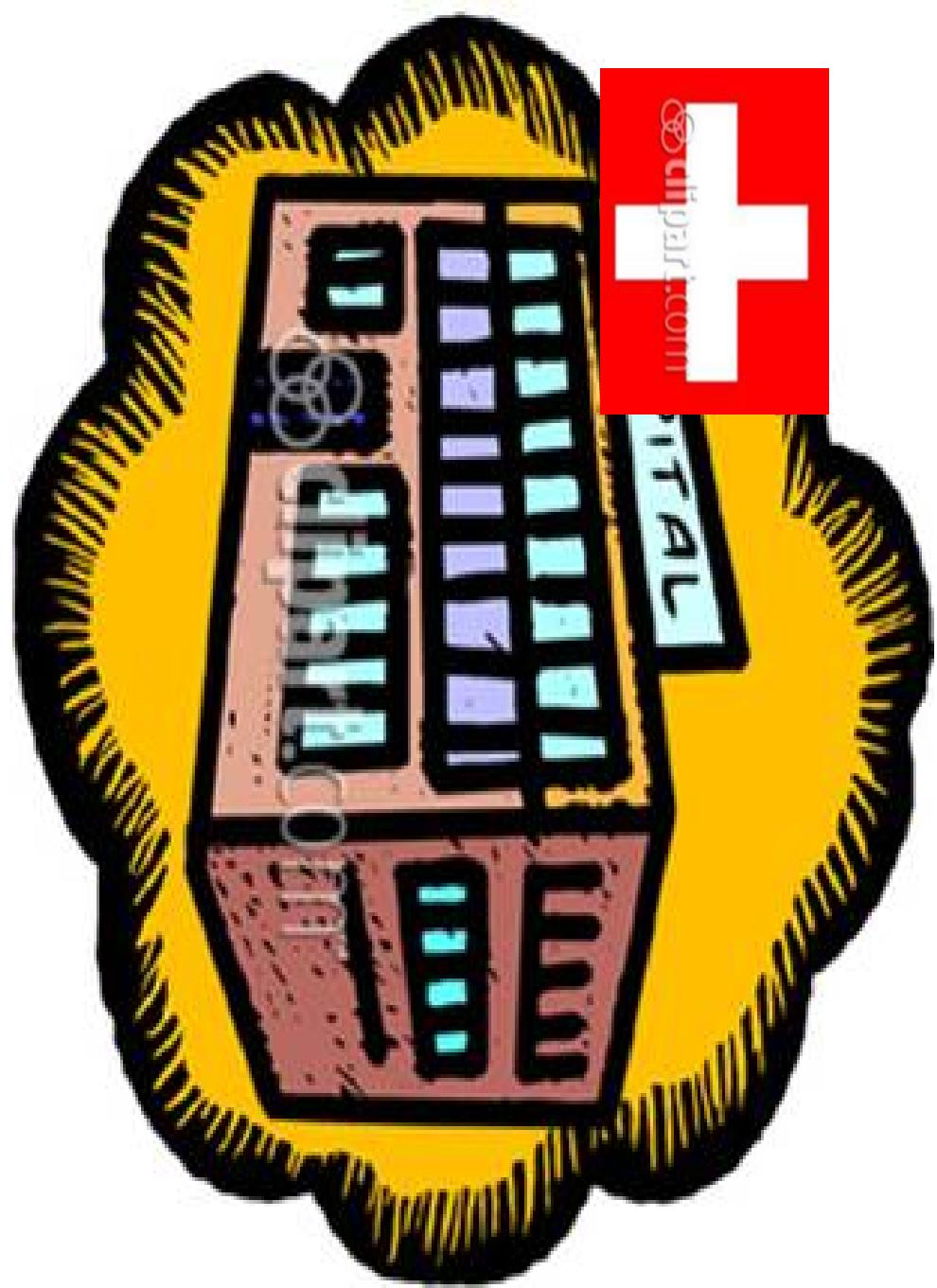




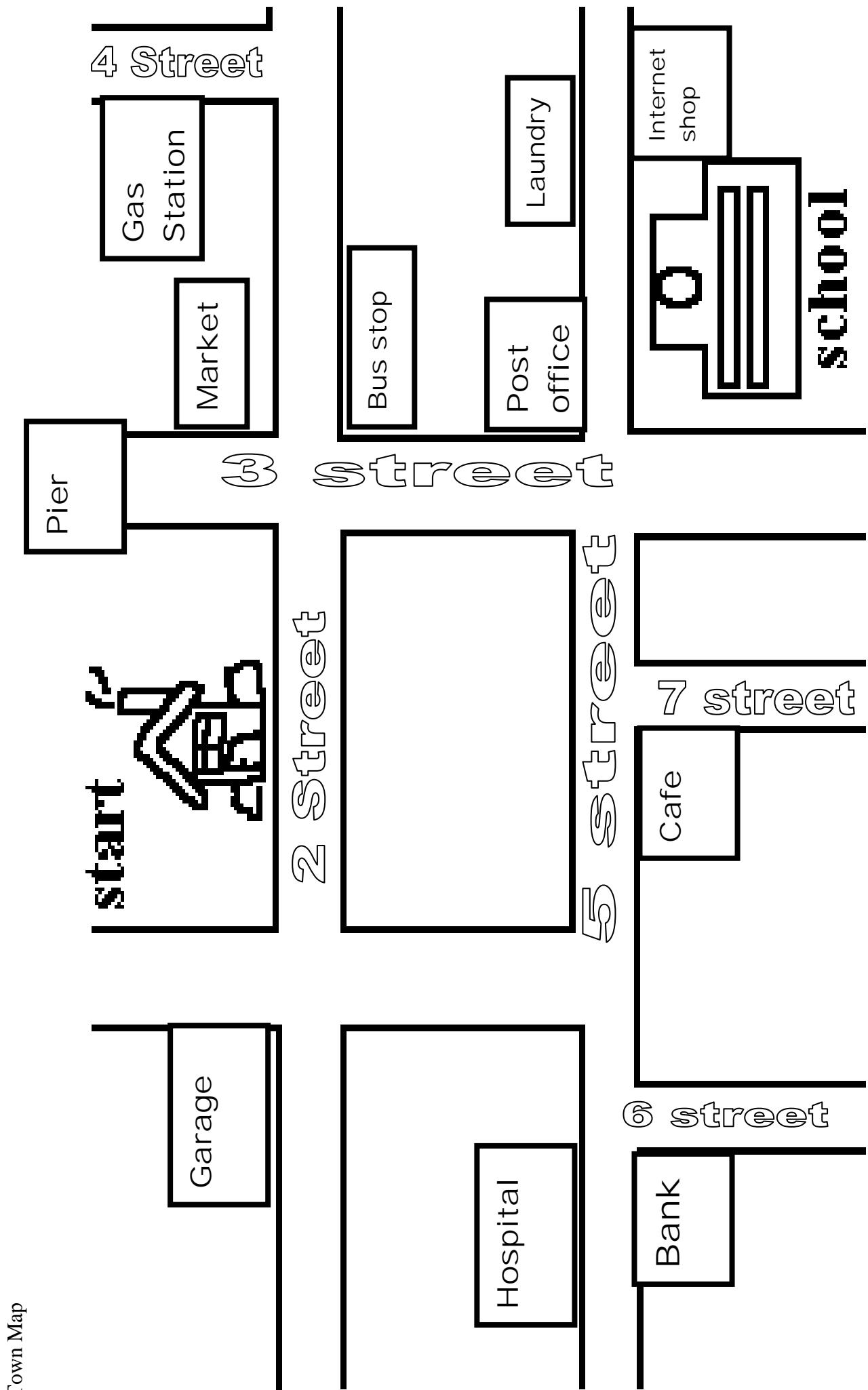




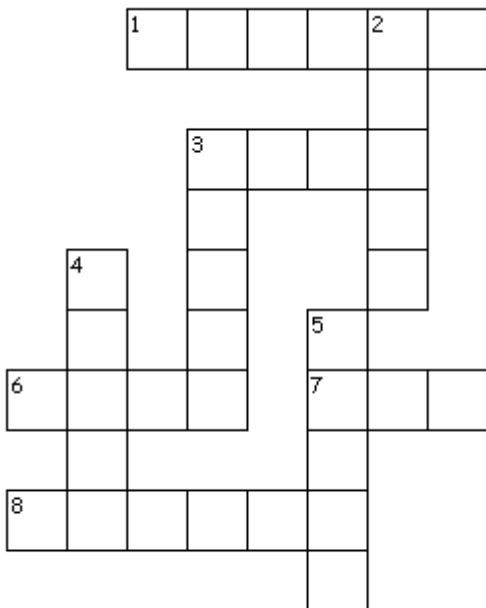








Color Crossword



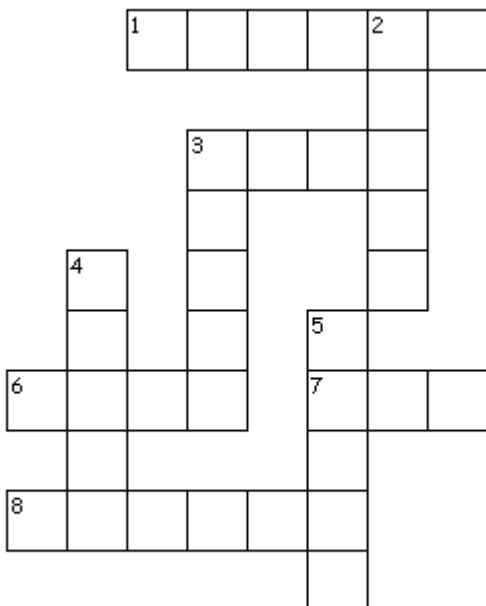
Across

1. The color ●
3. The color ●
6. The color ●
7. The color ●
8. The color ●

Down

2. The color ●
3. The color ●
4. The color □
5. The color ●

Color Crossword



Across

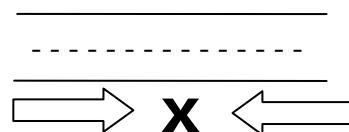
1. The color ●
3. The color ●
6. The color ●
7. The color ●
8. The color ●

Down

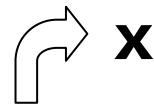
2. The color ●
3. The color ●
4. The color □
5. The color ●

Worksheet 2

turn right



go straight



it's on the left



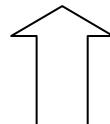
It's
opposite



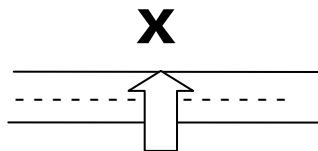
turn left



Stop



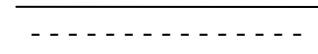
it's on the right



it's in between
the



It's next to
the



Worksheet 3

Where's the ... ?



1. Hospital

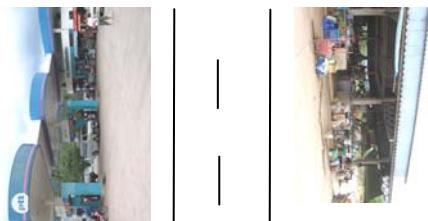
The hospital is *next to* the gas station



2. Pier



3. School

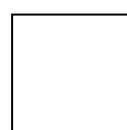
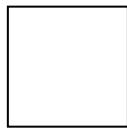


4. Post office

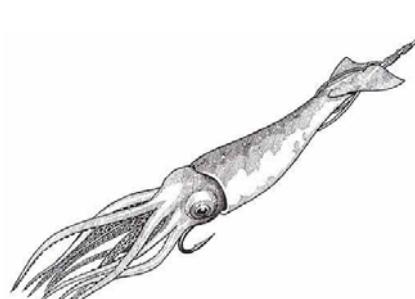
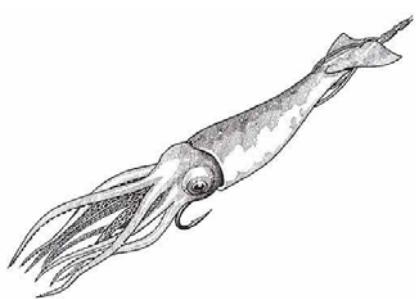
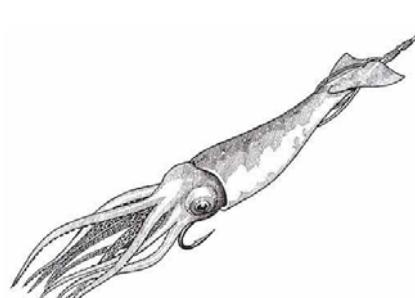
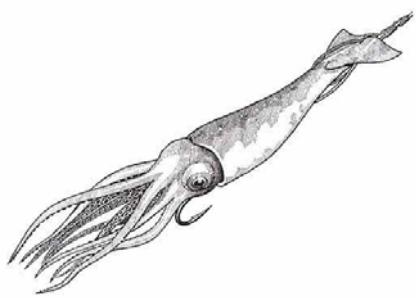
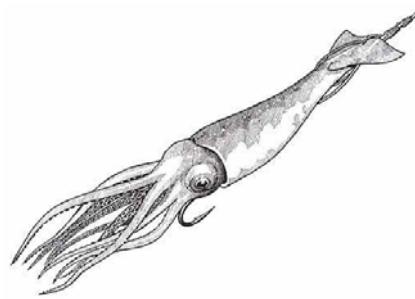
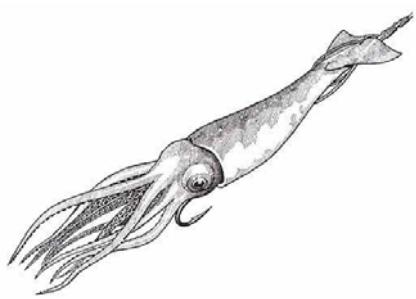
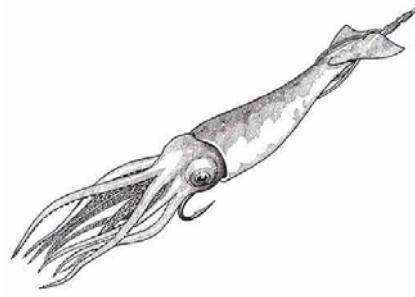
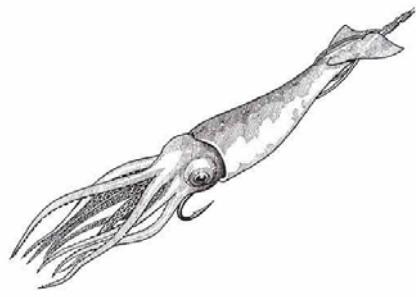
5. Gas station

