



SOME BEGINNER-FRIENDLY IDEAS

Print & cut. One picture per student or per pair / group.



<p> 1 Point and Say</p> <p>You say:</p> <ul style="list-style-type: none"> • “Fridge!” • “Cup!” • “Table!” <p>Students run to the board and point. Or they just point from their seat. Fast, energetic, zero pressure.</p>	<p> 2 Colour Hunt</p> <p>You ask: “Find something blue!”</p> <ul style="list-style-type: none"> • “Find something yellow!” • “Find something red!” <p>They shout the object:</p> <ul style="list-style-type: none"> • “Fridge!” • “Cup!” • “T-shirt!” <p>Recycling colours without being a “grammar” lesson.</p>
<p> 3 Count Together</p> <p>Choral counting:</p> <ul style="list-style-type: none"> • “How many chairs?” • “One!” • “How many cups?” • “One!” <p>Then you exaggerate: “Ten cups?” They scream: “Nooooo!” Kids LOVE correcting the teacher.</p>	<p> 4 Act It Out</p> <p>This is gold with kids.</p> <p>You say:</p> <ul style="list-style-type: none"> • “Pour the tea!” • “Open the fridge!” • “Sit down!” • “Stir the tea!” <p>They mime it. Now it becomes TPR (Total Physical Response) without them realizing it.</p>
<p> 5 Memory Challenge</p> <p>Show the picture. Hide it. Ask:</p> <ul style="list-style-type: none"> • “Is the fridge green?” • “Is the cup blue?” • “Is she sleeping?” <p>They answer yes/no. Simple. Effective. Engaging.</p>	<p> 6 Hot or Cold Game</p> <p>You say:</p> <ul style="list-style-type: none"> • “Tea!” → HOT! • “Fridge!” → COLD! • “Water!” → HOT! <p>They shout back. It becomes almost like a reflex game.</p>
<p> 7 Silly Switch Game</p> <p>You say:</p> <ul style="list-style-type: none"> • “She is brushing her teeth!” • “She is driving a car!” • “She is making tea!” <p>They stand up only when it’s correct. Movement + listening + comprehension = win.</p>	<p> 8 Draw and Add</p> <p>Give them the picture and say:</p> <ul style="list-style-type: none"> • “Draw a cat in the kitchen.” • “Draw three apples.” • “Draw a pink chair.” <p>Now they personalize it.</p>
<p> 9 Mini Speaking Frame</p> <p>For slightly stronger kids: “I can see a ____.” “It is ____.” “She is ____.” Keep it super structured.</p>	<p>10 Silly Version (Kids love this)</p> <p>Ask:</p> <ul style="list-style-type: none"> • Is she making pizza? • Is she washing a dog? • Is she flying? <p>They shout: NOOOO! Instant energy boost.</p>

I Spy With My Little Eye

1. I spy with my little eye I can sit on.
2. I spy something cold inside.
3. I spy something very sweet.
4. I spy something that can be very hot.
5. Something I can see through. (see outside)
6. I spy something round.
7. Something red that we can wear in summer.
8. I spy something yellow on the table.
9. I spy something delicious that I can eat.
10. Something brown that can grow (get) longer.
11. Something that the girl is going to drink.
12. I spy something red that is very hot.
13. I spy something that can open.

Prepositions of Place

Fill the gaps with:

in, on, next to, behind, under

1. The red pot is _____ the stove.
2. There is water _____ the kettle.
3. The kettle is _____ her hand.
4. The girls is standing _____ the table.
5. The cookies are _____ the table.
6. The window is _____ the girl.
7. The stove is _____ the fridge.
8. The chair is _____ the table.
9. The sugar pot is _____ the tray.
10. The cookies are _____ the kettle.

Teacher's Key

I Spy With My Little Eye

- | | |
|---|---|
| 1. I spy with my little eye I can sit on. | chair |
| 2. I spy something cold inside. | fridge |
| 3. I spy something very sweet. | sugar |
| 4. I spy something that can be very hot. | pot, kettle, water, stove, tea, teacup, |
| 5. Something I can see through. (see outside) | window |
| 6. I spy something round. | table, tray, cookie, pot, cup, knobs, |
| 7. Something red that we can wear in summer. | T-shirt |
| 8. I spy something yellow on the table. | teapot, cup |
| 9. I spy something delicious that I can eat. | cookies |
| 10. Something brown that can grow (get) longer. | her hair |
| 11. Something that the girl is going to drink. | tea |
| 12. I spy something red that is very hot. | pot on the stove |

Fill the gaps with:

in, on, next to, behind, under

1. The red pot is **on** the stove.
2. There is water **in** the kettle.
3. The kettle is **in** her hand.
4. The girls is standing **next to / behind** the table.
5. The cookies are **on** the table.
6. The window is **behind** the girl.
7. The stove is **next to** the fridge.
8. The chair is **under / next to** the table.
9. The sugar pot is **on** the tray.
10. The cookies are **next to** the kettle.