

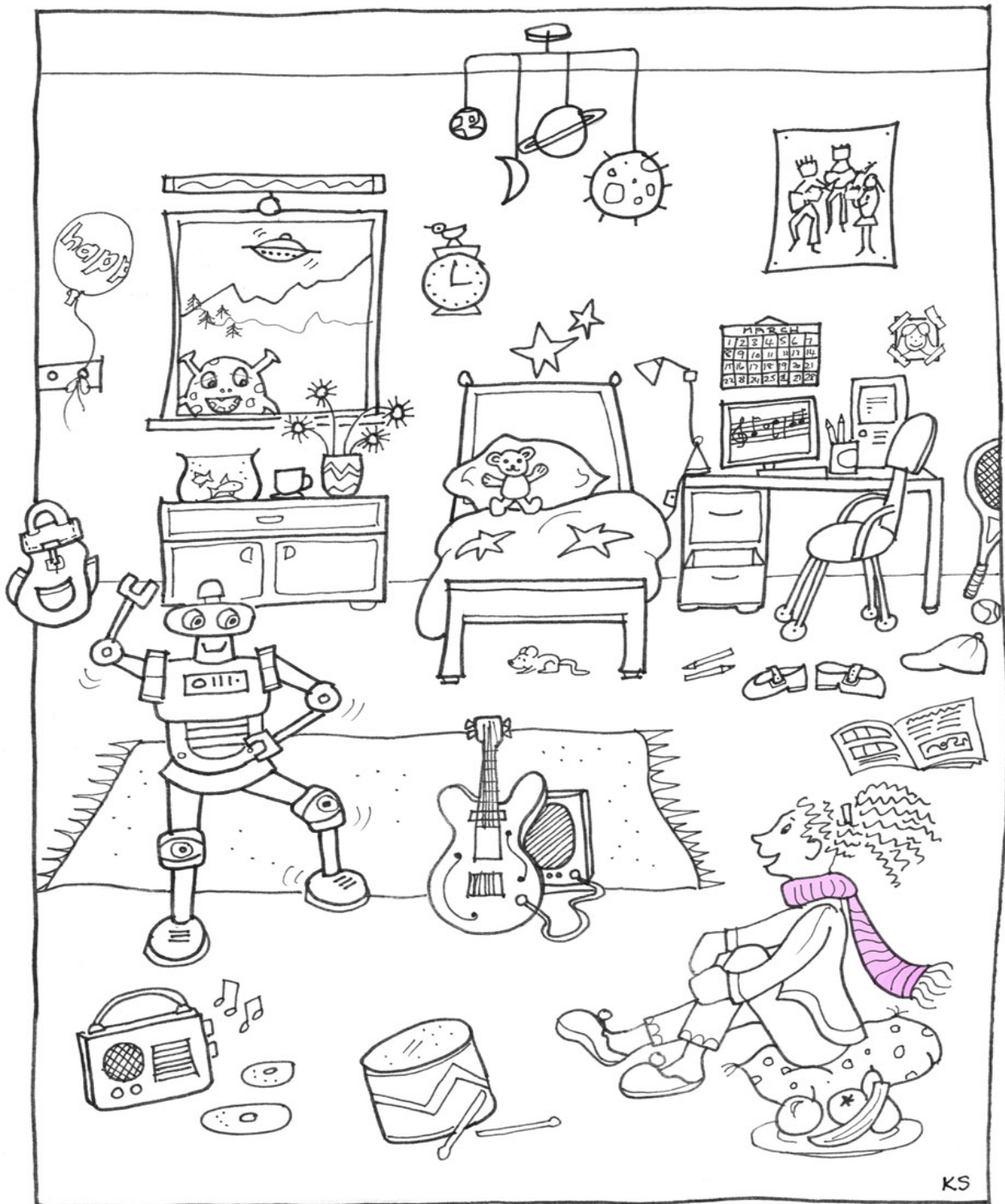
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Creative teaching material for young learners

Picture work

# music

You could use this picture in a **Starters**, **Movers** or **Flyers** class.



## music

### 7 ideas for use at **Starters** :

- Pairs choose 4 things in the picture to draw lines to, then write *This is a / These are*. Pairs swap pictures and complete sentences. Answers are checked by the first pair.
- Write riddles on the board: *You sleep in me. You sit on me. You play video games on me. You put your things in me. You can make friends with me. You can throw / open / wear / eat / stand on / play with / listen to me.* Pairs race to write the answers.
- Pairs choose 5 things to colour with their own choice of colours. They show their pictures and say *In our picture* (e.g.) *the fish are orange. The alien is blue.* etc.
- Say *Tell me more about the robot.* (e.g. 5 can do's, 5 can't do's) *Tell me more about the girl, too.* (e.g. name, age, likes doing / eating / wearing, favourite possession)
- Learners draw a box in the picture. They choose where. Then ask learners *What's in your box / and in that cupboard? / under the girl's bed?* Pairs invent answers.
- Pairs choose 6 questions to ask the alien and its 6 answers. Role play the Q/As.
- Pairs make and write 4 speech bubbles to add to the picture.

### 7 ideas for use at **Movers** :

- Review / teach (Movers) *mountain, comic, moon* and (Flyers) *Earth, calendar, cushion*. Groups write 6 sentences about the picture each including one of these words. Learners then create a *moon* poster for the girl to put on her wall perhaps!
- Learners make thought bubbles and glue them onto the picture to show what the alien, the robot, the mouse and the girl are thinking.
- Review / teach prepositions: *opposite, out of, above, below, by*. Pairs write 'I'm here' sentences, eg. *I'm next to the fish bowl* then swap sentences and guess answers.
- Give colouring instructions for *the stars on the bed, the bigger fish, the crayons on the floor, not on the desk, the CD that's in front of, not next to, the radio, the hand that's above the robot's head, not below it, the stars on the wall, not on the bed.*
- Learners complete the girl's sentences with invented details, e.g. *I'm really good at... I often go to... because..... My favourite day is... because... I never..... because.....*
- In groups of 3, learners imagine and then write a 6 / 9 line conversation that they are having with the robot and the girl in this room. They role play it in open class.
- Pairs write a three or four sentence story called 'My day with an alien.'

### 7 ideas for use at **Flyers** :

- Review / teach *instrument*. Pairs list instruments they know and find 5 more in a dictionary (current YLE: *guitar, piano, drum, violin*). Ask *Which is the most difficult to play / makes the most beautiful sounds / which is the heaviest / smallest?*
- Write *instrument* on the board. How many other words (3 + letters) can learners find in that word (*sun, ten, time, run, net, must* etc.) Make this a competition.
- Pairs invent a sentence (perhaps 5-8 words) in the alien's language. They use mime and gestures and say this in open class. Others try to guess what it means!
- Pointing to the poster, ask *Do you have a favourite rock/pop band?* Learners write a text and its reply or a diary page about an imagined day at their concert.
- Review / teach *calendar* and the months of the year and their numbers of days. Learners download or draw a picture and make next month's calendar page.
- Say, *I travel through space really fast. What am I?* (a spaceship) Show learners that this word is *space + ship*. Groups design and draw their own spaceship poster.
- Learners, on their own or in small groups, write a story (30-40 words) called 'I've joined a band!'. Walk around and help with vocabulary and ideas if need be.