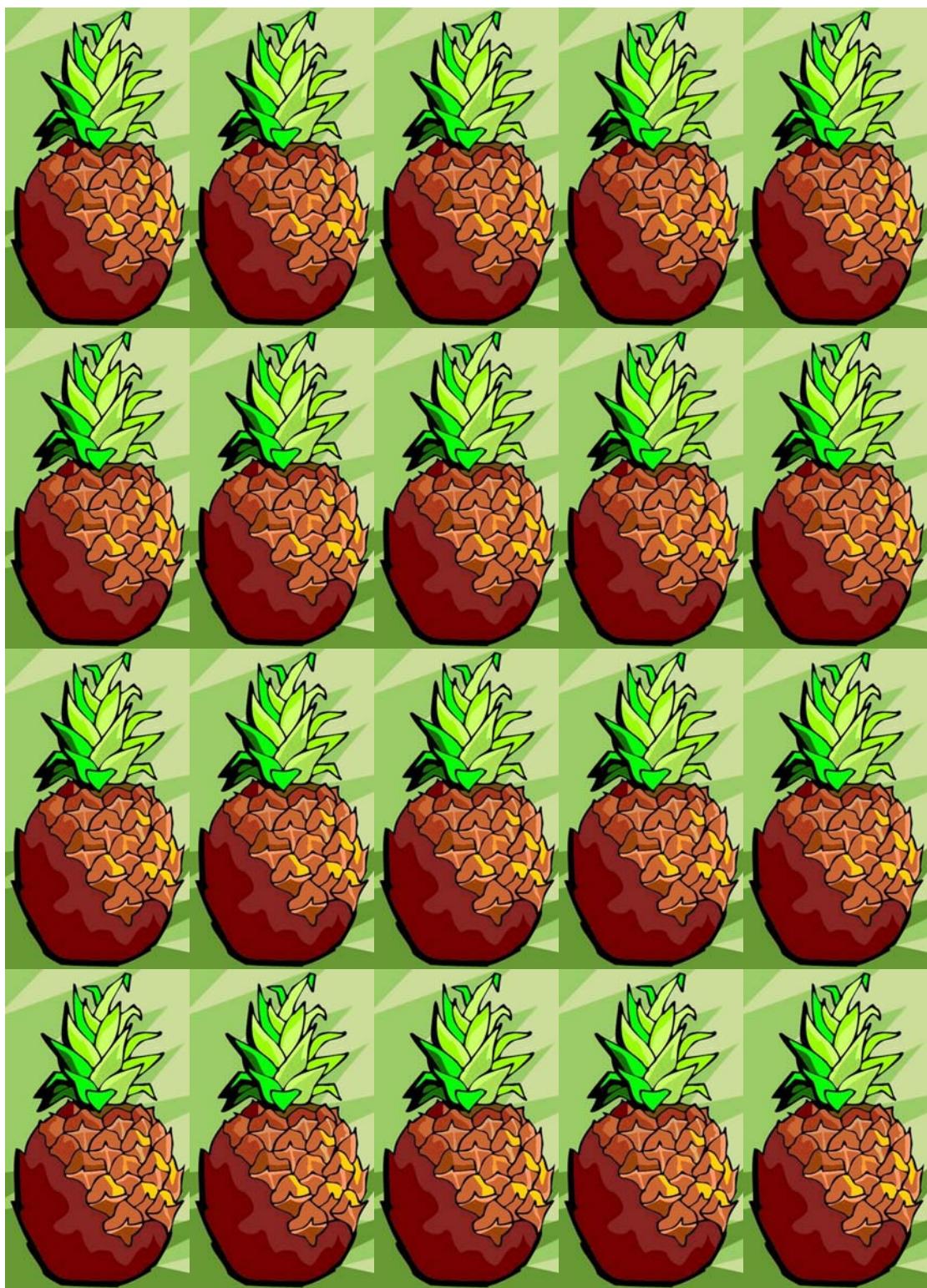


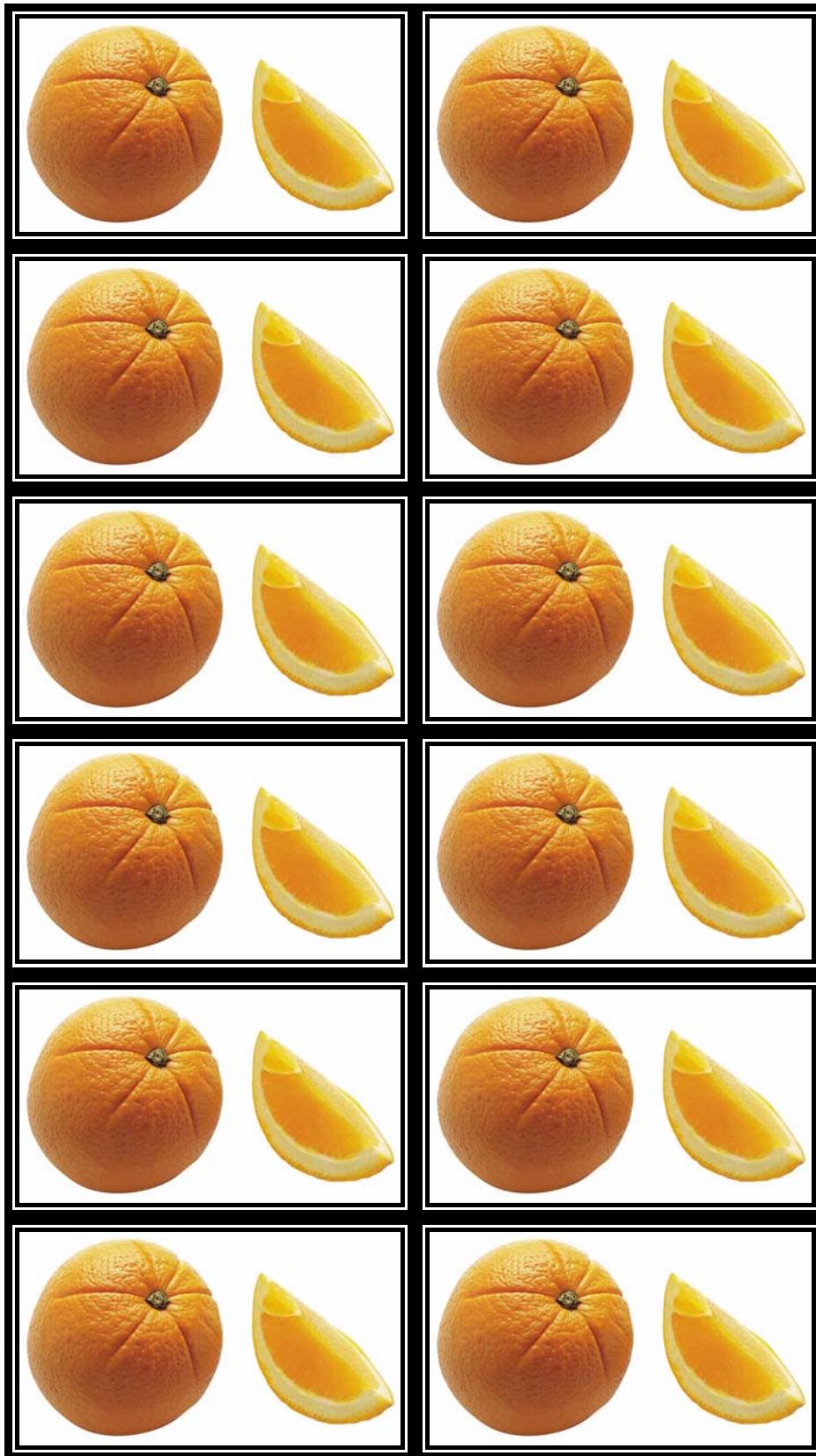
6. School

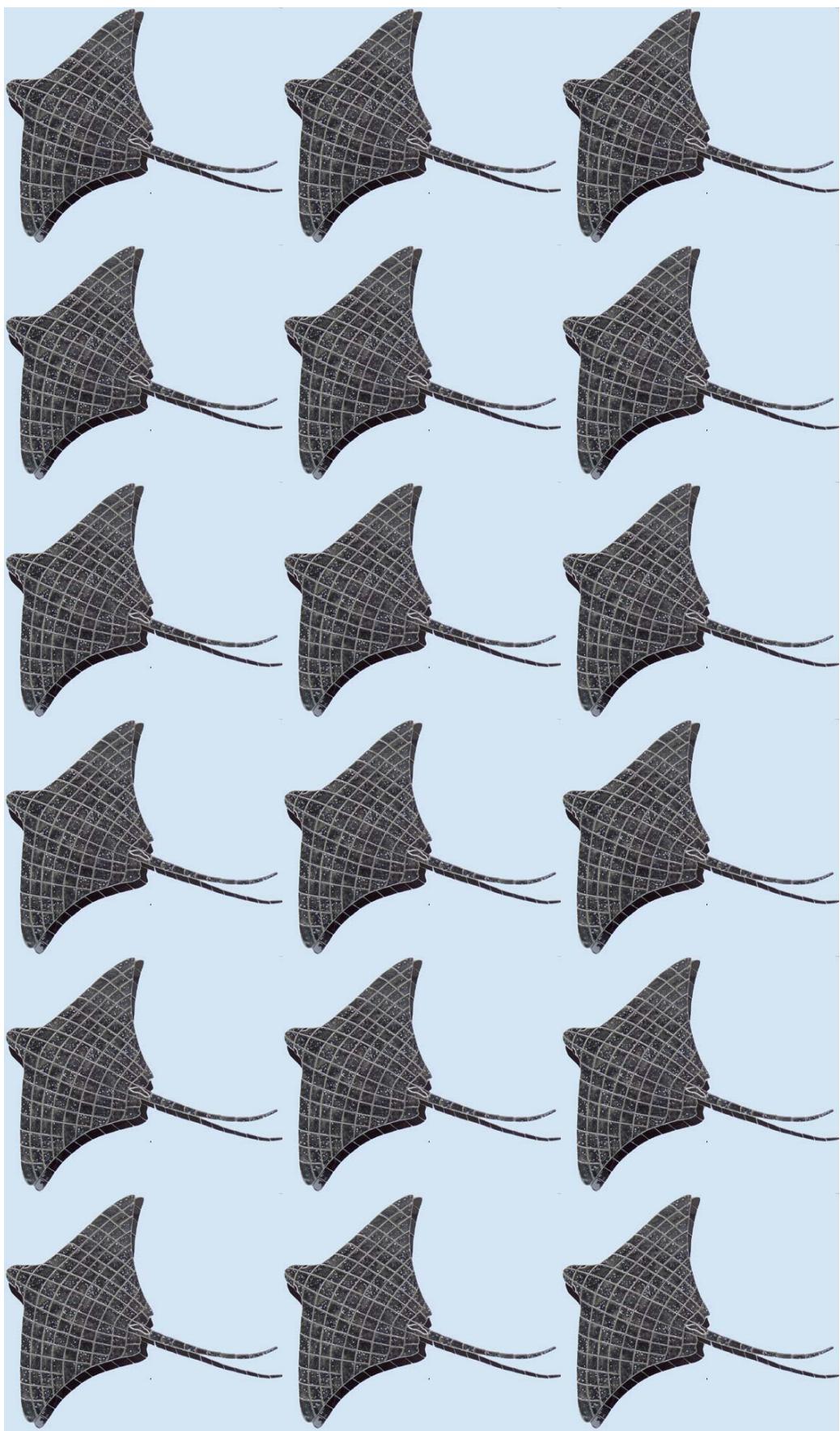


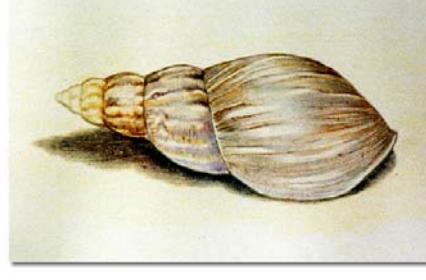
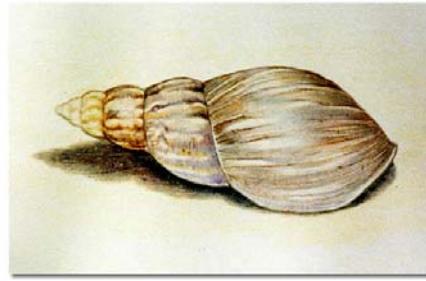
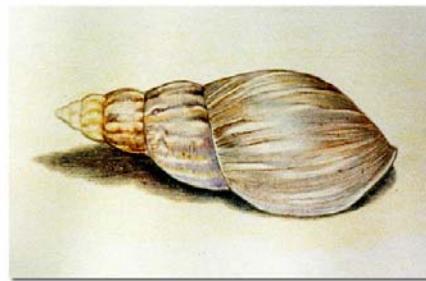
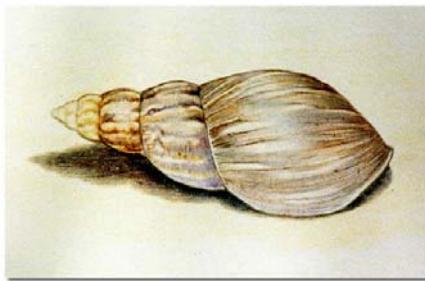


