

PRIMARY COMMUNICATION BOX

Speaking and listening activities and games
for younger learners

Caroline Nixon
and Michael Tomlinson



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Map of the book	4
Thanks and acknowledgements	7
Introduction	9
Class posters	13

Starting off

LEVEL 1

1.1 Tommy Thumb	16	1.10 Find the animals	34
1.2 Happy colour families	18	1.11 Sonia's house	37
1.3 Listen and colour	20	1.12 Animal questions	40
1.4 Have you got ...?	22	1.13 Ask and match	42
1.5 Alphadots	24	1.14 Here is the ostrich	44
1.6 Feely box	26	1.15 Look what we've got!	46
1.7 Picture dictation	28	1.16 You can ask me!	48
1.8 The donkey's tail	30	1.17 Good sports	50
1.9 Listening dots	32	1.18 Little monsters	52

LEVEL 2

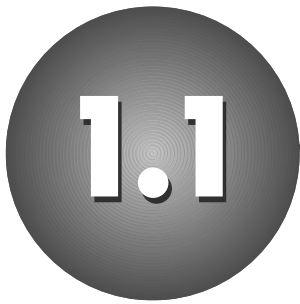
2.1 The troll file	55	2.10 Lost in the toyshop	76
2.2 Shopping lists	58	2.11 Snakes and ladders questions	79
2.3 Can cards	60	2.12 Do you have to ...?	82
2.4 I'm going shopping	62	2.13 Team whispers	84
2.5 In your classroom who ...? (1)	64	2.14 Simon's week	86
2.6 Beach scene	66	2.15 What's on?	88
2.7 In the bedroom	68	2.16 Which witch?	90
2.8 I draw, you draw	71	2.17 There was a princess	92
2.9 Listen and correct	74		

LEVEL 3

3.1 What's my job?	96	3.10 Give me a clue	116
3.2 Eating out	98	3.11 Stella's studies	118
3.3 Definitions	100	3.12 Gulls	120
3.4 Shop till you drop	102	3.13 If ...	122
3.5 Was there or wasn't there?	104	3.14 Famous names	124
3.6 A Star day	106	3.15 In your classroom who ...? (2)	126
3.7 Detectives	109	3.16 Where are you sitting?	128
3.8 Chat about	112	3.17 The universal truth	130
3.9 Yesterday	114		

Half crosswords

1 In the classroom	134
2 Your number's up!	136
3 Just the opposite	138
4 A question of time	140
5 About the house	142
Graph template	144



Tommy Thumb

ACTIVITY TYPE

traditional rhyme, whole class
TPR and role play, individual
'make and do'

LANGUAGE FOCUS

Where are you?
How are you?

LEVEL

1

AGE RANGE

7–8

TIME

50 minutes

MATERIALS

a copy of the *Tommy Thumb*
worksheet for demonstration,
a copy of the *Tommy Thumb*
worksheet per pupil, crayons,
scissors and glue

Before class

Make a copy of the *Tommy Thumb* worksheet, colour in and cut out the finger puppets to demonstrate the rhyme. Make a copy of the *Tommy Thumb* worksheet for each pupil.

In class

- 1 Pre-teach the following words with real objects or by miming: *thumb, fingers, point, tall, ring, baby, small*.
- 2 Put each finger puppet on the correct finger and say the rhyme. Do the accompanying actions, with the palm of your hand facing the class.
Tommy Thumb, Tommy Thumb, where are you? (Hands by your sides.)
Here I am, here I am. How are you? (Thumb up in front of you. The puppet is bowing.)
Peter Pointer, Peter Pointer, where are you? (Hands by your sides.)
Here I am, here I am. How are you? (Index finger up in front of you. The puppet is bowing.)
Toby Tall, Toby Tall, where are you? (Hands by your sides.)
Here I am, here I am. How are you? (Middle finger up in front of you. The puppet is bowing.)
Ruby Ring, Ruby Ring, where are you? (Hands by your sides.)
Here I am, here I am. How are you? (Ring finger up in front of you. The puppet is bowing.)
Baby Small, Baby Small. Where are you? (Hands by your sides.)
Here I am, here I am. How are you? (Little finger up in front of you. The puppet is bowing.)
- 3 Ask your class to repeat the rhyme after you, line by line, while doing the actions with their fingers.
- 4 When pupils have practised the rhyme, give them a worksheet each.
- 5 Tell pupils to colour in and cut out the finger puppets. They glue the tabs to fit over their fingers.
- 6 Pupils put the finger puppets on their fingers and repeat the rhyme in chorus.
- 7 Divide the class into five groups, a group for each character: Tommy Thumb, Peter Pointer, etc. Starting at the first line, the whole class says this and the following alternate lines in chorus, but each group takes it in turn to stand up (on *Here I am*), say the line and do the action that corresponds to their character and sit back down again.

Extension

Pupils draw around their hands and draw the characters on the corresponding fingers. In pairs, they take it in turns to ask and answer questions, e.g.

Who's he? He's ... Who's she? She's ...

Where's Toby Tall? Here he is.

Where's Ruby Ring? Here she is, etc. (Ruby Ring and Baby Small are girls.)

You can also use the characters to practise *Where ...?, next to and between*.

