### Name of resource:

Key words for World War 2

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<tr>
<th>Age group(s)</th>
<th>Subject(s)</th>
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<tr>
<td>8 to 11</td>
<td>History</td>
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<tr>
<th>Topic</th>
<th>Language Level</th>
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<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.

### 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.
- 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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<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 answering</td>
<td>Singular and plural forms of ‘to be’: What is it? What are they? ‘Is it a…?’ ‘Yes, it is’, ‘No it isn’t’ Are they…? ‘Yes, they are’, ‘No, they aren’t’</td>
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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.
- Introduce the key vocabulary by drilling ‘It’s a …’ and ‘They are…’ One way of doing this is by using a chain drill.
- 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.
- 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.
- 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…’.
- 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.
- The second substitution table provides scaffolding to ask and answer and finally write simple yes/no questions.
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.