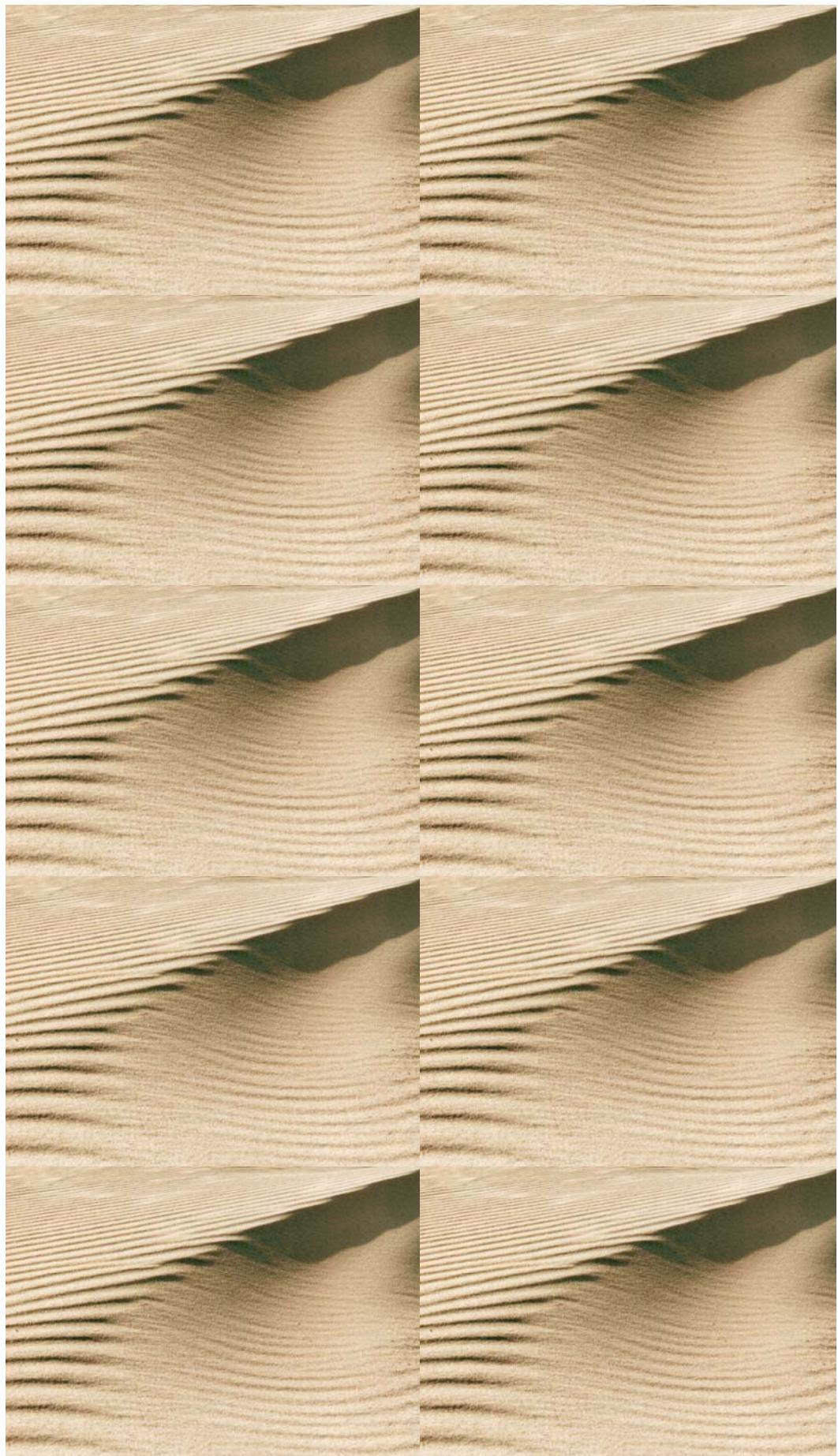




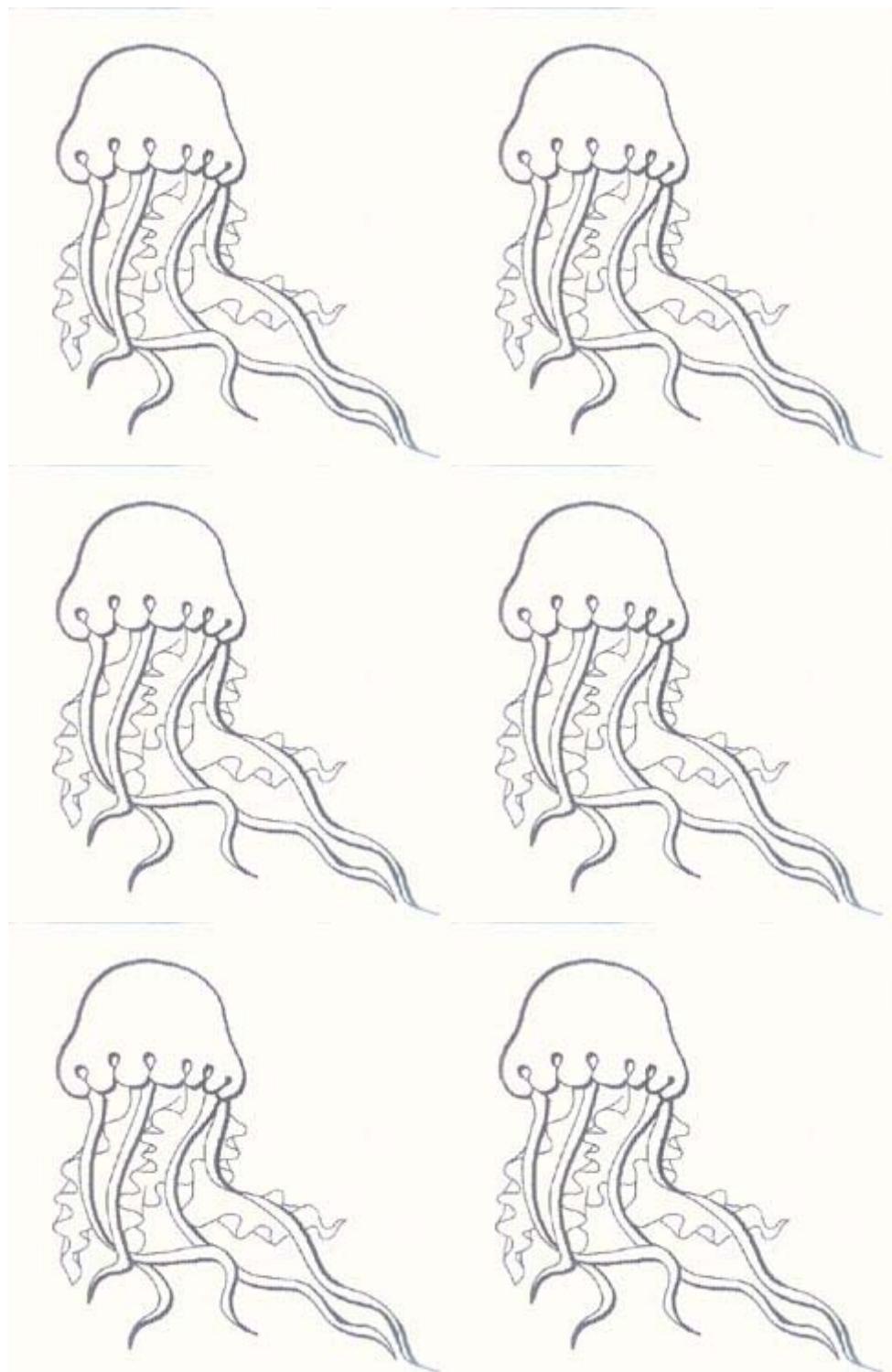










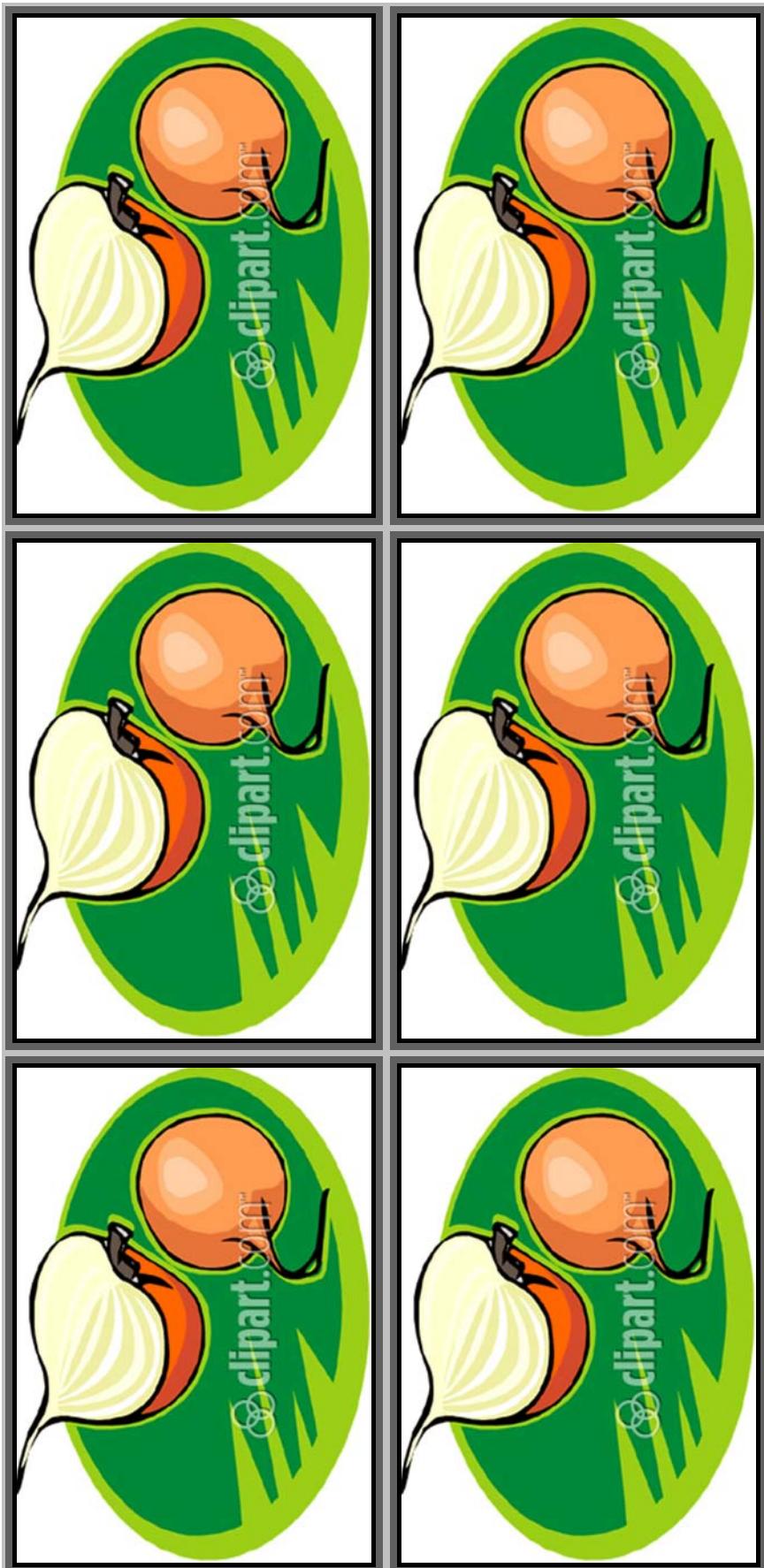


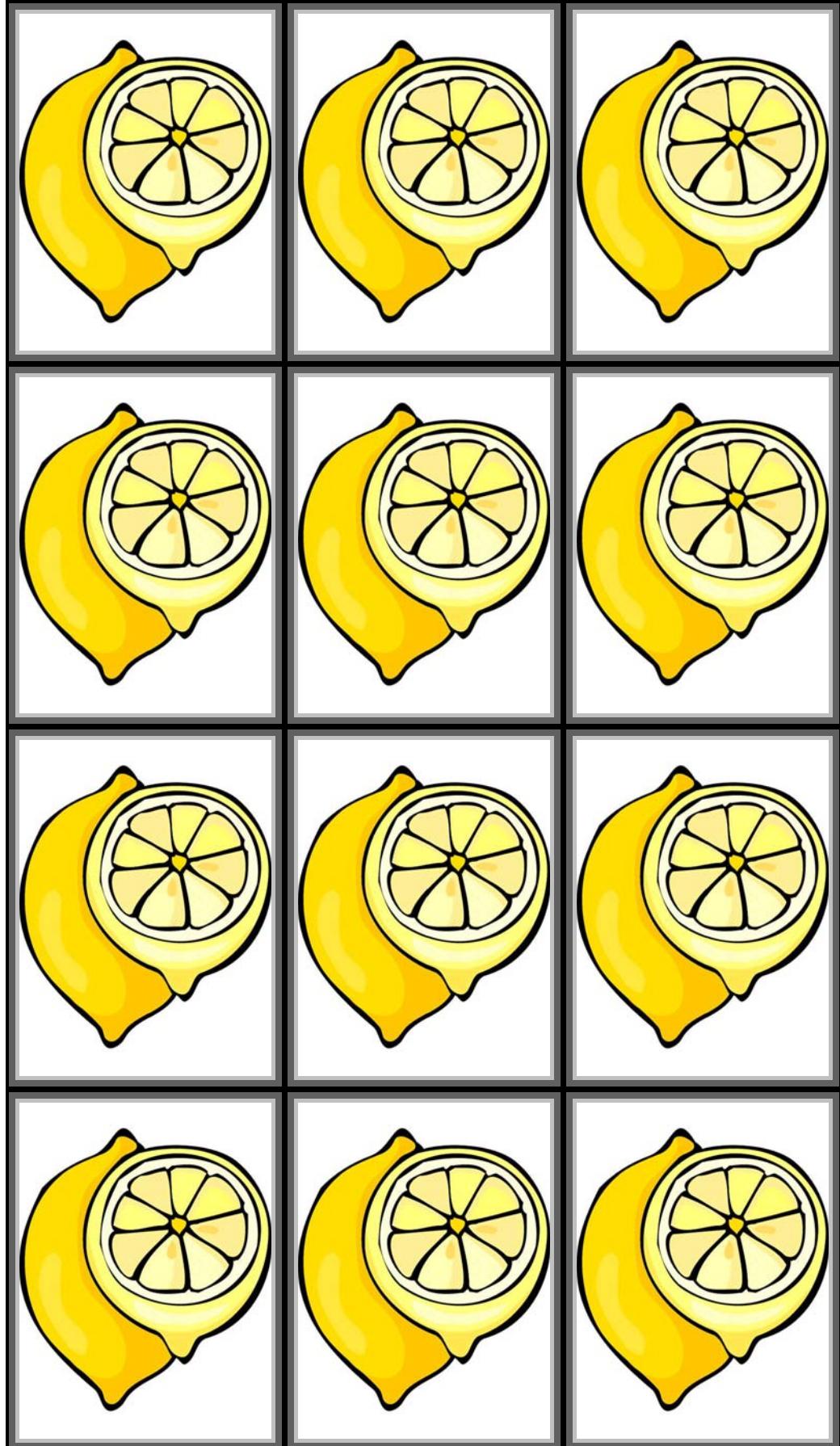


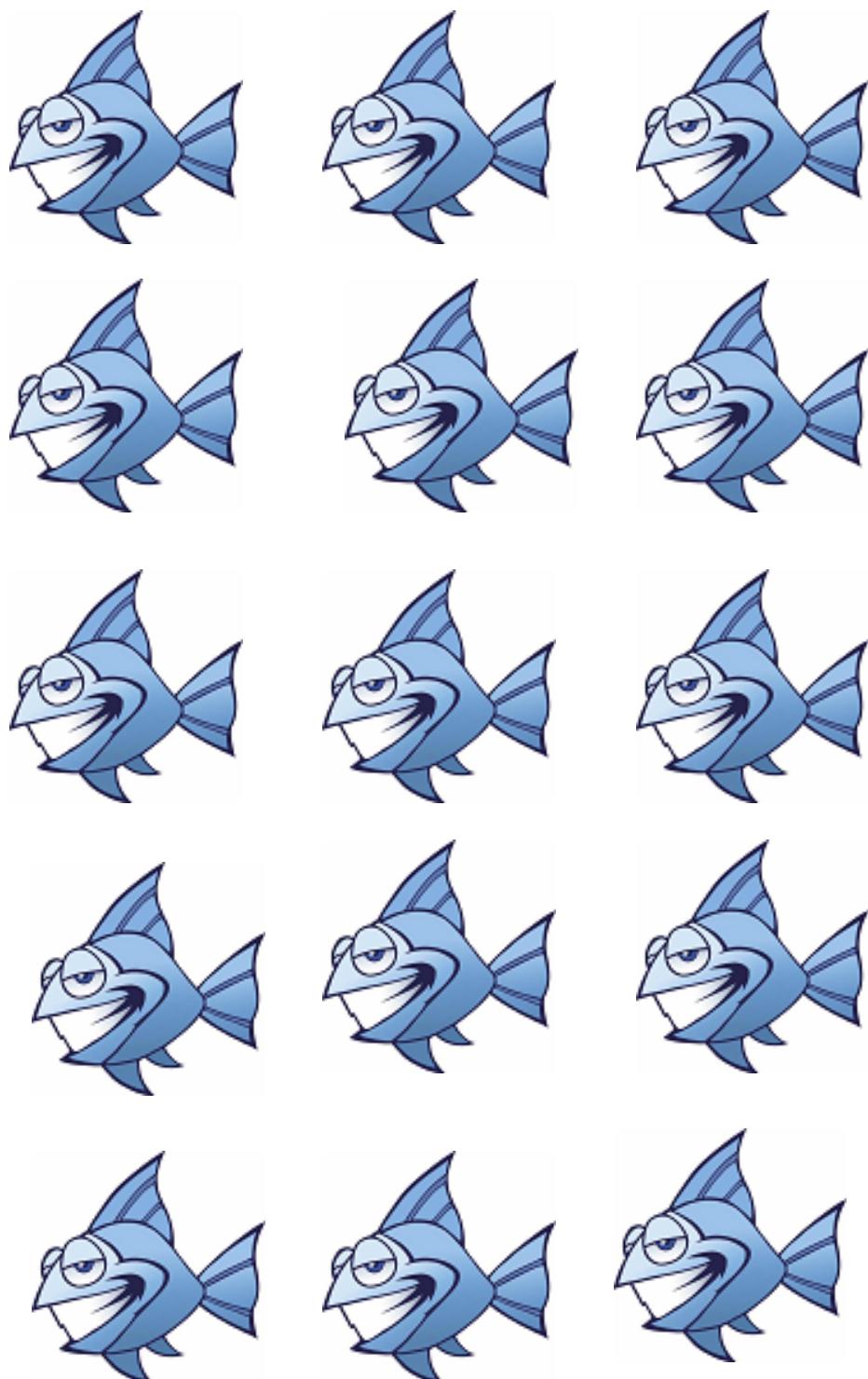


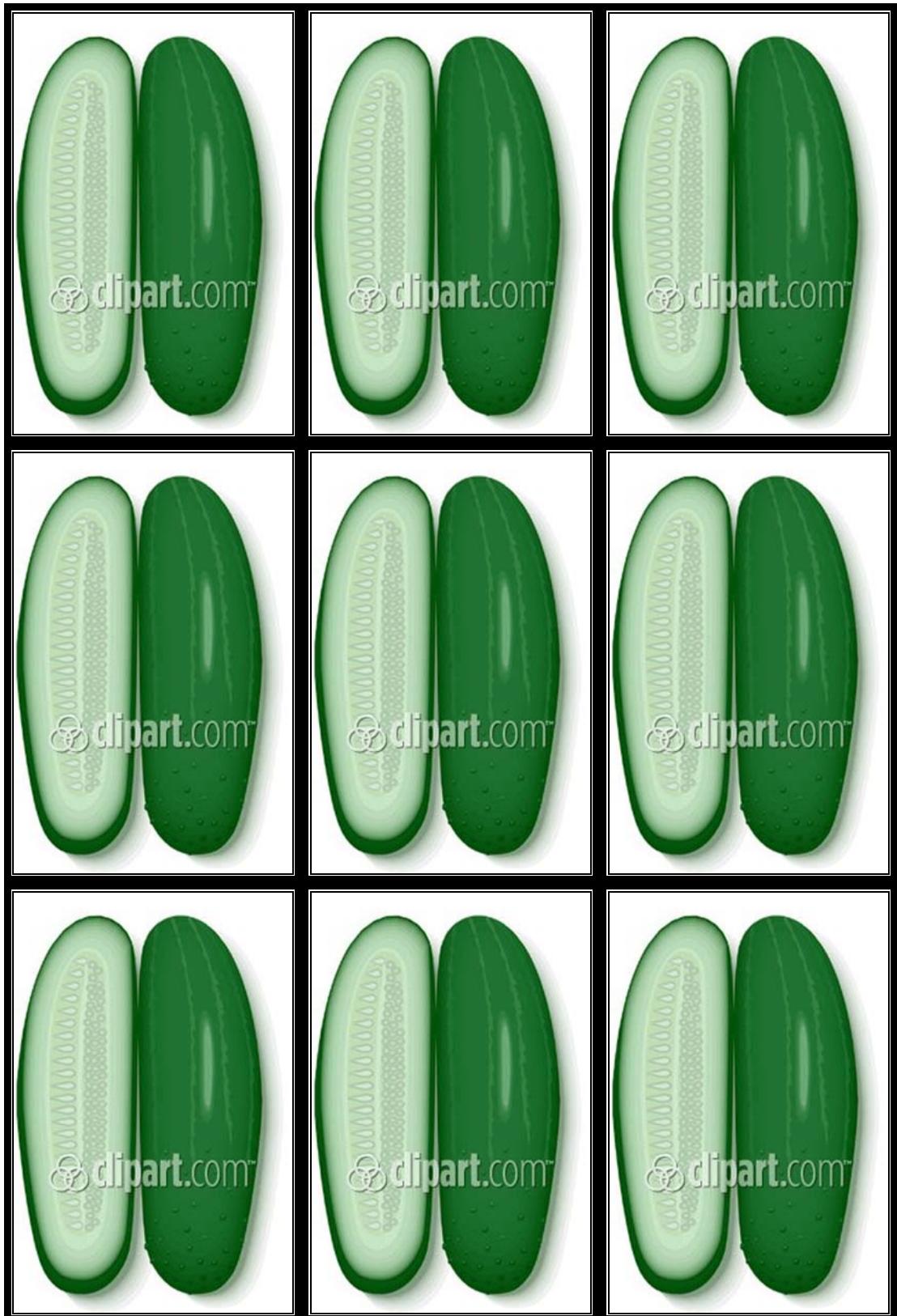




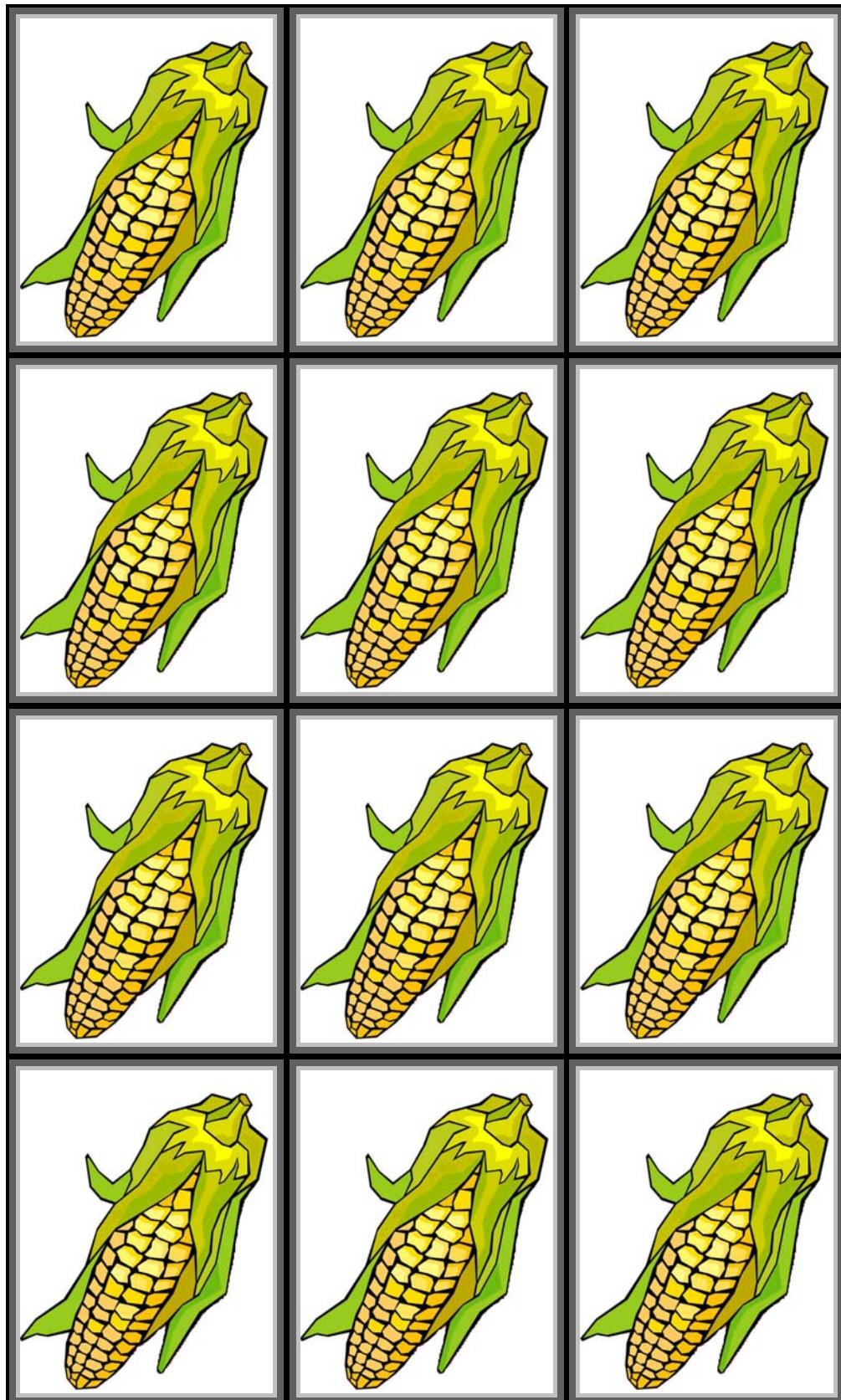


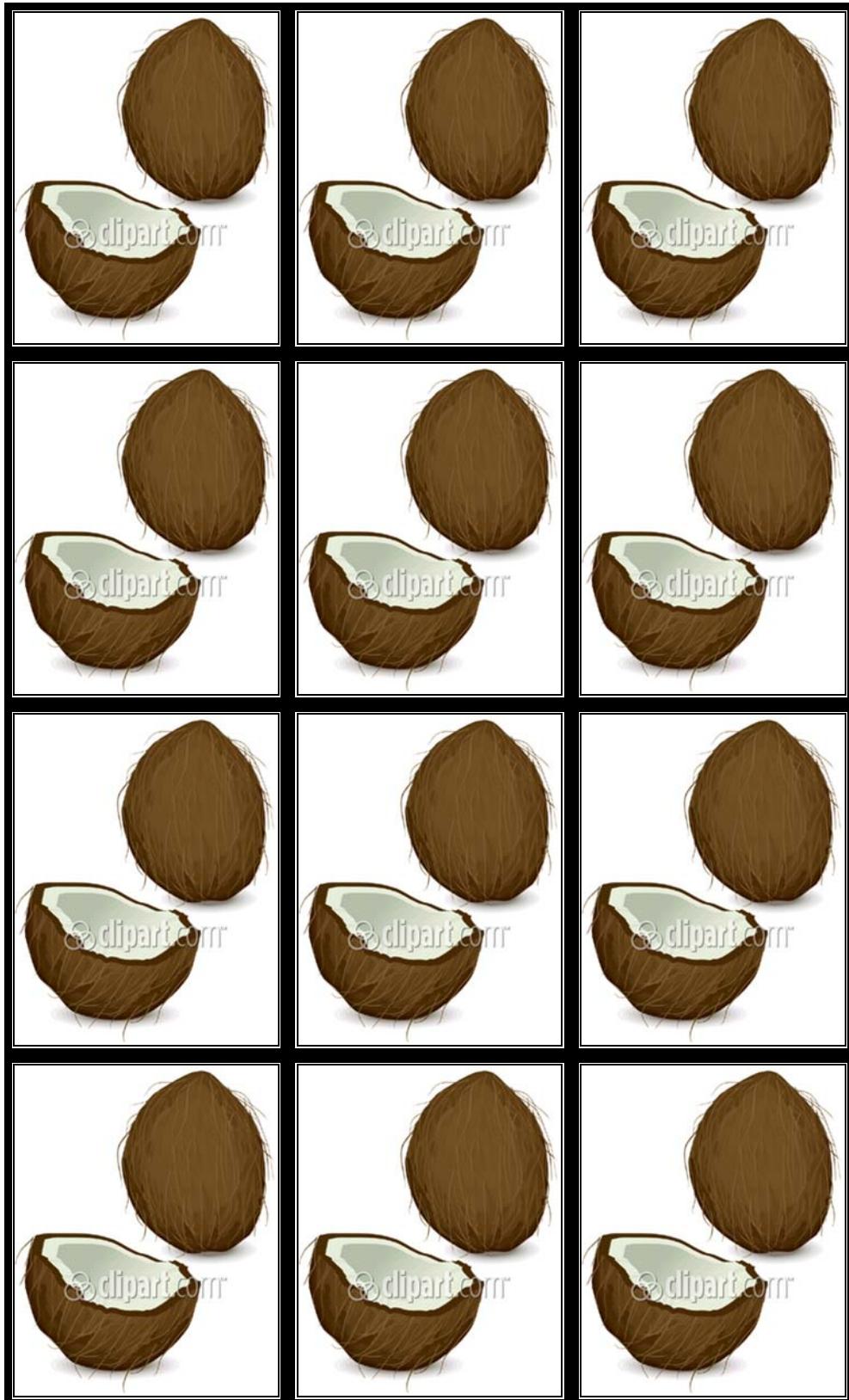


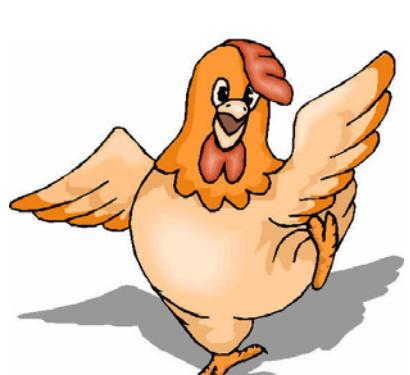
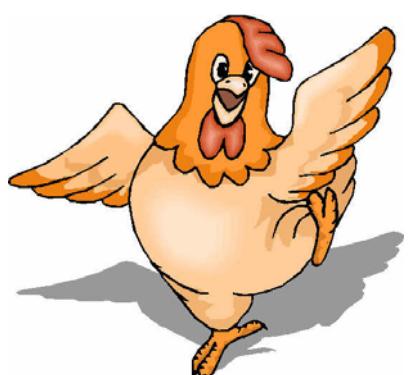
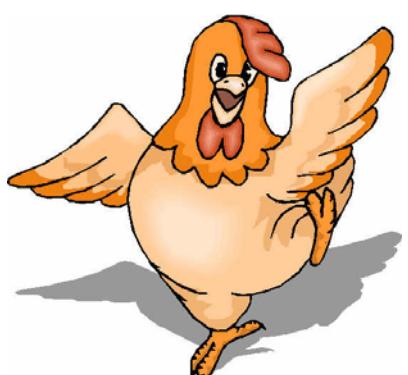
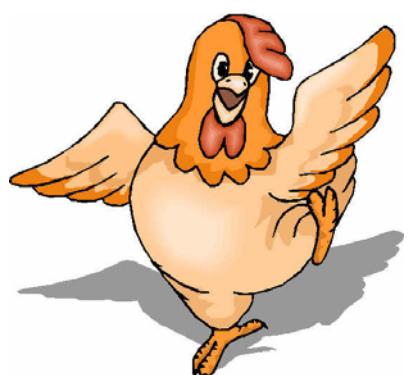
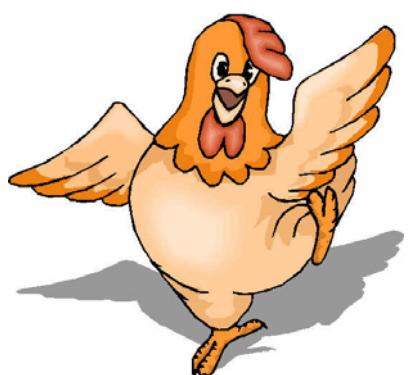
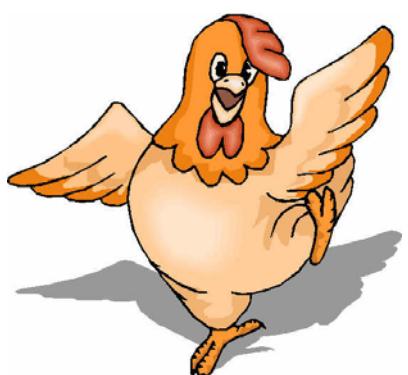
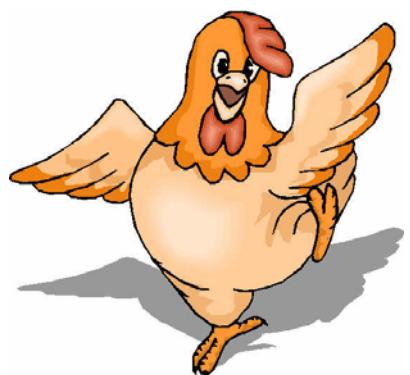
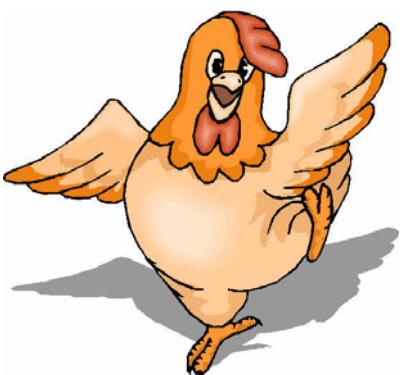
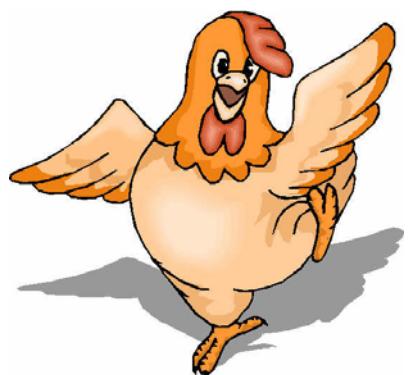
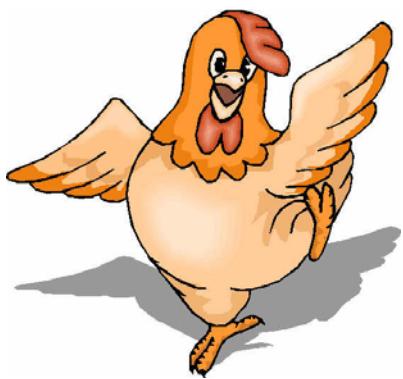
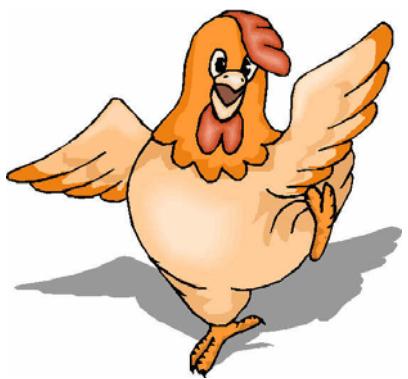
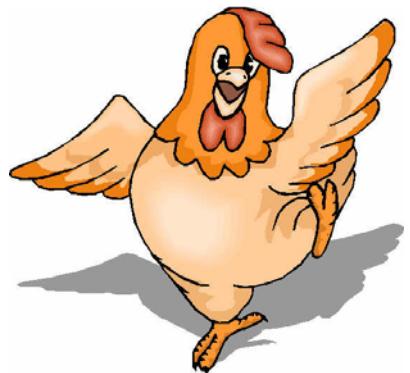


