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## Jungle Safari

### *Topic*

- Animals

### *Materials*

- Pictures of approximately five jungle animals

### *Objective*

To learn about jungle animals

### *Instructions*

Before class, tape the pictures in various places in the classroom. You are the tour guide and the students are tourists on this jungle safari. Lead them carefully around the room, as if stepping over vines and around trees, while the students try to spot the animals taped up around the room. Whenever they find a picture, the group circles it and repeats the animal's name, making the total physical response (TPR) noises and associated movements.

### *Note*

This can also be a bushwalk, a desert safari, a mountain trek, a farm visit and so on, depending on the target culture.

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## How to Pop

### *Topic*

- Body parts
- Commands

### *Materials*

- Balloons (enough for each group to have at least 10)
- Index cards cut in half with body parts drawn or written on them, enough to put one in each balloon

### *Objectives*

To practise giving instructions with the verb to use, while reviewing the names of body parts

### *Instructions*

Put the pictures of the body parts inside the balloons before inflating them. Split the class into three or four groups. Give each group five to ten balloons and tell them to stand in a circle with each member holding a balloon. Ask one student in each group to pop the balloon in any way. After the first balloon is popped, the student must use the picture of the body part to tell the next person in her group how the next balloon should be popped. That student must pop the balloon using the body part as directed. After popping the balloon, this student then uses the picture in the balloon to tell the next person how to pop the next balloon and continue the cycle. Students may not show the pictures to each other. They must tell each other how to pop the balloon in the target language to gain practice using the words. The first group to correctly pop all their balloons wins.

Here is a flow chart of order in which the balloons should be popped:

Student #1 (Pops in any way, gets paper, and tells Student #2 how to pop.) → Student #2 (Pops the way Student #1 instructed, gets paper and tells Student #3 how to pop.) → Student #3 (Pops the way Student #2 instructed, gets paper and tells Student #4 how to pop.) → Continue until the last student has popped.

### *Notes*

Possible body parts include foot, hand, head, hip, stomach, thighs or knees. Students can use a wall, floor, table or chair to help them pop the balloon.

## Treasure Hunt

### *Topic*

- Directions
- Numbers
- Geographical features

### *Materials*

- Treasure map (see chart)
- A picture of each geographical landmark featured on the map

### *Objective*

To practise geographical vocabulary and simple directional words (forward, backward, left, right) by leading each other around the classroom

### *Instructions*

Tape up the pictures of the geographical landmarks around the classroom. Split students into groups and assign one landmark to each group. The entire class will look at the treasure map together to find the first landmark en route to the treasure, and the group in charge of that landmark will find its location in the room. The students in that group will then direct their classmates to it, taking turns giving commands like, “Take three steps to the left” and “Take four steps forward” until everyone reaches the picture. The class will consult the map to find the second landmark. The group in charge of that landmark will take a turn guiding the class, and so on, until all groups have a turn and they arrive at the treasure.

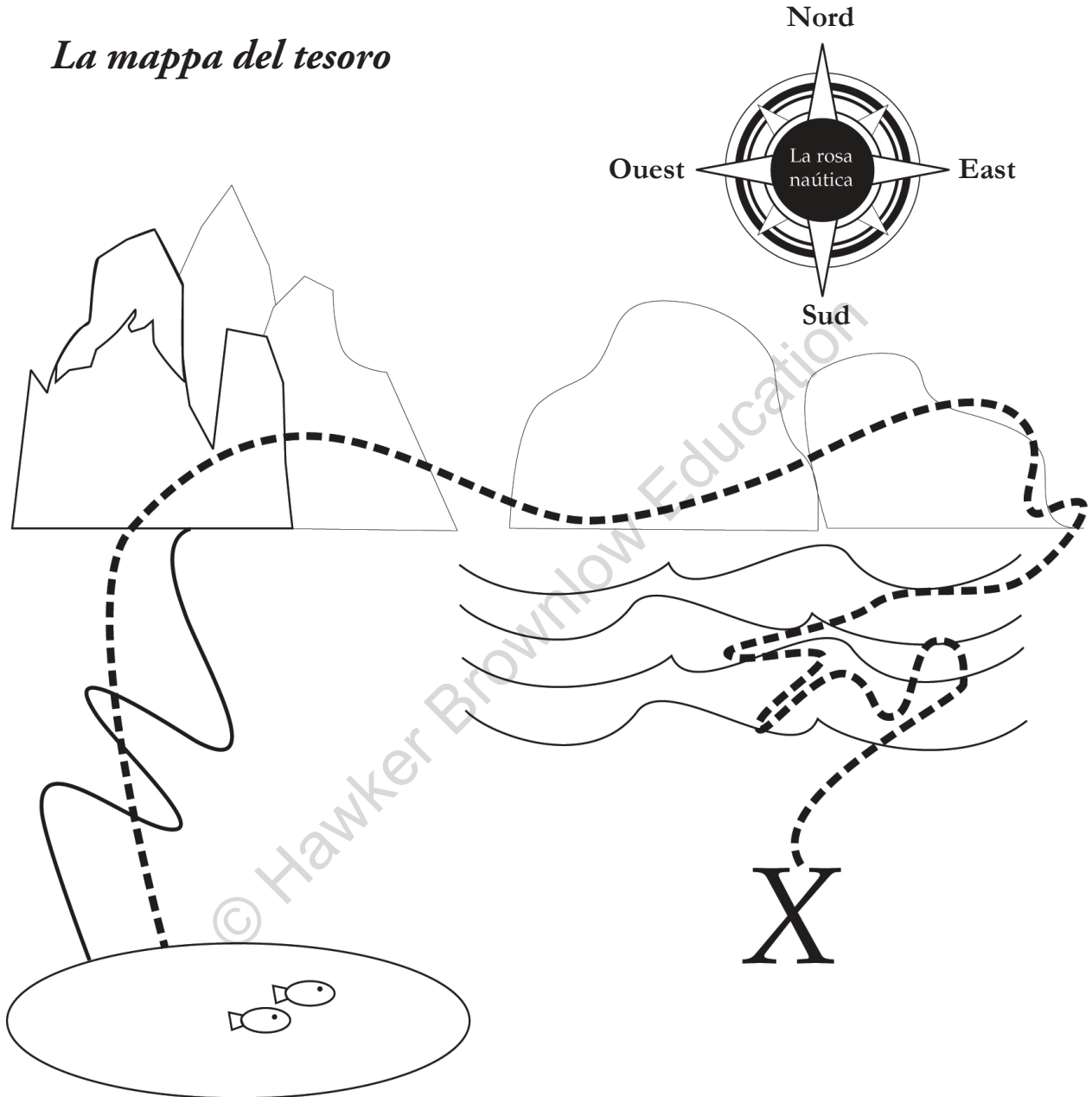
### *Examples*

This game was part of a pirate-themed lesson for our Italian class, so our map led to a pirate chest filled with chocolate gold coins. We played the game outside, which gave us more room and also made possible the occasional wildly inaccurate direction. Students said, “Fourteen steps forward,” and we all walked right into a bush, at which point the group had to rethink its directions. However, the students were very careful in giving commands and considered what to say for a long time before saying it.

### *Note*

You can tape up the geographical pictures in obvious places around the classroom; the point is not for the students to play “I Spy” with the pictures, but rather that they learn how to give accurate directions.

## *La mappa del tesoro*



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il fiume   lago   mare   la montagna   la collina   il "X"

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