<table>
<thead>
<tr>
<th>Name of resource:</th>
<th>Key words for World War 2</th>
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</thead>
<tbody>
<tr>
<td>Age group(s)</td>
<td>Subject(s)</td>
</tr>
<tr>
<td>8 to 11</td>
<td>History</td>
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<td>Topic</td>
<td>Language Level</td>
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<tr>
<td>World War 2 (WW2)</td>
<td>Beginner</td>
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**Description of resource**

Simple activities for beginners to practise key vocabulary relating to WW2:
- A set of picture cards
- A set of word cards
- Two substitution tables

The materials are supplied as a PowerPoint file so the cards can easily be printed out at whichever size is preferred. Printing cards out as 2-to-a page handouts is recommended but smaller cards can be made if preferred by printing out as 6-to-a page handouts. Substitution tables can be printed out as full page slides (A4) or used electronically with the whole class.

**Preparation needed**

You will need:
- Two sets of picture cards and one set word cards for each group of learners.
- A copy of each of the substitution tables for each group of learners.

You will need to:
- Print out slides 2 to 19 as 2-to-a page (recommended) or 6-to-a page handouts. Cards can be laminated for re-use. You will need one copy of pages 2 to 11 and two copies of pages 12 to 19.
- Print out slides 20 and 21 (substitution tables) as full page slides (A4) if required.

**Curriculum objectives**

- To learn or revise basic vocabulary related to WW2

**Language / literacy objectives**

<table>
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<tr>
<th>Functions</th>
<th>Structures</th>
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<tr>
<td>Naming</td>
<td>Singular and plural forms of ‘to be’: ‘It is…’ ‘They are…’</td>
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<tr>
<td>Asking and</td>
<td>Singular and plural forms of ‘to be’: What is it? What are they?</td>
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This project and its actions were made possible due to co-financing by the European Fund for the Integration of Third-Country Nationals

| answering | ‘Is it a…?’ ‘Yes, it is’, ‘No it isn’t’  
|           | Are they…? ‘Yes, they are’, ‘No, they aren’t’ |

**Vocabulary**

- Singular nouns: gun, plane, spy, tank, submarine, ship.
- Plural nouns: radios, bombs, soldiers.

**This resource could be used:**
- as differentiation within class
- one to one or small group

**Ideas for using the resource**

The ability to use the verb ‘to be’ accurately, provides beginner EAL learners with a strong foundation in a range of other commonly used structures and is a central requirement for English language learning. Accuracy needs to be stressed in these activities.

**What to do**

- Pre-teach the distinction between ‘It is’ and ‘they are’ (singular and plural) using counters or cubes. Show one counter and model ‘It is a counter’ write up and drill. Do this two or three times, then show two counters. Elicit ‘they are’ – go back to the one counter –‘it is…’ Toggle between the two structures by pointing at the single counter and the pair of counters. Then introduce a group of three counters and repeat the whole process, not forgetting to swap between the two structures. Introduce a larger group of counters instead of the three to re-enforce the concept that ‘they are’ is plural and ‘it is’ is singular.

- Introduce the key vocabulary by drilling ‘It’s a …’ and ‘They are...’ One way of doing this is by using a chain drill. This is an activity for a small group of beginners:
  - Show the first picture and say ‘What is it?’ If the learner doesn’t know the answer say, ‘It’s a (bomb)...’.
  - Then give them the card. If you have more than one beginner get them to ask the next learner ‘What is it?’
  - When learner A gets the answer they give learner B the card with the picture on it. This can go around the table with each learner asking and answering the same question.
  - You can feed in more than one picture at a time so a few are travelling around the group at the same time.
If it is an isolated beginner, lay the pictures face up on the table and simply point to the picture and say ‘What is it?’ Give them a few seconds to think about it. If they don’t know, tell them the answer and get them to repeat the word with a hand gesture*. (*Using hand signs or gestures to elicit speech from a beginner helps cut down teacher talk which can be overwhelming and confusing. First, say the word/s you want the beginner to say. Then use your whole hand to point to them. Next, use a ‘give it to me’ gesture with palm up and four fingers repeatedly lifted towards yourself. Complete beginners usually understand the signal and it becomes a natural part of future lessons.

- Game 1: Pairs game (also known as Pelmanism) for learners to match picture to picture, using the two sets of the picture cards. Both sets of cards should be placed face down on a desk / table. The learner needs to say the appropriate sentence (e.g. ‘It’s a boat’, ‘They are soldiers’) correctly after finding the pair in order to win the pair. The winner is the learner who has the most pairs. This game is suitable for complete beginners with no experience of Roman script.

- Game 2: Pairs game as Game 1 but using one set of the picture cards and one set of word cards. This game could be played with the cards either face down or face up. The learners need to match word and picture correctly to win the pair as well as saying the appropriate sentence (e.g. ‘It’s a boat’, ‘They are soldiers’) correctly.

- Game 3: Noughts and crosses. Lay the 9 picture cards in a 3 X 3 grid like a noughts and crosses board. Play as a normal game of noughts and crosses. Lay the words down over the pictures face up for crosses and face down for noughts. As with the pairs game, the learner should say the sentence about the object as the card is put in place: ‘It is…’ ‘They are…’ E.g. Learner lays the word ‘Spy’ down on the picture of the spy and says ‘It is a spy’.

- The first substitution table lends itself to activities to practise the target language structures and vocabulary. Start by practising the substitution table orally in pairs. After oral practice the substitution table can be used as scaffolding for beginners to write some sentences. One or two sentences could be modelled first by the teacher or teaching assistant.

- The second substitution table provides scaffolding to ask and answer and finally write simple yes/no questions. E.g. Is it a…? Are they…? Yes, they are. / No, they aren’t.

Other ideas for making the best use of this resource
While introducing the new vocabulary use learners’ first language abilities by asking them to translate some of the words into their first language.

The substitution table could be adapted by adding ‘isn’t’ and ‘aren’t’ to the third column to increase the possible options for saying or writing sentences.

Possible extension activities

- Guess the card: (for practising the simple yes / no question form of the verb ‘to be’. Player A turns over a card and looks at it without showing it to player B. Player B asks ‘Is it a spy?’ ‘Are they bombs?’ etc. Player A answers ‘Yes it is.’ ‘No it isn’t.’ ‘Yes they are. No they aren’t.’ You can use the substitution table to practice this.

- Card on the head game (also known as Headbands): Hold a picture card to your forehead facing out so you can’t see it and try to guess what it is by asking short yes/no questions about it e.g. ‘Is it a tank?’ ‘Yes it is’ / ‘No, it isn’t’. This can be played simultaneously as a mingle activity with a whole group trying to guess their own card by asking whoever they choose simple yes/no questions. When they have guessed correctly they sit down or the teacher gives them a new card and play continues. It can also be played in pairs with two learners or a teacher and learner.