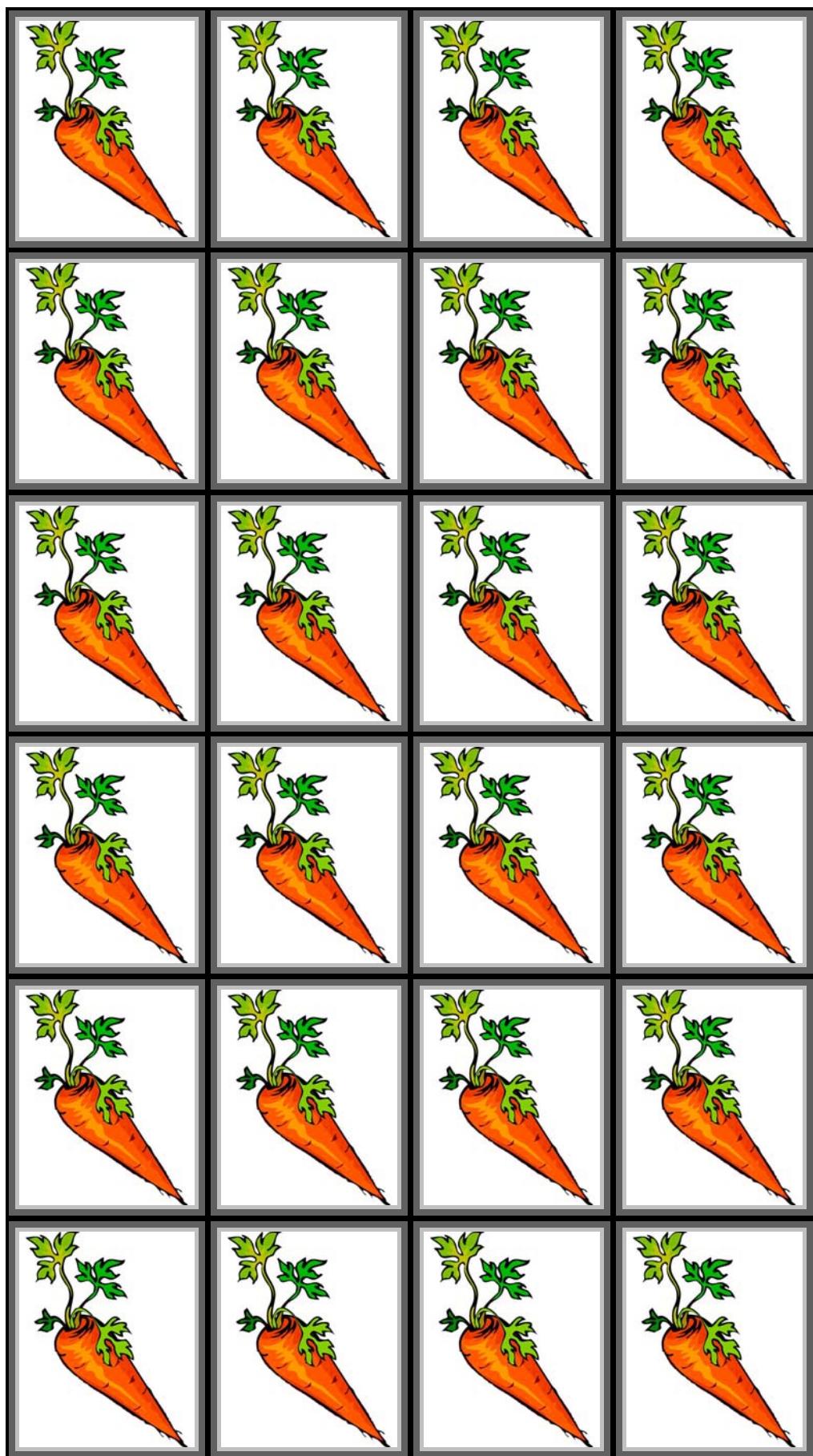


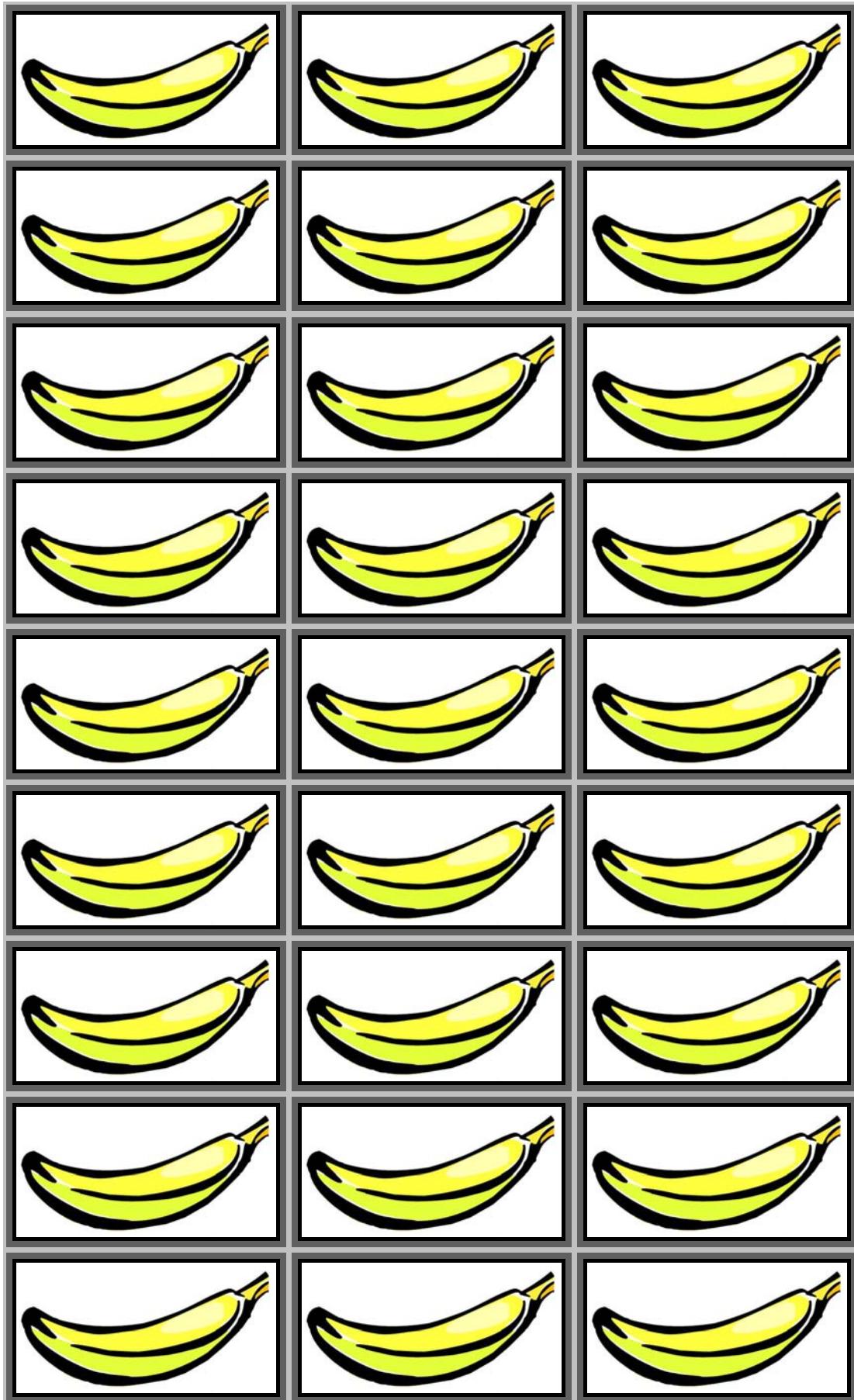












Shopping list:

Do you have ... ?

ទូរសព្ទ

1 lemon

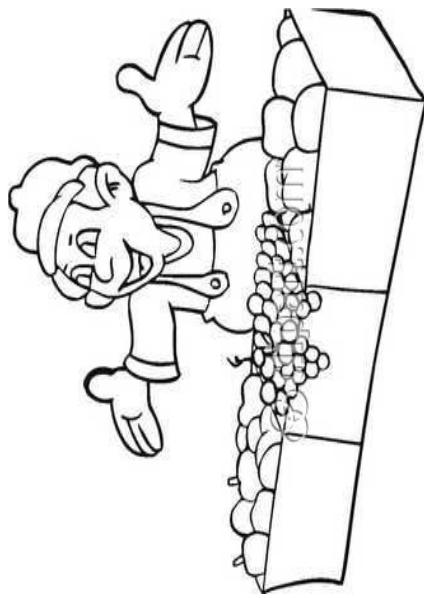
1 Coconut

2 Crabs

1 Onion

1 Pine Apple

2 Oranges



1 Fish

2 Squid

3 Bananas

1 Chicken



Worksheet 4

ไฟว์ สัน เดอะ นาท

500 baht

แคน ໄອ เฮ້ວ ຍູ້

Can I help you?

1

ແຄນ ຍູ້ ເມຄ ອີທ ຂຶພເພອວ່າ

Can you make it cheaper?

2

ໂດັ່ນ ວອຣີ ອະບັນ ອີທ

Don't worry about it

ແດ້ທສ໌ ເອັກເປັນຫືພ

That's expensive !!

ສາວ ມັ້ນ

How Much?

ໂນ

No

ຊື່ອປ ຄີປເພອວ່າ	ຄາສຕອນເມອວ່າ

ຢູ່ເຮົາ ອີ ນຸ້ມ





မြန်မာရွေ့ချေ



ເກົ່ານີ້



ຫຼັກ ຂໍາ ເດຣ ນາກ



ແດກສ່າ ເອັກເປນ້ອງ



ແກນ ຢູ່ເມັນ ອີກ ທີ່ພເມວຣ



ที่สั่นเดราก นาฬ





ໂດຍ ວອຣີ ອະເນາ ອິທ

TEACHER REFERENCE

Verbs: Yes, No, and Questions

Verb = eat

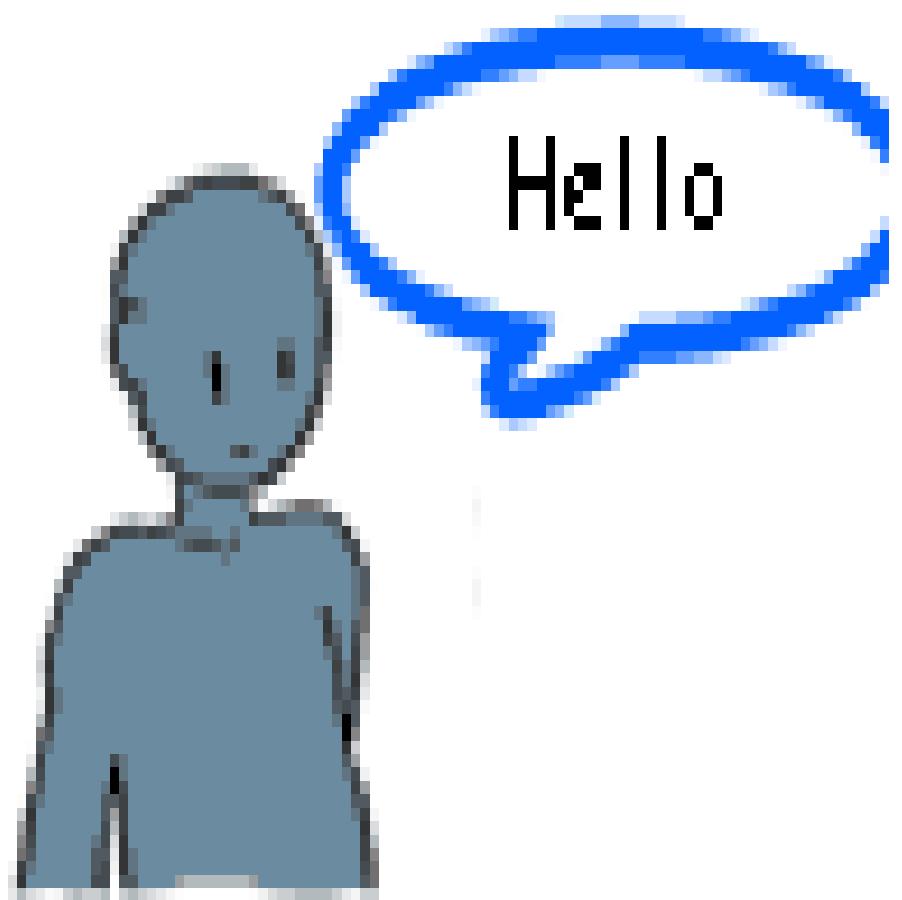
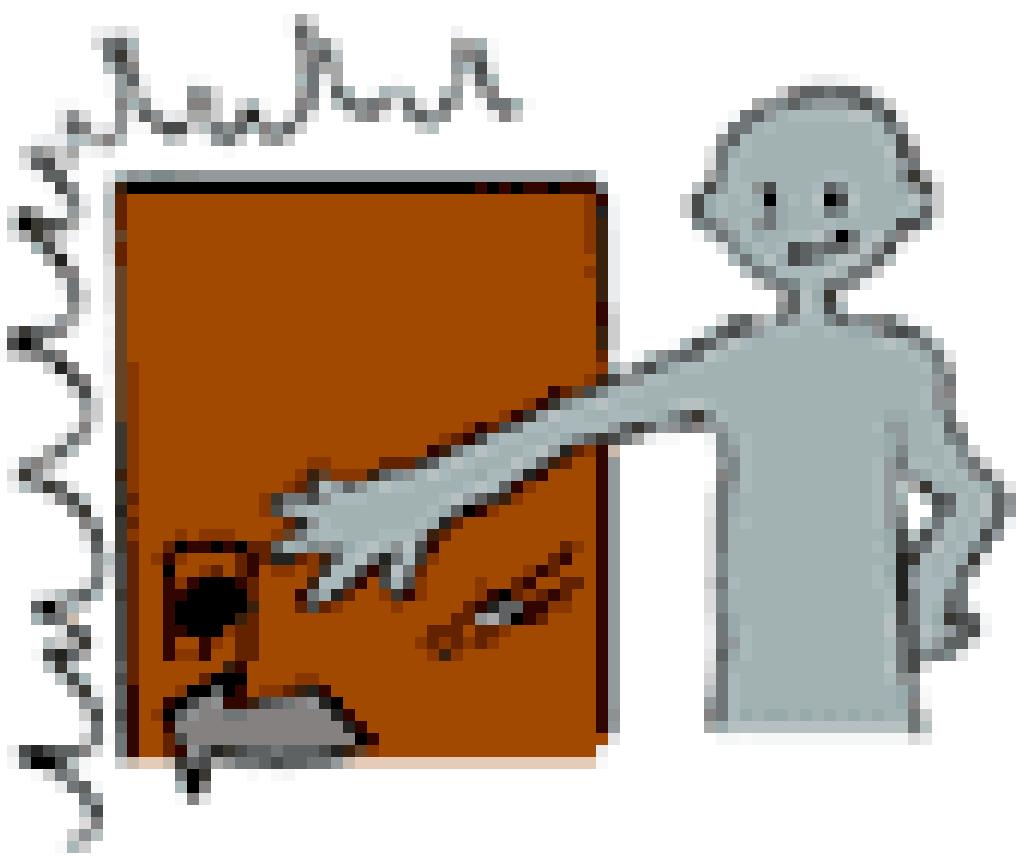
I eat.	I don't eat.	Do I eat?
You eat.	You don't eat.	Do you eat?
She eats.	She doesn't eat.	Does she eat?
He eats.	He doesn't eat.	Does he eat?
It eats	It doesn't eat.	Does it eat?
We eat	We don't eat	Do we eat?
You eat.	You don't eat.	Do you eat?
They eat.	They don't eat.	Do they eat?

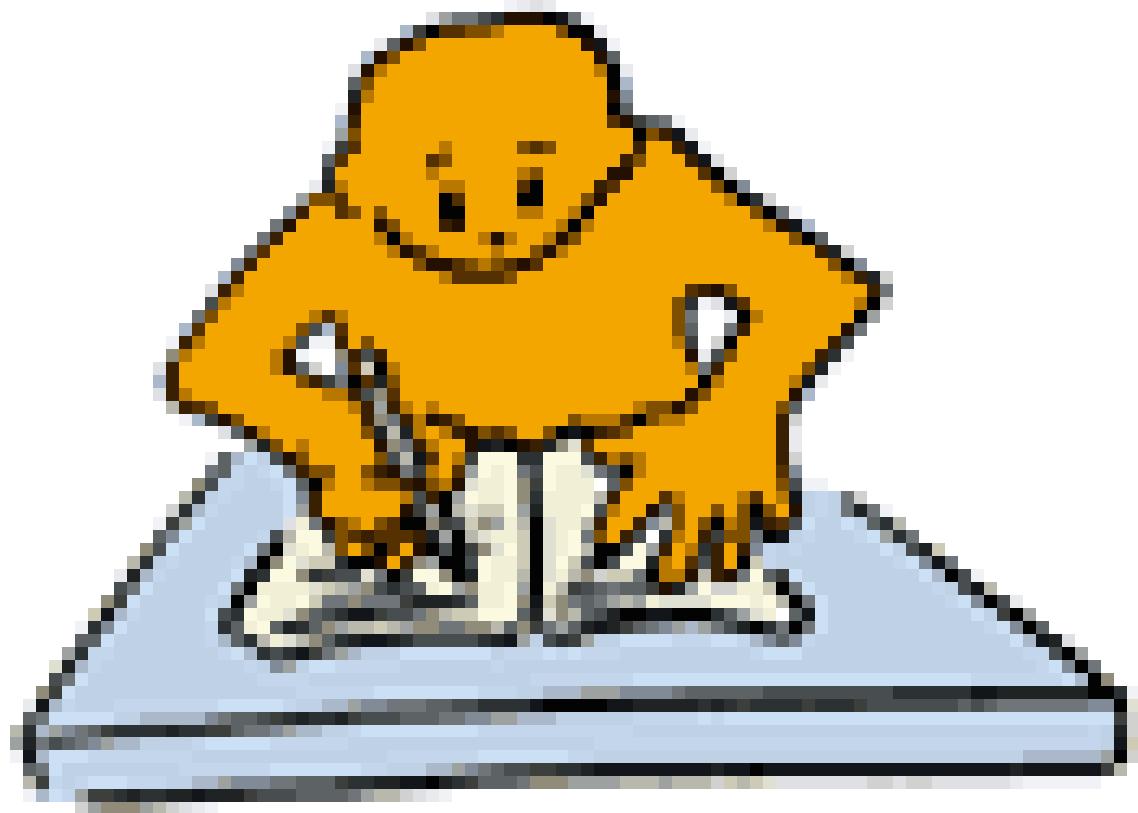
Verb = jump

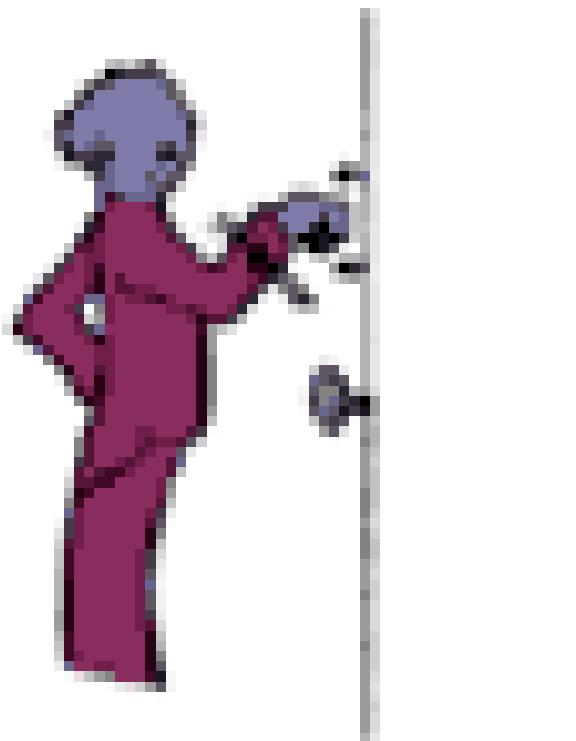
I jump.	I don't jump.	Do I jump?
You jump.	You don't jump.	Do you jump?
She jumps.	She doesn't jump.	Does she jump?
He jumps.	He doesn't jump.	Does he jump?
It jumps	It doesn't jump.	Does it jump?
We jump	We don't jump	Do we jump?
You jump.	You don't jump.	Do you jump?
They jump.	They don't jump.	Do they jump?

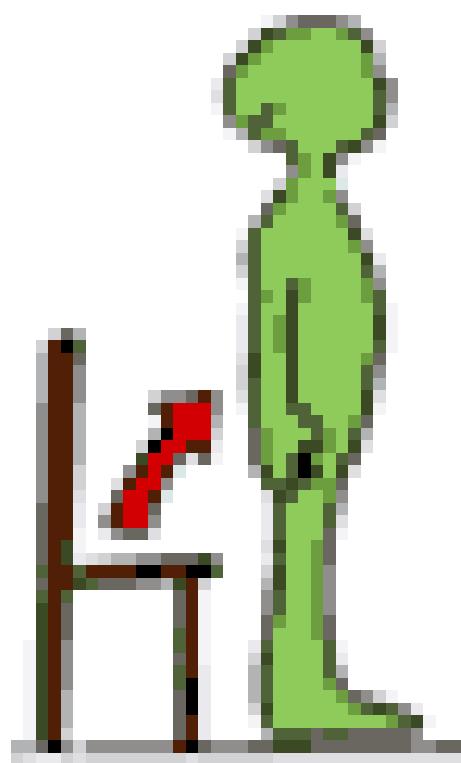
Verb = sit

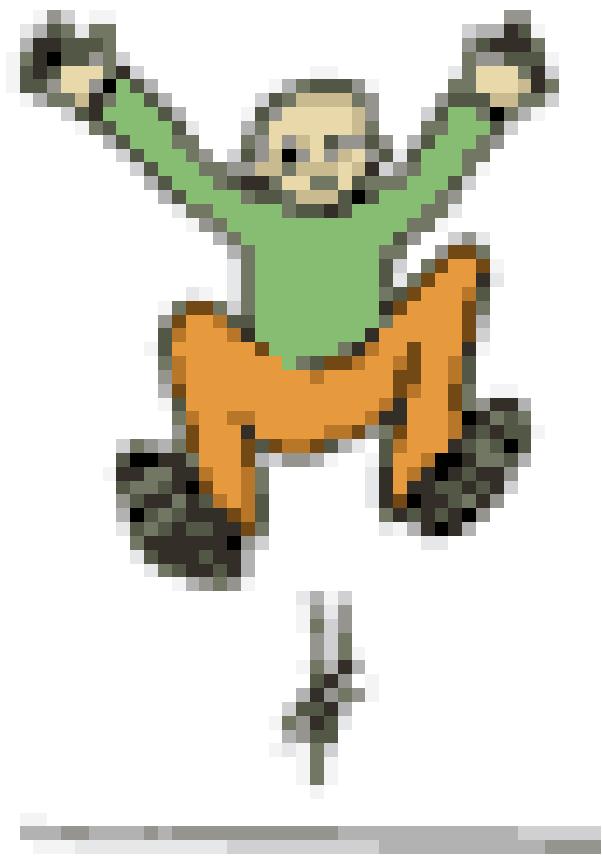
I sit.	I don't sit.	Do I sit?
You sit.	You don't sit.	Do you sit?
She sits.	She doesn't sit.	Does she sit?
He sits.	He doesn't sit.	Does he sit?
It sits	It doesn't sit.	Does it sit?
We sit	We don't sit	Do we sit?
You sit.	You don't sit.	Do you sit?
They sit.	They don't sit.	Do they sit?

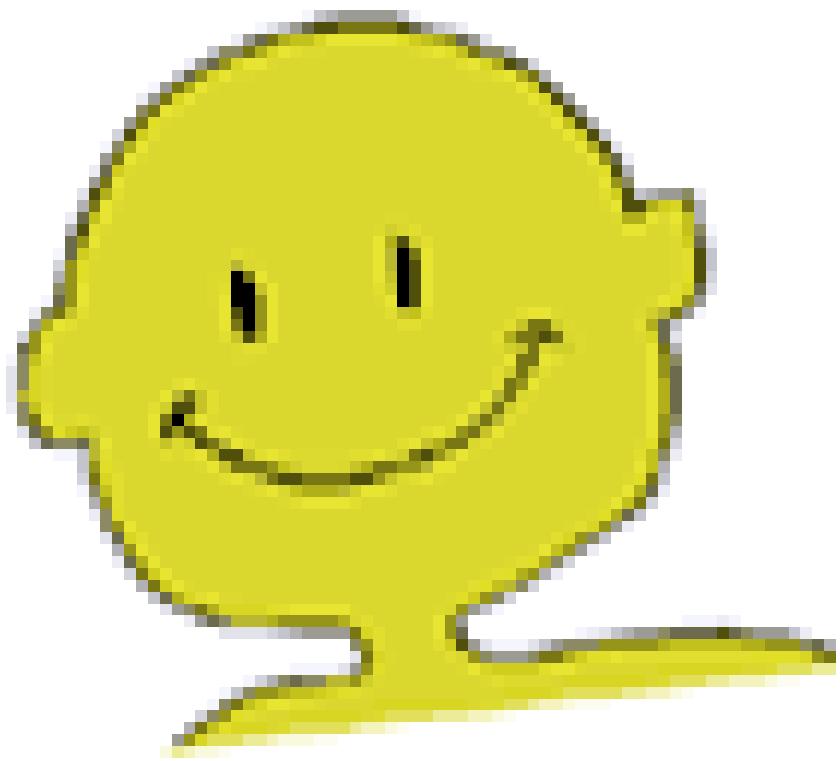


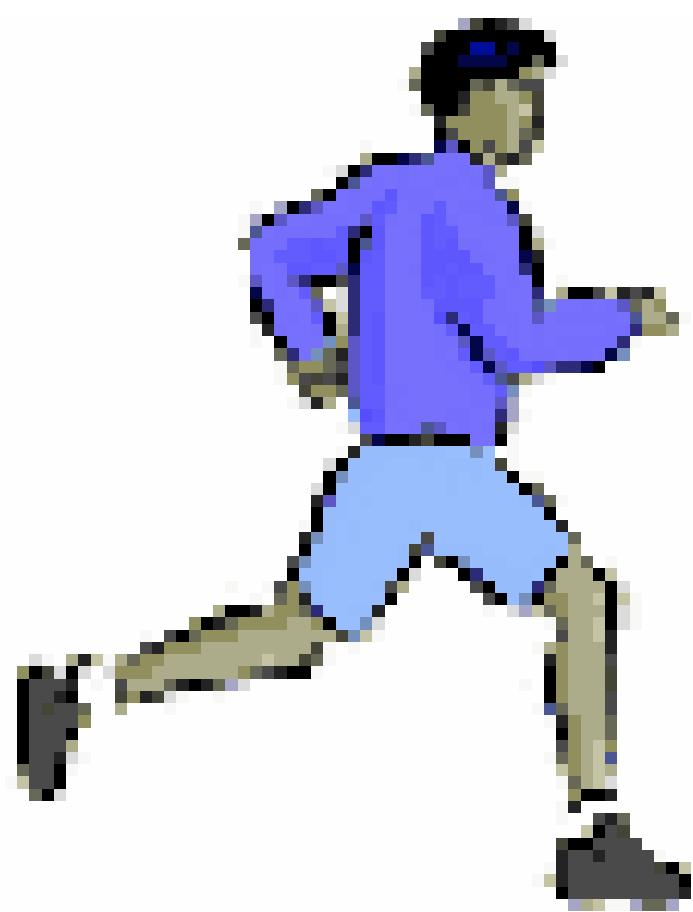


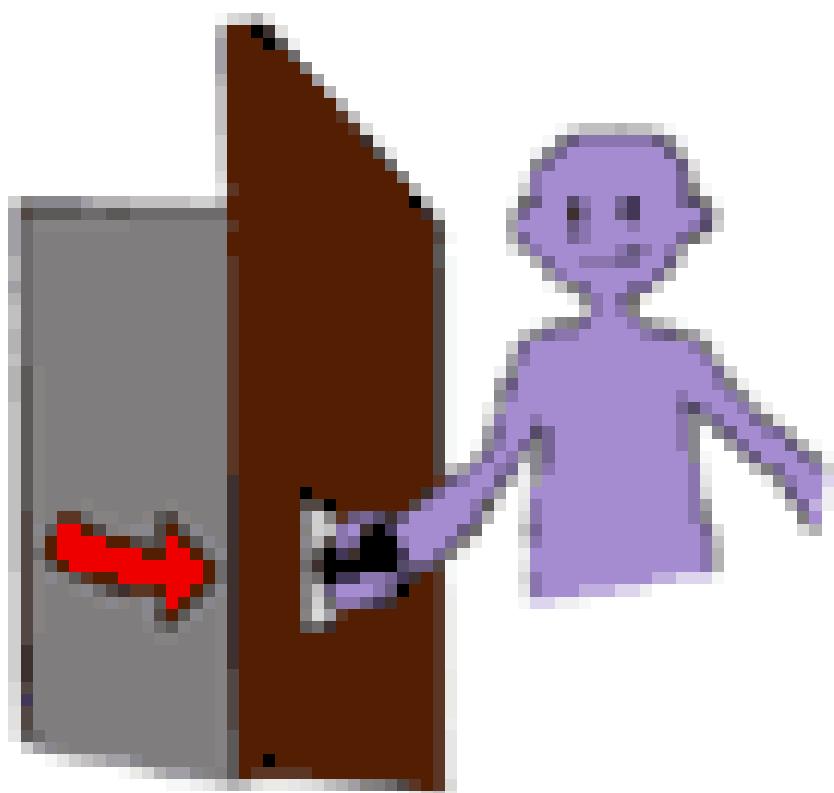


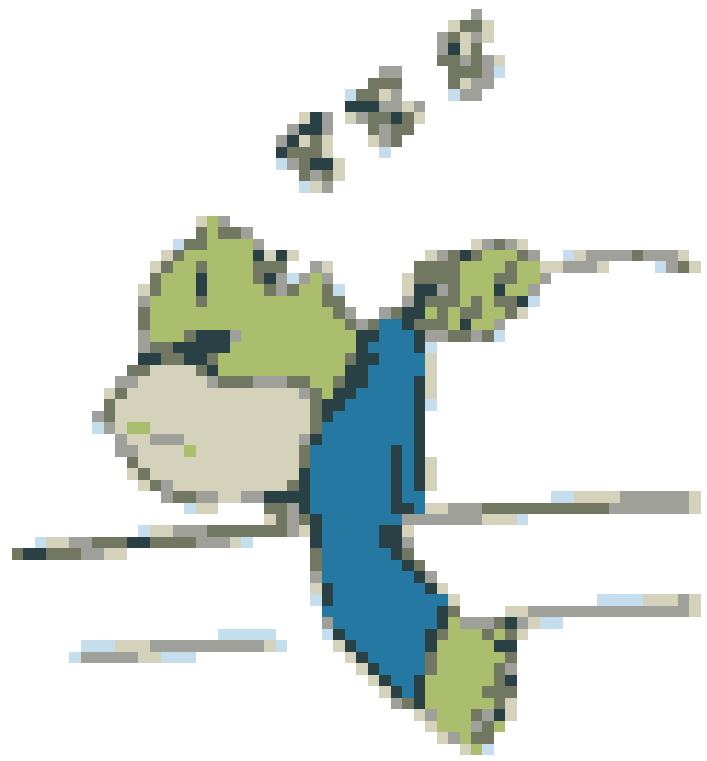












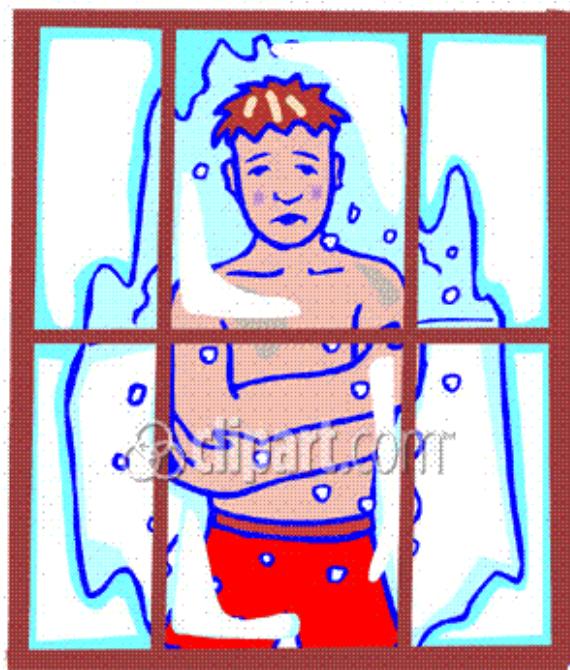
Worksheet 5 - Emotions

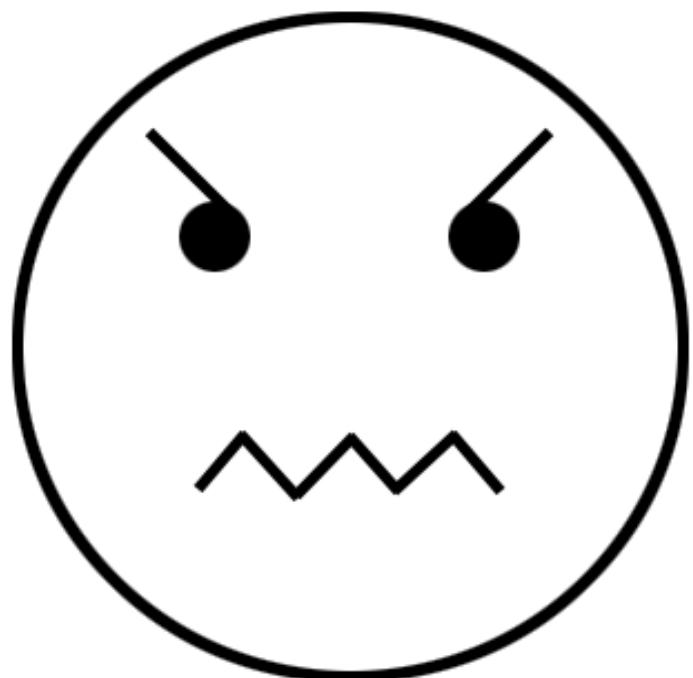
Choose the correct verb form.

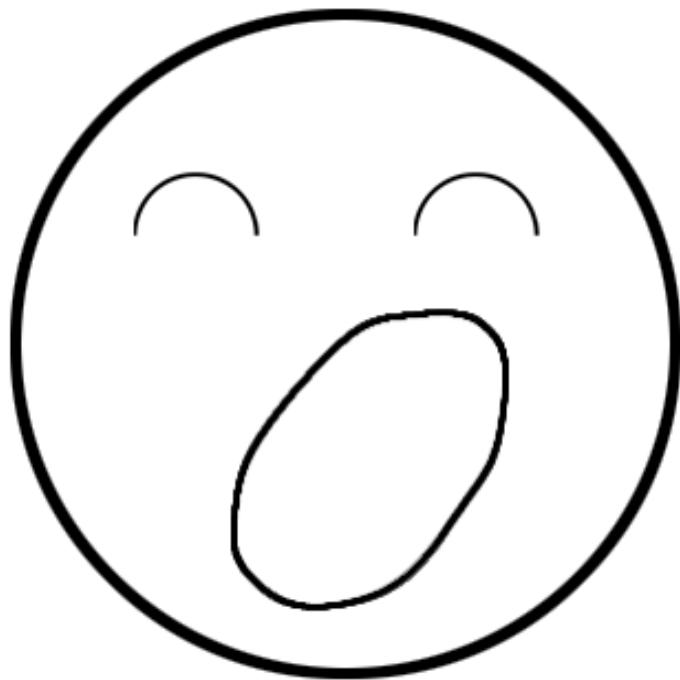
1.	I	is am are	<u>happy</u> .	
2.	My father	is am are	_____.	
3.	They	is am are	_____.	
4.	My family	is am are	_____.	
5.	We	is am are	_____.	
6.	You	is am are	_____.	

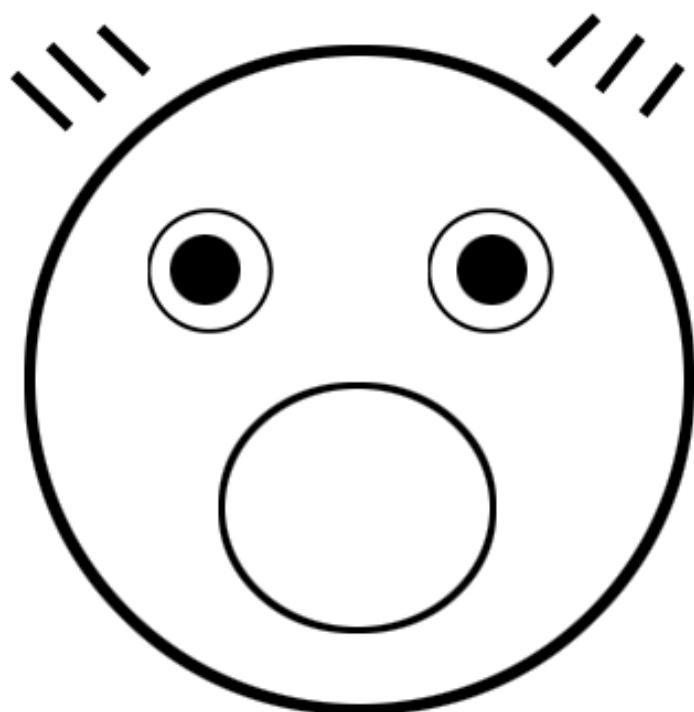
7.	She	is am are	_____.	
8.	He	is am are	_____.	
9.	The teacher	is am are	_____.	
10.	Jamie	is am are	_____.	
11.	The students	is am are	_____.	
12.	Erik and Helen	is am are	_____.	

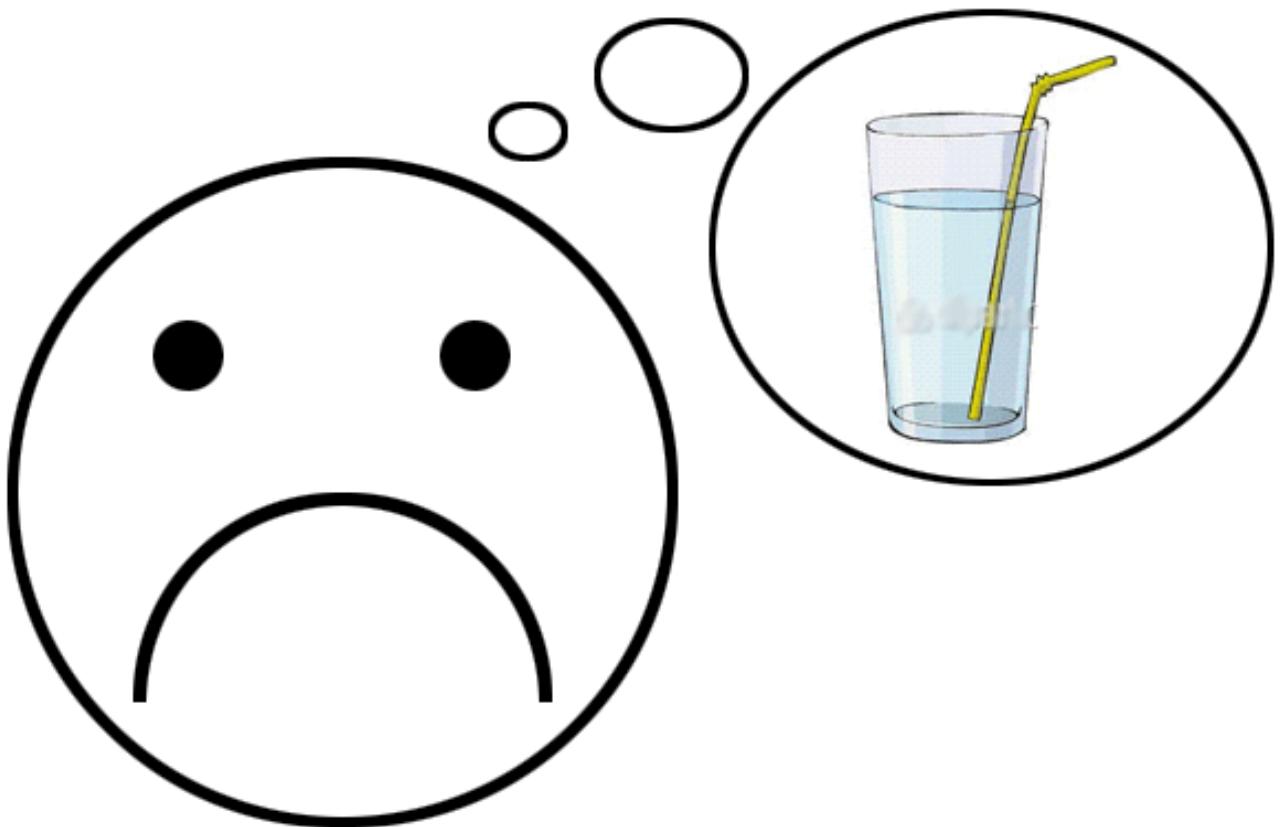


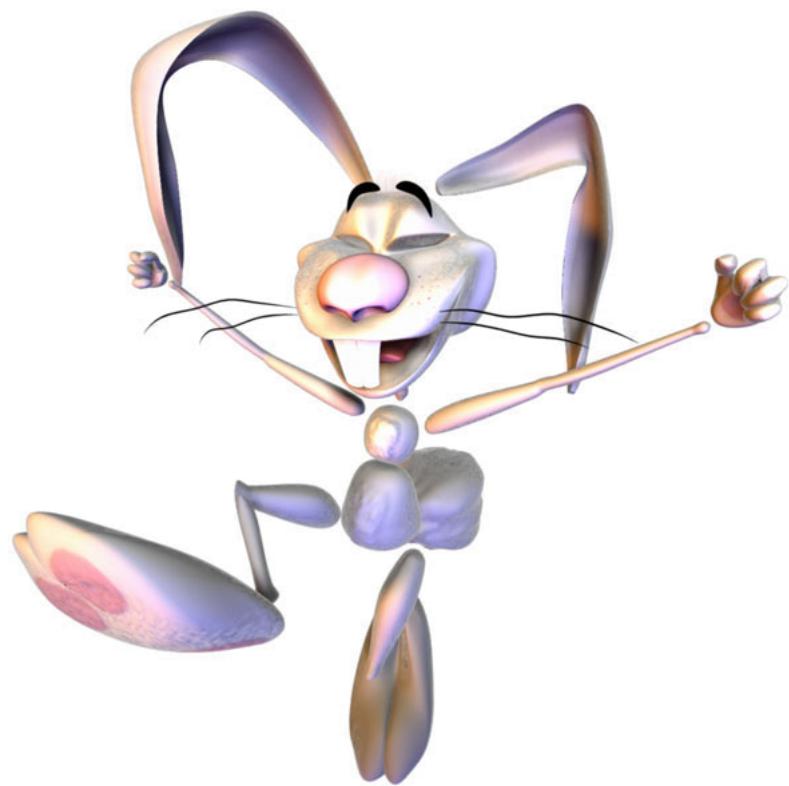
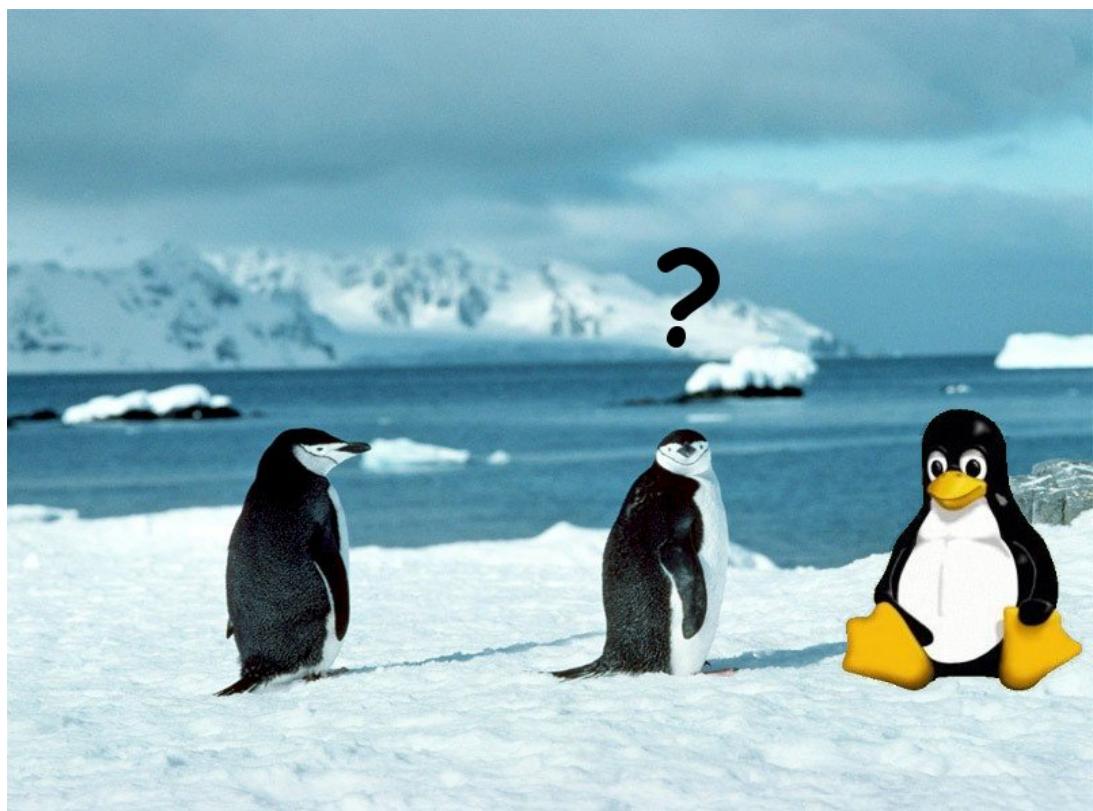






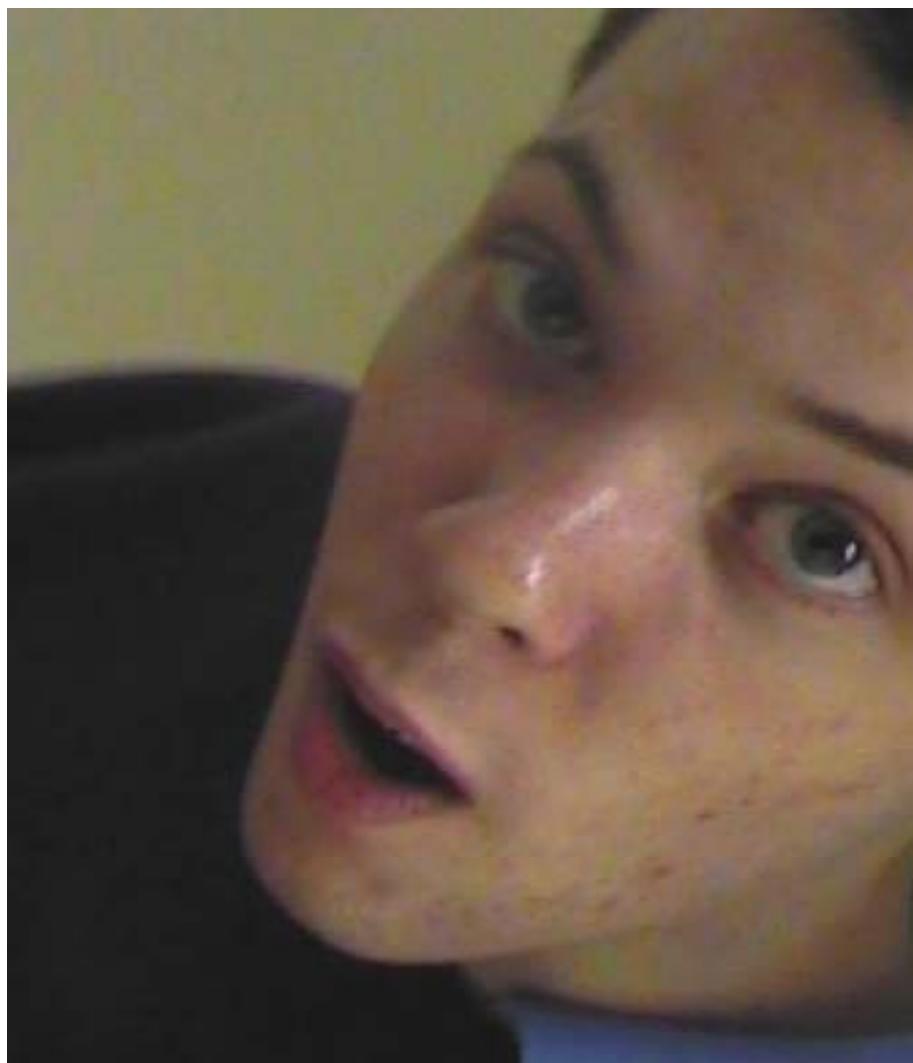














Worksheet 6 - What Are You Doing?

Match the picture to what the person is doing

1.		2.		3.		4.	
	a. to dance b. to close c. to walk		a. to eat b. to walk c. to write		a. to knock b. to eat c. to laugh		a. to cry b. to laugh c. to jump

5.		6.		7.		8.	
	a. to smile b. to close c. to dance		a. to knock b. to walk c. to speak		a. to knock b. to speak c. to laugh		a. to sit down b. to jump c. to knock

9.		10.		11.		12.	
	a. to smile b. to sing c. to dance		a. to walk b. to dance c. to open		a. to stand up b. to jump c. to close		a. to open b. to jump c. to write

13.		14.		15.		16.	
	a. to write b. to sing c. to jump		a. to read b. to sing c. to walk		a. to eat b. to drink c. to cry		a. to jump b. to sing c. to sleep

17.		18.		19.		20.	
	a. to wave b. to sing c. to walk		a. to think b. to dance c. to run		a. to think b. to sleep c. to laugh		a. to laugh b. to cry c. to dance

Worksheet 7

D. Cause and Effect

แຄוช້າຍນີ້ເປັນຄຳທີ່ແສດງຄື່ງສភາວະທາງອາຮມ໌ ແລ້ວຂວາເປັນຄຳກວິຍາ (verb) ທີ່ໃຊ້ໄດ້ກັບສភາວະທາງອາຮມ໌ນັ້ນ ຖໍ່
ຈຶ່ງເລືອກກວິຍາທີ່ຖຸກຕ້ອງແລ້ວມາເຕີມໃຫ້ກັບຄວາມຮູ້ສີກທີ່ກຳນົດໃຫ້ໃນແຕ່ລະບຽວ

1.	I am sick.	C		a.	I cry.
2.	I am confused.			b.	I drink water.
3.	I am sad.			c.	I lie down.
4.	I am tired			d.	I eat food.
5.	I am hungry			e.	I smile.
6.	I am thirsty			f.	I think.
7.	I am happy			g.	I go to sleep



Deer



(c) ThaiWorldView.com

Buffalo



Pig



Turtle

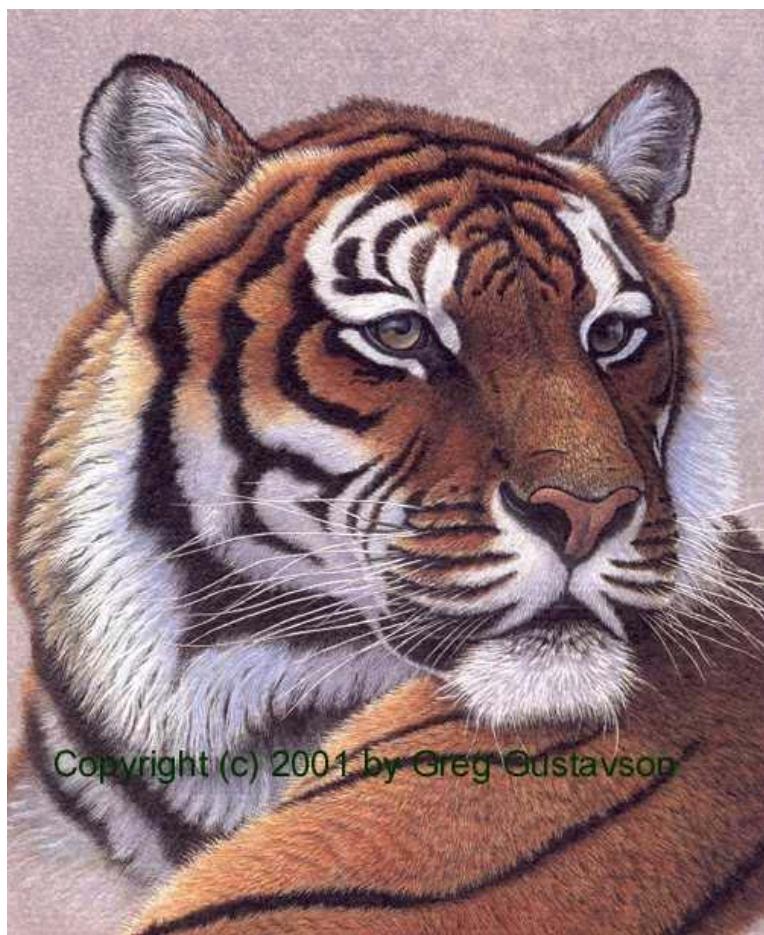


FunnyPart.com

Boxing Kangaroo



Tapir



Copyright (c) 2001 by Greg Gustavson

Tiger



Mosquito



Squirrel



Snake



Monkey



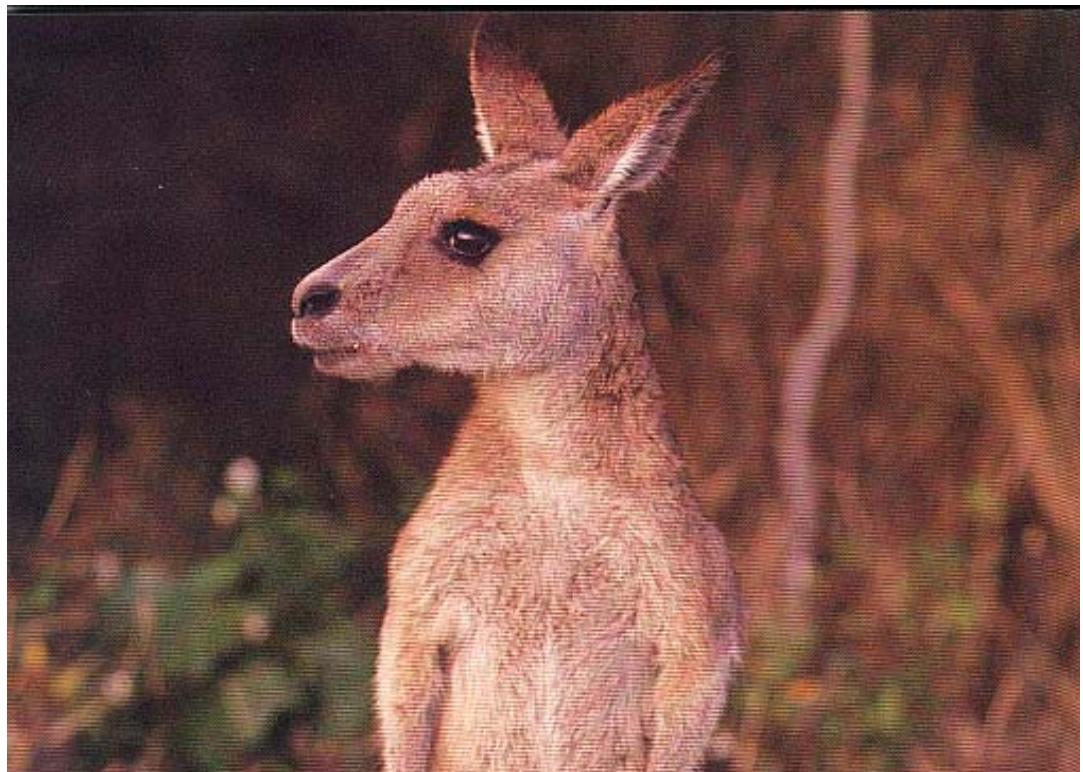
Leech



Koalas



Koala



Kangaroo



Hornbill



Gibbon



Elephant



Dolphins



Bear



Dolphin

Cow

TEACHER REFERENCE

Comparative/ เมรีบเนพีบมากกว่า

2 syllables or more and no y at the end of the word = more + adjective

การออกเสียงพยางค์มีมากกว่า และไม่มี Y ท้ายคำให้เพิ่ม คำว่า more หน้าคำ adj.

e.g. ตัวอย่าง

expensive - more **expensive**

interesting - more **interesting**

beautiful - more **beautiful**

anything else and add er or ier

คำอื่น ๆ ให้ใส่ er หรือ ier

e.g. ตัวอย่าง

er or ier

long - **longer**

hairy - **hairier**

dark - **darker**

ugly - **uglier**

short - **shorter**

lovely - **lovelier**

Superlative/ คำเบรีบเนพีบมากที่สุด

2 syllables or more and no y at the end of the word = most + adjective

พยางค์ที่มีมากคำและไม่มี Y ท้ายคำ ให้ใส่ most + adj

Eg. ตัวอย่าง

expensive - most **expensive**

interesting - most **interesting**

beautiful - most **beautiful**

anything else and add est or iest

คำอื่น ๆ ให้ให้ใส่ est หรือ iest

e.g. ตัวอย่าง

er or iest

long - **longest**

hairy - **hairiest**

dark - **darkest**

ugly - **ugliest**

short - **shortest**

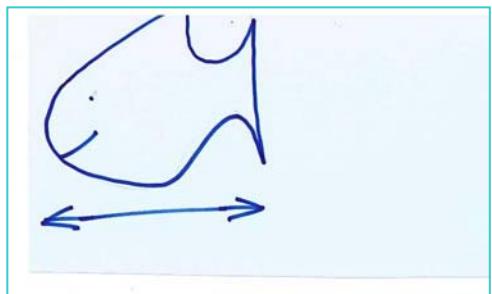
lovely - **loveliest**

worksheet - optional

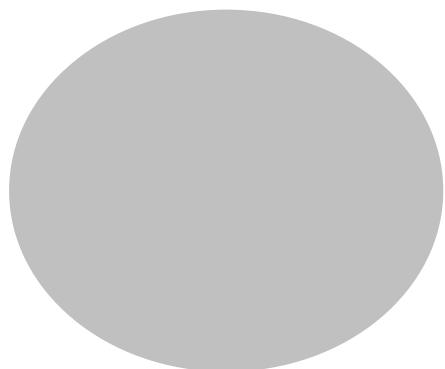
Match the word with the picture



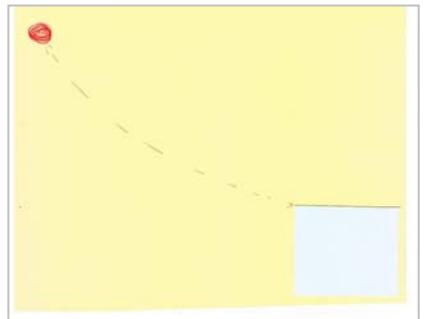
rough



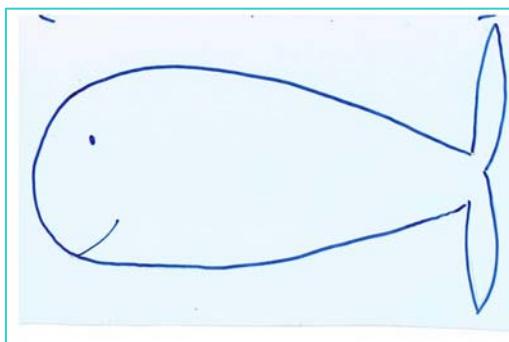
long



dark



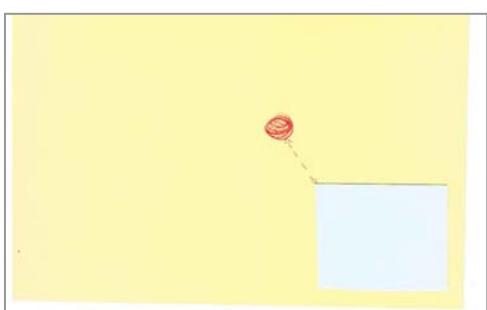
near



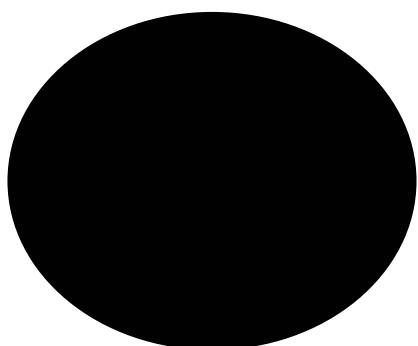
calm



short



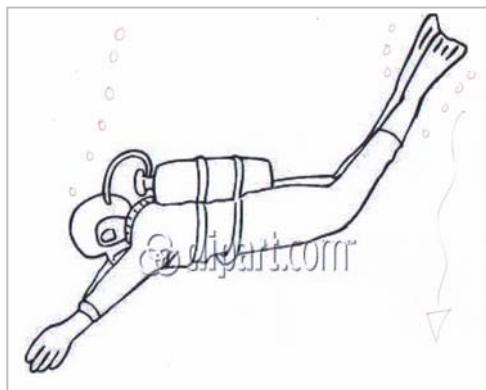
far



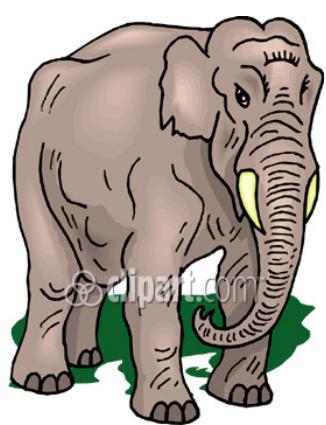
light



shallow



big



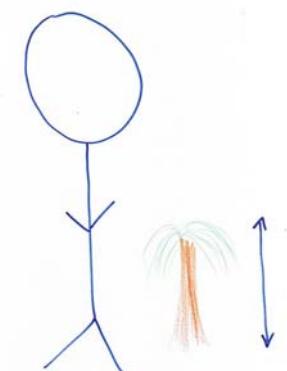
dry



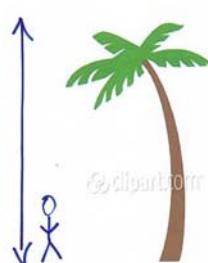
small



long



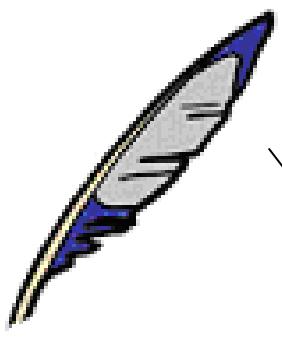
deep



wet

short





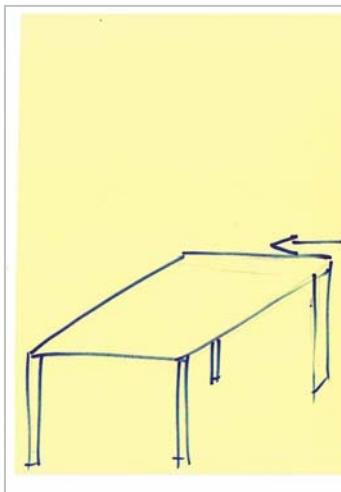
heavy

bumpy



smooth





stable

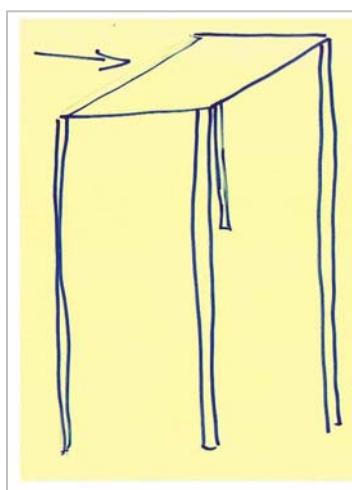
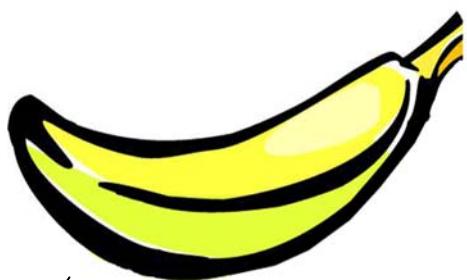


high



sour

unstable



low

sweet

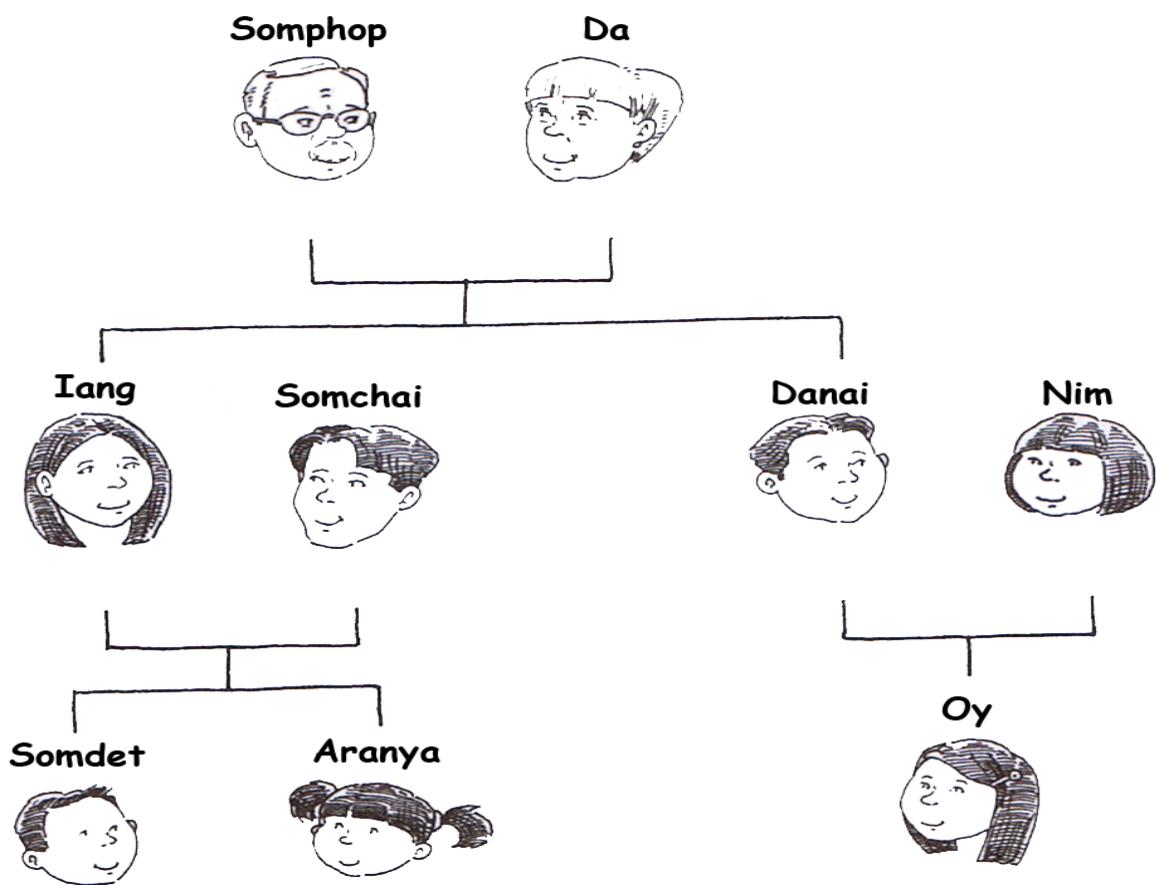


Opposites worksheet

Match the opposites of the words below:

dark	soft
hot	calm
hard	expensive
tall	light
long	far
heavy	small
old	shallow
cheap	light
rough	short
near	light
deep	smooth
big	cold
wet	short
heavy	young
bumpy	dry

Worksheet 8 - Family Tree



son ธัน	daughter ดอท่อร์	mother มาเทอร์	father ฟ่าท่อร์	grandmother แกรนมาท่อร์
grandfather แกรนฟ่าท่อร์	husband ฮัสแบนด์	wife ไวฟ์	sister ซิสเต่อร์	brother บราท่อร์
child ชาيد்	children ชิลเดร่นท์	aunt อานตี้	uncle อังเคลล	niece นีซ
nephew เนฟยู	cousin คัชชิน	granddaughter แกรนดูกอท่อร์	grandson แกรนธัน	brother-in-law บราท่อร์อินลอ
sister-in-law ซิสເທ່ອຣີນລວ	son-in-law ຫັນອິນລວ	daughter-in-law ດອກເທ່ອຣີນລວ	father-in-law ຟາທ່ອຣີນລວ	mother-in-law ມາທ່ອຣີນລວ

Son

Daughter

Mother

**Grand
Daughter**

Brother-in-law

Grand Son

Sister-in-law

Mother-in-law

Father-in-law

Husband

Wife

Sister

Brother

Children

**Great Grand
Mother**

**Great Grand
Father**

Worksheet 9 – Family puzzle

1. Finn is Jo's cousin.

ฟิน อีส โจ'ส คัชชิน

2. Molly is Beth's great grandmother.

มอลลี่ อีส เบธ'ส เกร็ท แกรนมาเทอร์

3. Lesley is Colm's wife.

เลสลี่ อีส โคลม'ส ไวฟี

4. Colm is Lesley's husband.

โคลม อีส เลสลี่'ส ชัชแบนด์

5. Jack is Jo's cousin.

แจ็ค อีส โจ'ส คัชชิน

6. Finn is David's nephew.

ฟินน์ อีส เดวิด'ส เนฟ്യู

7. Arthur is David's father-in-law.

อาร์เทอร์ อีส เดวิด'ส ฟ่าเทอร์อินลอ

8. Arthur is Steven's father.

อาร์เทอร์ อีส สตีเฟ่น'ส ฟ่าเทอร์

9. Molly is Arthur's mother-in-law.

ນອລລື້ ອີສ ອາຣເທ່ອຣ’ສ ມາເທ່ອຣອິນລອ

10. Jacky is Jack's aunty.

ແຈ້ງກີ້ ອີສ ແຈ້ຈ’ສ ອານຕີ້

11. Arthur is Jack's grandfather.

ອາເທ່ອຣ ອີສ ແຈ້ຈ’ສ ແກຣນພາເທ່ອຣ

12. Lesley is Finn's mother.

ເລື້ສລື ອີສ ພິນນ’ສ ມາເທ່ອຣ

13. Mary is Finn's grandmother.

ແມຣີ ອີສ ພິນນ’ສ ແກຣນມາເທ່ອຣ

14. Steven is Beth's uncle.

ສຕື່ເພັນ ອີສ ເບື້ຕ’ສ ອັງເຄີລ

On

ອອນ

In

ອິນ

Under

ອັນເດອວ່

On

ອອນ

In

ອິນ

Under

ອັນເດອວ່

In front of

ອີນ ພຣັອນທໍ່ ອອພ

In front of

ອີນ ພຣັອນທໍ່ ອອພ

Beside

ປຶ້ມໃຈດໍ່

Beside

ပါၢဇာ

Behind

ပါၢခာ

Behind

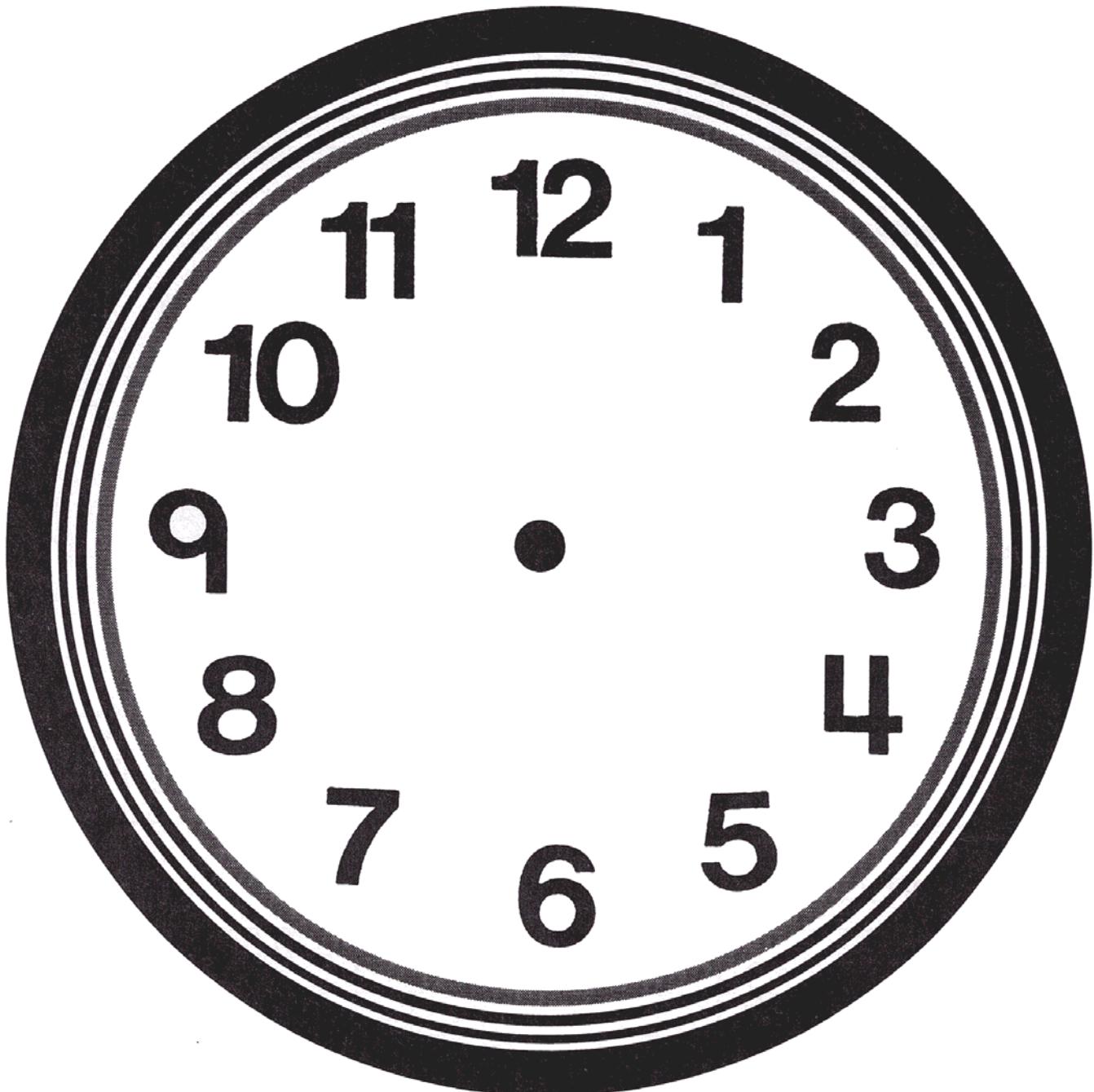
ပါၢခာ

Worksheet 9



With your partner, decide whether the sentences describing the picture are correct or incorrect. If they are incorrect, correct them.

- 1. The bird is on the umbrella.
- 2. The sandwiches are behind the salad.
- 3. The spatula is on the man's hand.
- 4. The hammock is between a tree and a pole.
- 5. The dog is under the table.
- 6. The cat is under the table.
- 7. The baby is beside the father.
- 8. The hot dogs are next to the plates.
- 9. The chairs are under the table.
- 10. The grill is in front of the man.















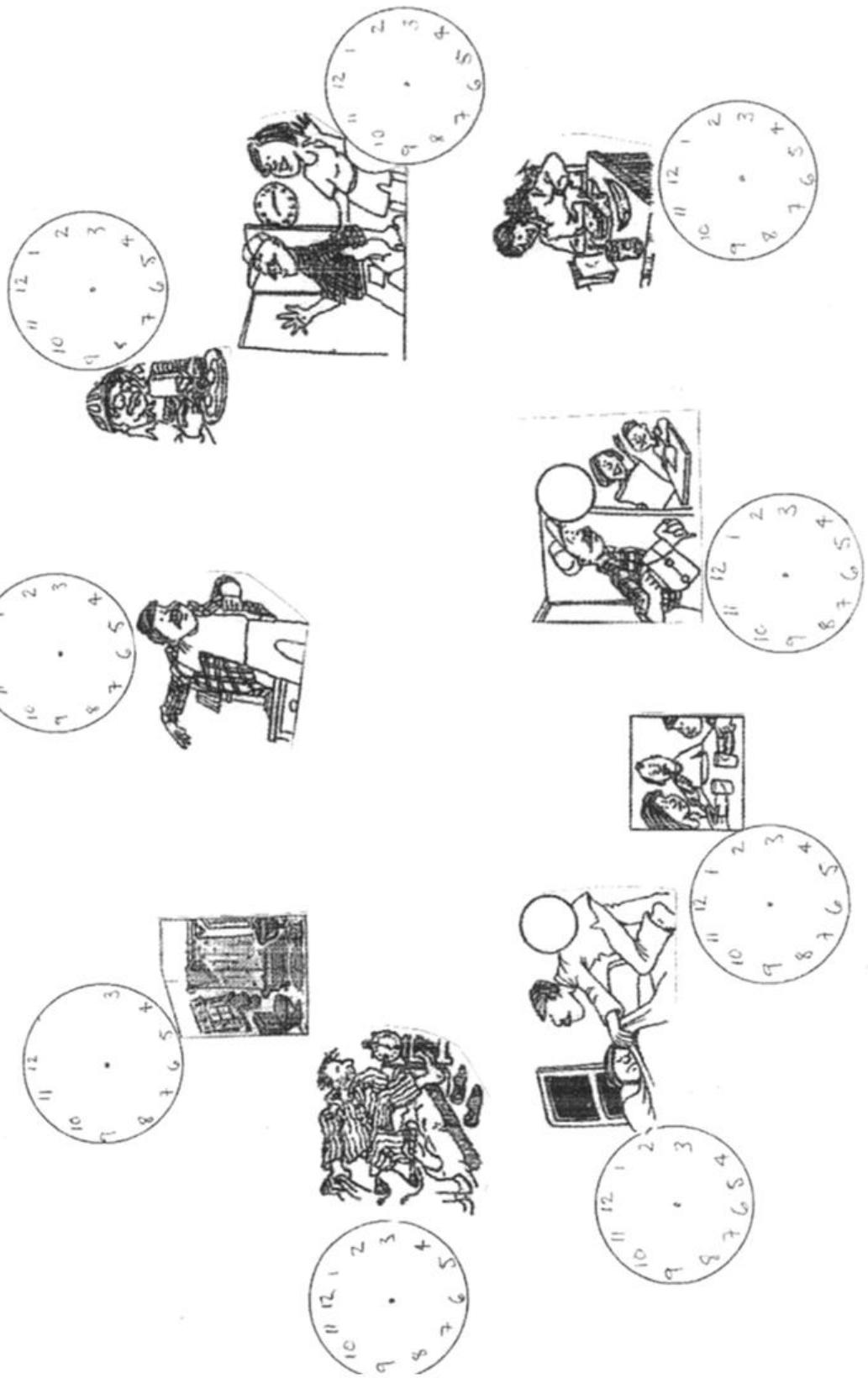






Ask your partner

When do you.....?



Optional worksheets

What time is it?

five past	quarter past	twenty-five past
half past	ten past	twenty past

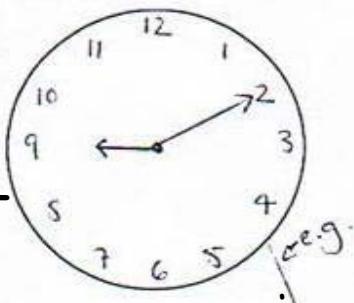


What time is it?

twenty to five to twenty-five to ten to quarter to



Match the times

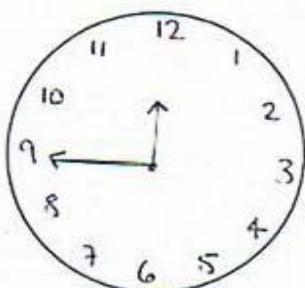


6:35

quarter to twelve

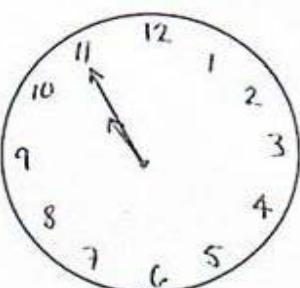
1: 30

twenty to three



2:40

half past one



1:55

twenty-five to seven

quarter to seven

ten past nine

five to two

Write on or at ?

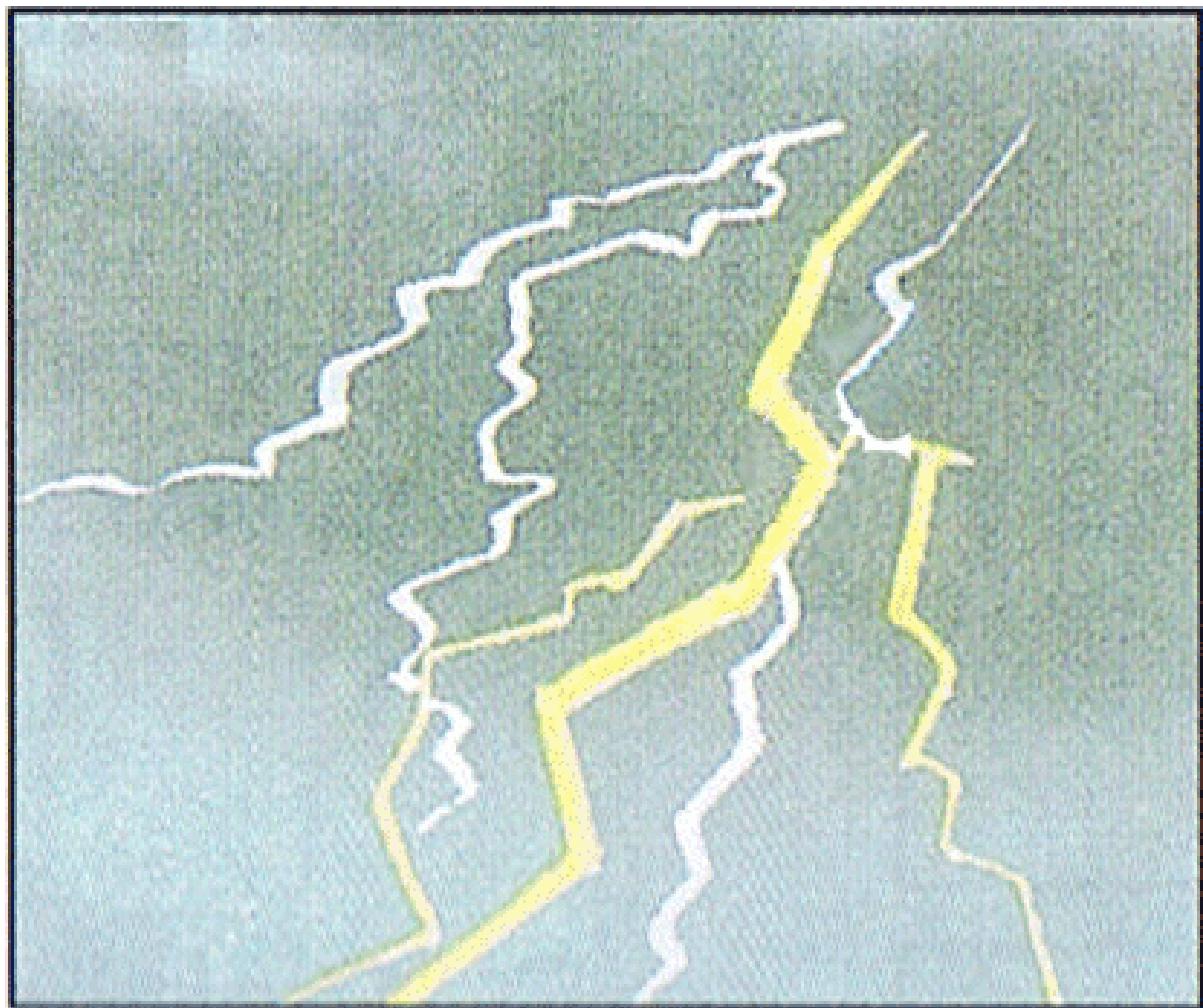
Example: I like listening to music ____ Monday _____ _____
(8:00)

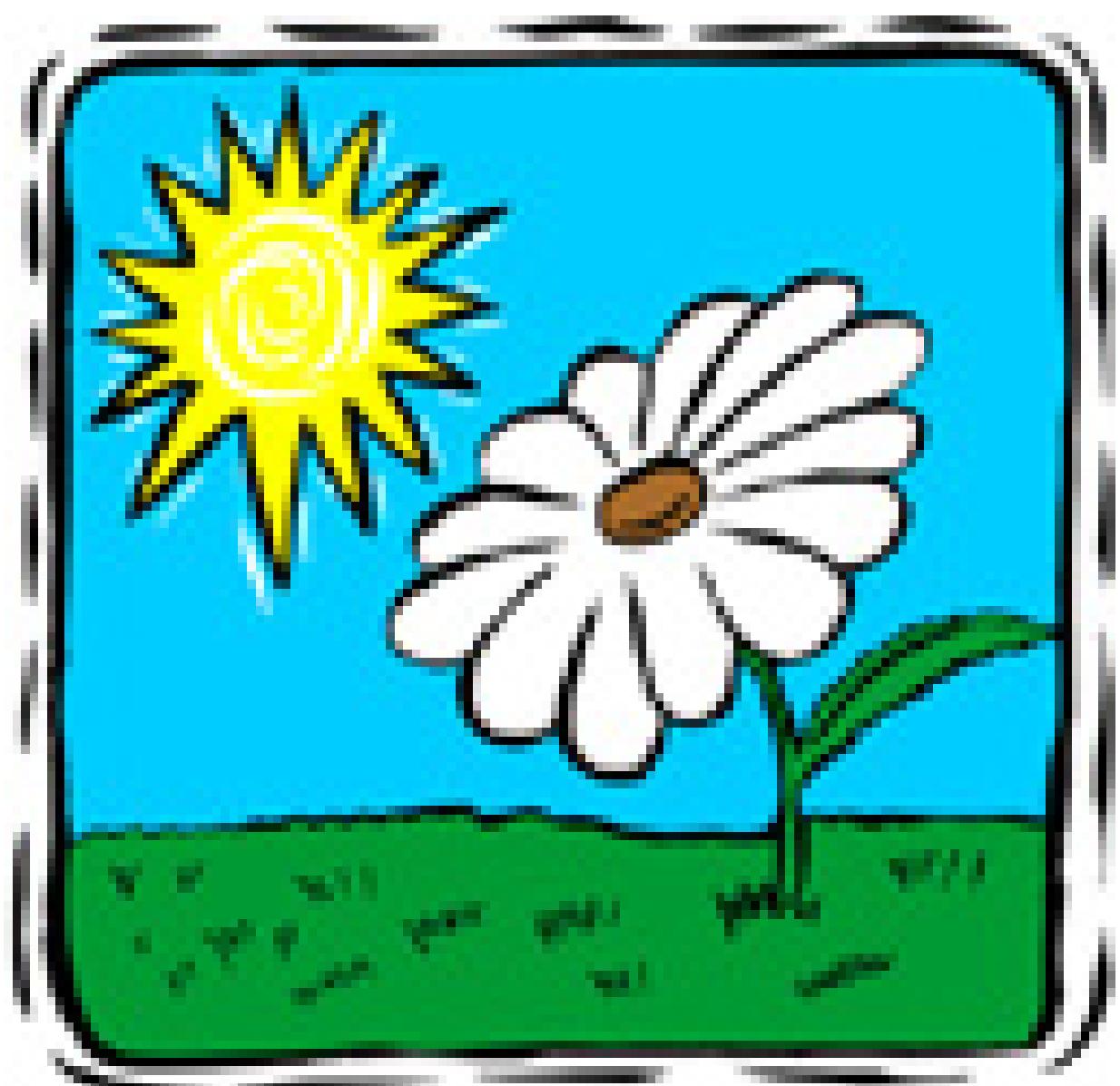
1. I can cook __ Monday _____ (12:15).
2. I can't play football __ Wednesday _____ (5:15).
3. You can walk to work __ Tuesday _____ (11:55).
4. __ Sundays I usually get up _____ (8:45).

5. I sometimes get the bus __ Saturdays _____ (5:20).
6. __ Tuesdays I like watching TV _____ (5:45).



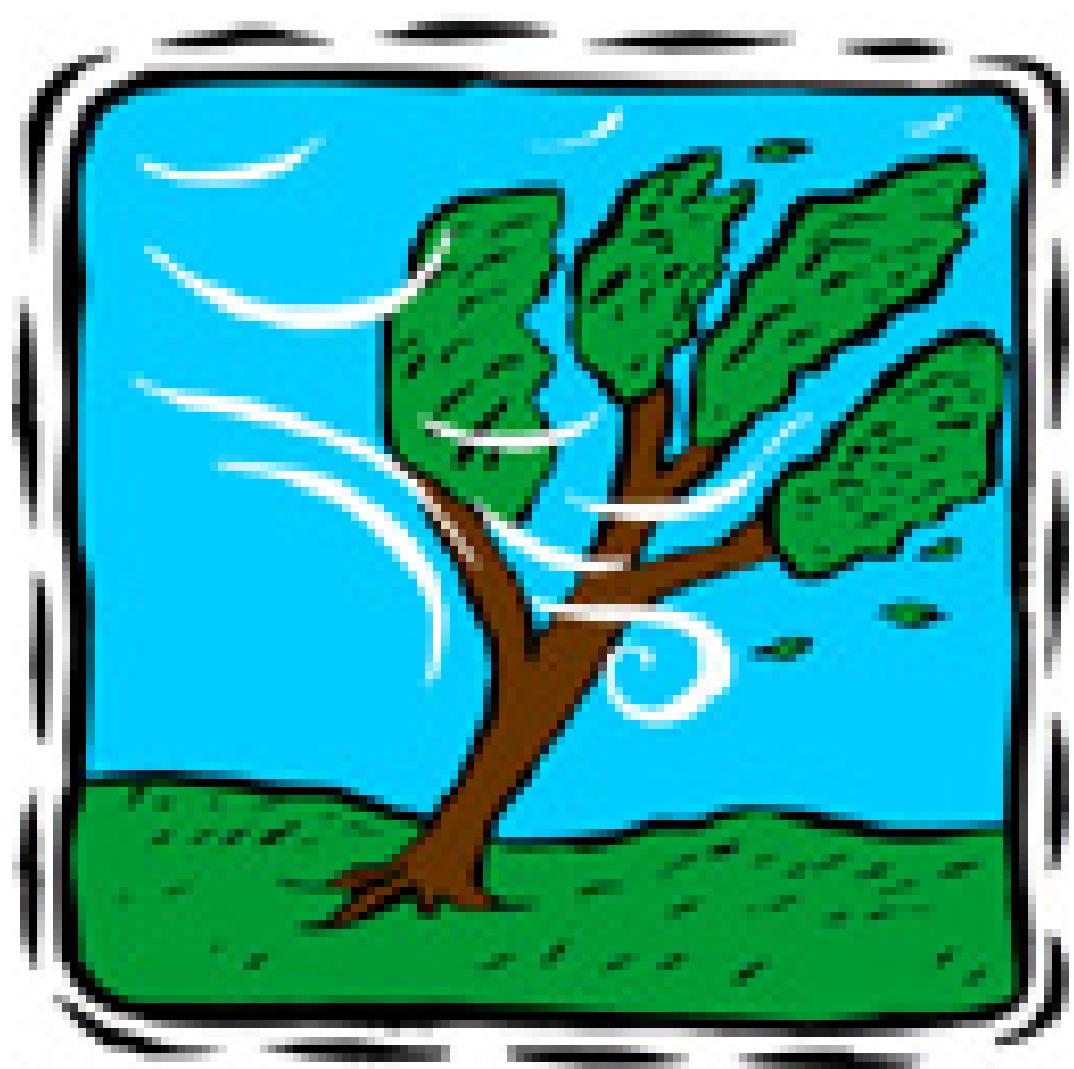


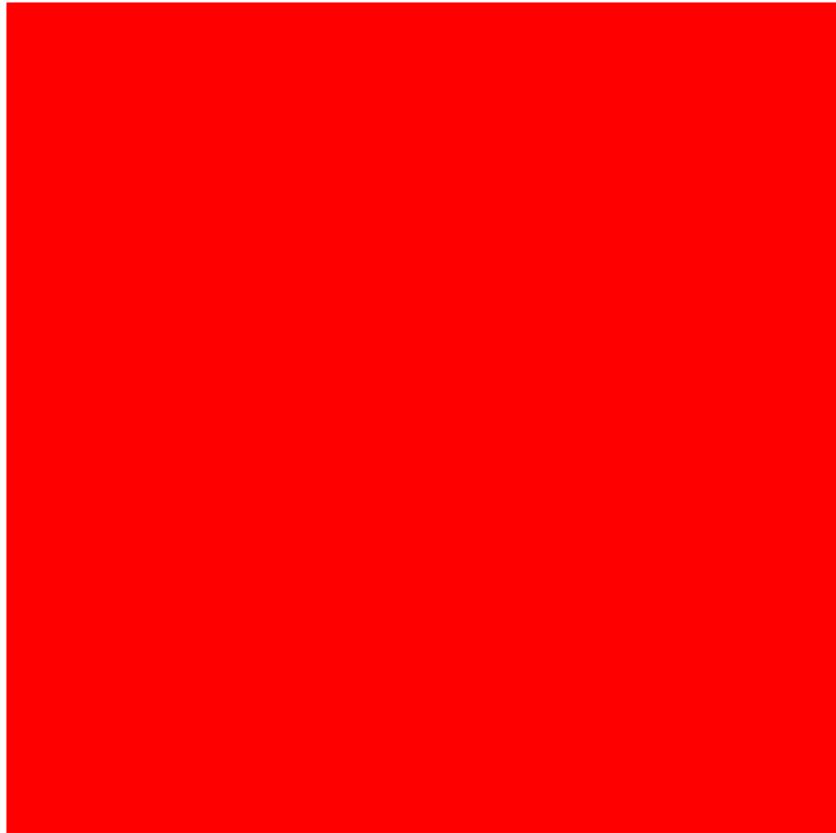




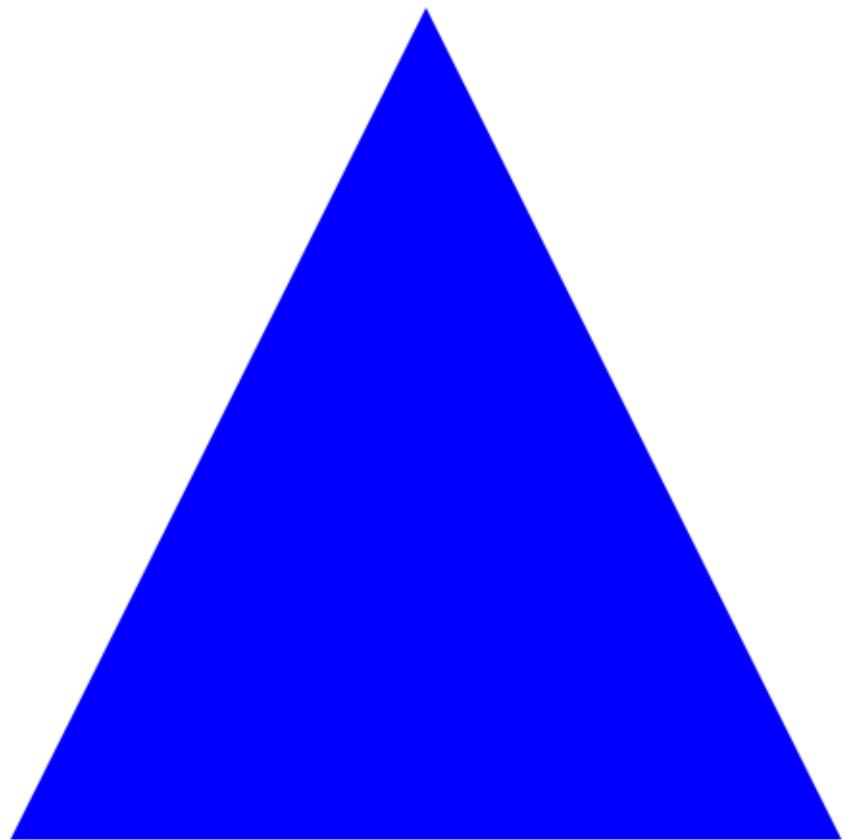




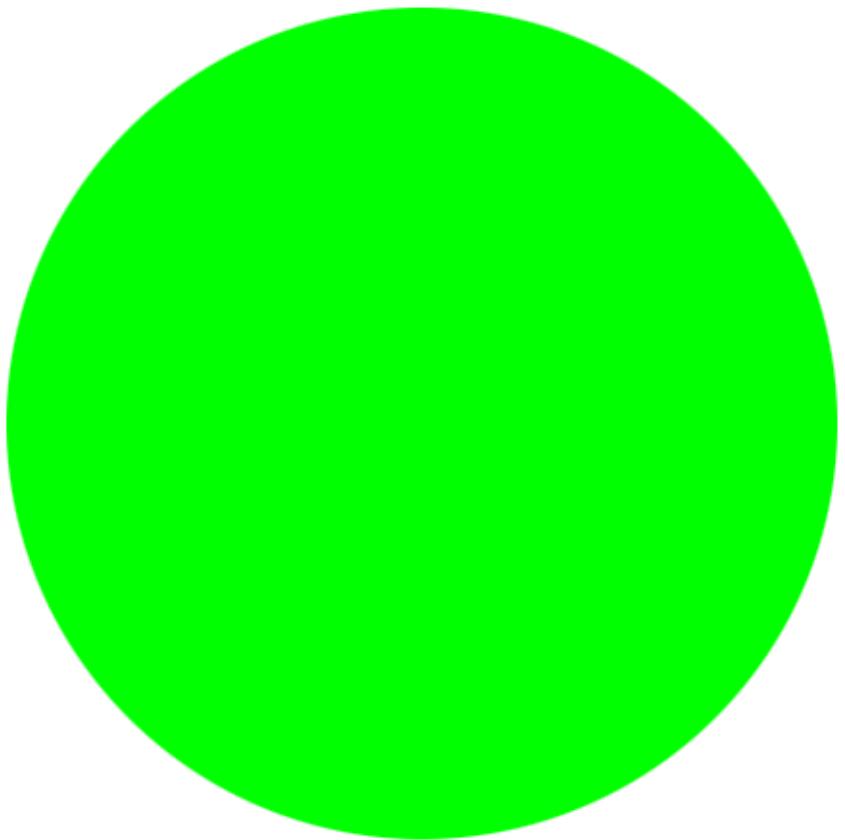




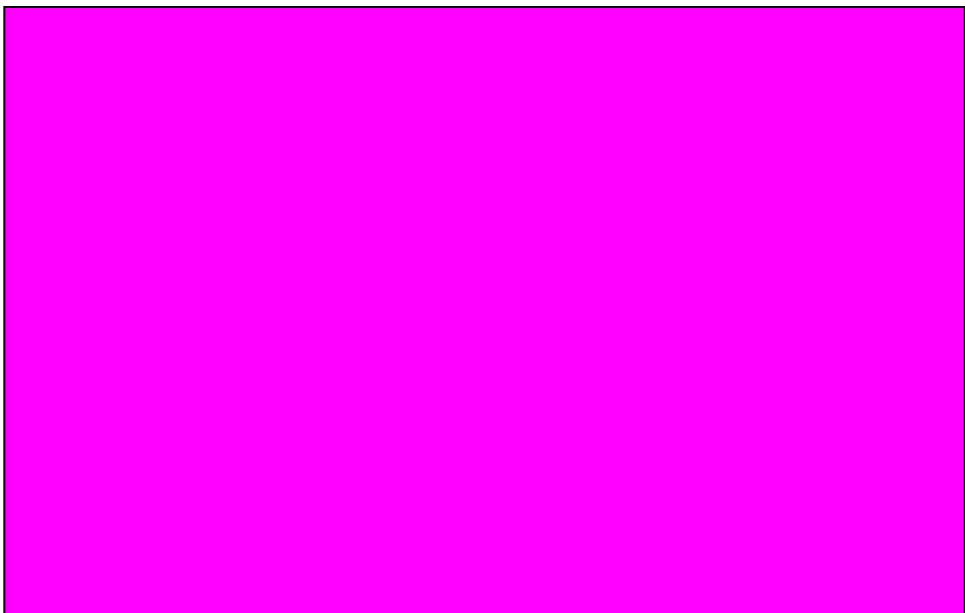
a square



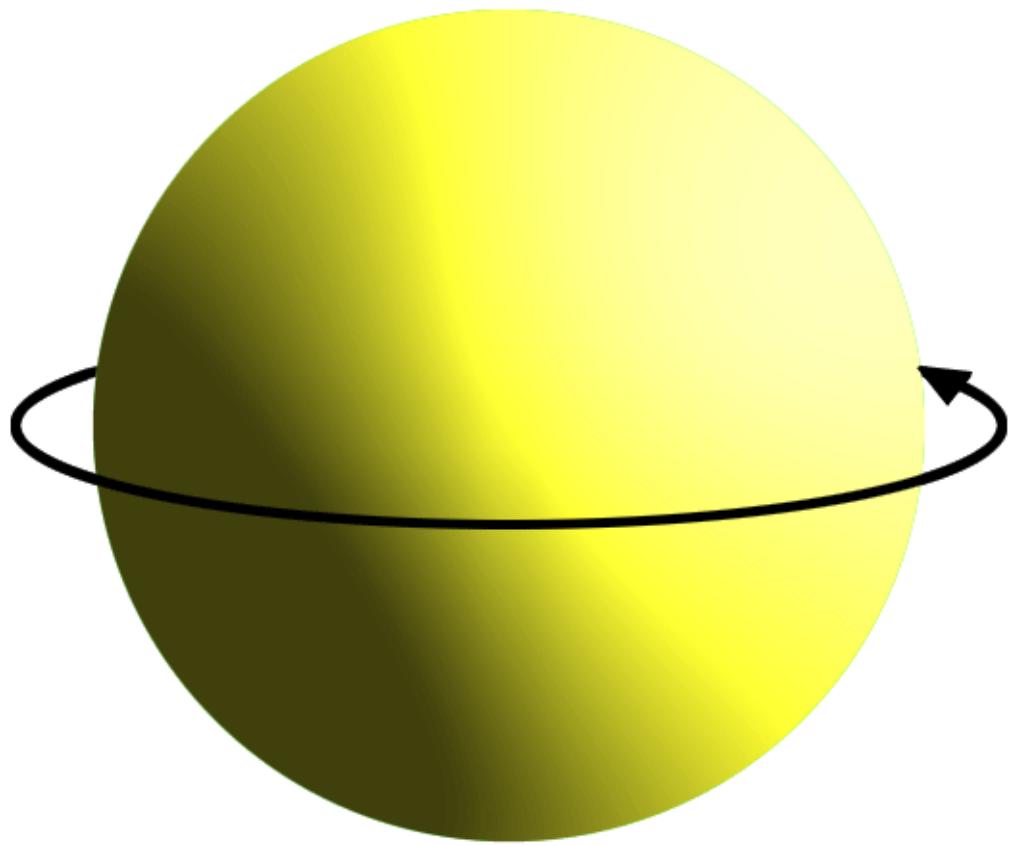
a triangle



a circle



a rectangle



round

Optional worksheets

Weather

A. จงเดิมคำศัพท์ให้ถูกต้องกับสภาพอากาศในรูปภาพต่าง ๆ

rainy

windy

sunny

hot

cloudy

stormy

cold

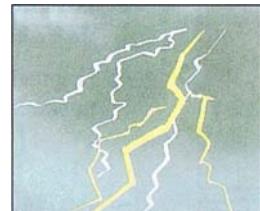
1.



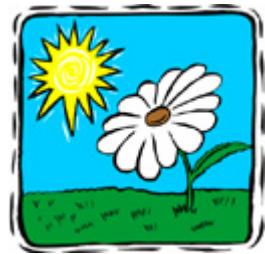
2.



3.



4.



5.



6.



7.



B. อ่านบทสนทนาร้านล่างนี้ และฝึกสนทนา

How's the weather?

It's sunny.

How's the weather?
A: weather?
B: It's _____.

Temperature

cool

warm

hot

cold

freezing

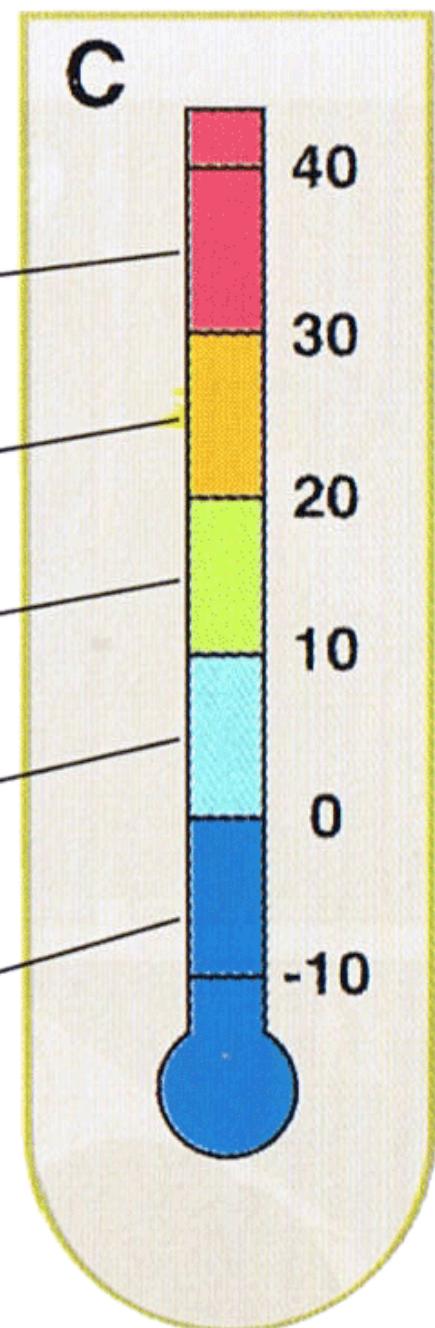
1.

2.

3.

4.

5.



World Weather

		°C
Berlin		18
Edinburgh		0
Bangkok		39
Moscow		-1

What is the weather like in Moscow?

The weather in Moscow is snowy and freezing. -1 degrees.

What is the weather like in Berlin?

What is the weather like in Bangkok?

What is the weather like in Edinburgh?

Which city is the hottest?

Which city is the coldest?

What month do you think it is?

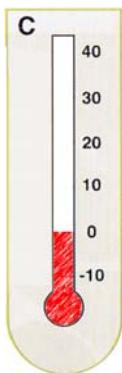
always**usually****sometimes****rarely****never**

How often is it ...

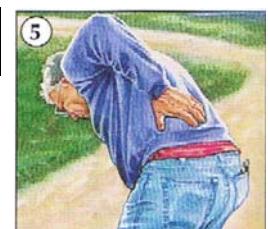
1.	rainy	during monsoon season?	1. It's usually rainy.
2.	sunny		2.
3.	windy		3.
4.	hot		4.
5.	cold		5.
6.	stormy		6.
7.	cloudy		7.
8.	freezing		8.

8.	sunny	during dry season?	8.
9.	rainy		9.
10.	windy		10.
11.	hot		11.
12.	cold		12.
13.	stormy		13.
14.	cloudy		14.
15.	freezing		15.

Listen to the teacher. Write the number in the box.



It's usually rainy during monsoon season.



Optional activity

Walter Weather

Site: On or Off the barge

Duration: 15 - 20 minutes

Academic Level: Primary

Individual & Group Skills: Listening, reacting quickly, recognition of cloud types and weather

Author/Source: ME-CBP Staff

Activity Description:

A short fun game which relates cloud types and their associated weather with physical actions/ responses.

Learner Outcomes:

1. Students will listen to instructions
2. Students will become more aware of cloud types and their associated weather
3. Students will have fun moving about.

Materials:

Pictures of cloud types

Name cards of cloud types

Drawn Map of Thailand (optional for older students)

Clothes to dress up Barge staff as " Walter Weather"

Engage: Talk to the students about different types of weather.

Why do they like sunny weather more than rainy weather etc.

Explore: Ask what the sky looks like on a rainy day, a sunny day

Explain: Introduce the different cloud families. Draw on the white board to show that different cloud types are at different heights in the sky. Name 3 - 4 types of cloud eg **Stratus** (stretches straight across the sky, a low cloud) **Cumulus** clouds (puffy clouds middle height sunny day) **Cirrus** clouds(wispy white high up in the sky fine weather) **Cumulo-nimbus** (bring rain and storms)

Get the children to say the names of the clouds and to tell you the weather

Tell the students that they are going to play a game. Give an action for each cloud type:

stratus, lay flat on the ground with arms out touching the person next to you

Cumulus: stand and make a big puffy shape

Cirrus: Stand up tall with arm in the air

Cumulo Nimbus: Join with 2 other people: 1 kneeling, 1 standing and 1 standing tall behind each other (to show all layers)

Tell the students that you have a friend you'd like them to meet. Teach the call for him:

*Mr. Weatherman Mr Weatherman,
What's the weather today?*

Ask the students to call this loudly . Walter Weather comes on dressed up with "cloud" beard of cotton wool, sunglasses, an umbrella and jacket etc.

Activity:

Mr Weatherman talks to the students, asking them (recapping) about clouds and weather. Then students chant the chant and Mr Weatherman tells them the weather, or shows a cloud picture and students make the correct action. The game should move quickly. Instructions can be varied by saying "Today it is raining and stormy" so that the students must think of the cloud associated with this weather type.

Variation. Mr Weatherman can point to different towns / regions on a map of Thailand and tell what the weather is like there. A symbol could be marked on the map.

Follow Up: There could be a follow up journal page about clouds. The students what the weather is like there. the weather there.