

Ministerul Educației

Limba modernă

engleză

Clasa a III-a

Fairyland 3

Teacher's Book
Jenny Dooley - Virginia Evans



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Limba modernă engleză



Teacher's Book

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Introduction

- **Limba modernă engleză Clasa a III-a** is a course specially designed to introduce young learners to the English language. The syllabus is based on graded structures and vocabulary enabling pupils to use English effectively and ensuring that they enjoy themselves while learning. All four skills (*listening, speaking, reading and writing*) are developed through a variety of communicative tasks and key language is recycled regularly. **Limba modernă engleză Clasa a III-a** is ideal for young learners as it encourages **active, holistic** and **humanistic** learning thus developing a keen interest in the English language.
- **Limba modernă engleză Clasa a III-a** comprises six modules. Each module consists of two units. It is aimed at pupils who come under the category of A1, Basic User.

A1 Basic Users

Pupils in this category can understand and use some basic vocabulary and expressions related to their own personal, concrete world. They can communicate in simple exchanges, introduce themselves and ask and answer questions in a simple, repetitive way. Simple interaction is feasible, provided the other person speaks clearly and slowly and is prepared to assist.

Components

• Pupil's Book

The **Pupil's Book** has been designed to appeal to, as well as involve, the pupils in language learning. New words and structures are presented in a clear and effective way by means of chants, songs and picture word association. New language is presented in context through lively dialogues. A variety of functional exercises, songs and games help pupils practise the key language in a memorable and enjoyable way.

Limba modernă engleză Clasa a III-a is modularised; therefore, in each module the pupils are thoroughly exposed to the new language and achieve competency in the target language at a faster pace. Each module has its individual aims, and at the end of the module, the pupils with the help of their teacher, can record their progress in English. The teacher has the opportunity to recycle and further consolidate any language items upon completion of the *Checkpoint* section. In addition, through the

Pupil's Self-Assessment Forms (found in the *Teacher's Book*), the pupils can assess their progress and develop their language awareness and independence. (See *Instruments for Evaluation*.)

Limba modernă engleză Clasa a III-a contains the following modules and their objectives:

Starter Unit: *revision;*

Module 1: *introductions, greetings, numbers (1-10), colours, school items; commands;*

Module 2: *numbers (11-20), family, jobs, toys, birthdays;*

Module 3: *possessions, location, rooms, things in a house;*

Module 4: *parts of the body, appearance, abilities;*

Module 5: *clothes, weather, animals, actions happening now;*

Module 6: *food preferences, time, daily routines, seasons and days of the week.*

The **Pupil's Book** also incorporates a variety of appealing additions: **Troll Tales** is a series of episodes in a cartoon story aimed at providing real language input and reading for pleasure. In addition, through the **Go Green!** section the pupils are given the opportunity to learn about the environment and become more aware of various environmental issues in a fun and creative way. The pupils are also familiarised with the culture and way of life in other countries through the **OUR WORLD** section at the end of each module. Dialogues, texts, songs, chants and other listening activities are on the CDs.

The **Pupil's Book** also includes:

I Our school

This section presents *cross-curricular* material. The pupils use English to complete tasks related to other subject areas, *e.g. Geography, Maths and Science*. This reinforces their language learning, and promotes learner independence and peer cooperation.

II Fun Time

Pupils consolidate the language learnt in the course. The teacher can cover this section upon completion of the course or upon completion of a unit/module.

III Evaluation

This section allows the pupils to review the vocabulary and language structures they have learnt throughout the course in a variety of exercises.

IV Special Days (Merry Christmas!, Happy New Year!, Happy Easter, Mother's Day)

There are four optional units, containing activities for Christmas, New Year, Easter and Mother's Day, which should be covered as a lead-up to the respective special days.

V Round-up

In this section, the pupils are given the opportunity to revise the language taught throughout the year.

• Activity Book

The **Activity Book** is in full-colour and consists of six modules of twelve pages each. The **Activity Book** can be used either in class or for homework, upon completion of each corresponding unit in the *Pupil's Book*. It aims to consolidate the language that appears in the *Pupil's Book* through various exercises incorporating all four skills.

The **Activity Book** also includes:

I Stickers

Stickers are an excellent way to involve the tactile/ kinaesthetic learners and it helps pupils retain the vocabulary in their long-term memory, as they are not simply exposed to the new words, but they have to do something with them. Young learners love using their hands and this trait should be part of the learning process. There are some exercises with **stickers** in the *Activity Book*. The type and aim of these exercises vary to give pupils the chance to practise the new language in a motivating and appealing way. There are also some reward stickers to give a sense of achievement and satisfaction which can be used upon completion of the *Modular Revision and Assessment* section and throughout the course whenever the teacher feels that the pupils should be praised, which is all the time!

II Modular Revision and Assessment

Do a quick revision before the pupils complete the tasks. While you are going through the examples in each category, you can elicit

meanings of words, sentences with the target structures, etc.

Go through each exercise and explain to the pupils what they have to do. Then, pupils can:

- a do the exercises as written homework.
- b do some exercises in class and the rest as written homework.
- c do all the exercises in class.

The important thing is to have the pupils work on their own so that they are able to assess their progress thus far. In this way, the teacher facilitates the pupils' autonomy.

The pupils then fill in the *Pupil's Self-Assessment Form* and file it in their *Junior Language Portfolio*. (See *Instruments for Evaluation*.)

III Board Games

There are six **board games**, one per module. The aim of the board games is to provide an atmosphere of relaxation while consolidating the language learnt. They can be used before or after the *Checkpoint* sections (as further revision) or after the corresponding *Module Test* (as a reward).

How to play the board games

Tell the pupils that they will play a board game in pairs. Explain the rules. The pupils use a coin, a pencil sharpener, a rubber etc as a counter and place it on **Start!**. Pupils take it in turns to select a number by rolling a dice, spinning a spinner, etc and then move along the board according to the number. The pupils must name the item in the square they land on. A correct answer allows the pupil to stay where they are, whereas an incorrect one means that they have to remain where they were. If they land on the *Great!* square, they get to roll again. If they land on the *Oh, no!* square, they have to go back to the start. The first pupil to land on *Finish!* is the winner.

IV My Pictionary

This section presents the main vocabulary of the *Pupil's Book* in themes. The pupils have the chance to revise the key vocabulary of each module through fun activities. *My Pictionary* consists of six two-page sections (one per unit), each of which can be completed by the pupils upon completion of the respective unit/module.

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V Plays

The last section of the **Activity Book** consists of six plays that aim to consolidate the language of the modules.

VI Character Cutouts

There are seven full-body cutouts of the characters in the book, for pupils to use while acting out the dialogues, playing games or in any other communicative activity the teacher wishes to include in the lesson.

• My Junior Language Portfolio

My Junior Language Portfolio is used to contain material that the pupils use, along with any extra material given by the teacher throughout the course. *My Junior Language Portfolio* has been designed to stimulate and support the learning of the English Language. Its purpose is to help the pupils reflect on, realise their progress in and improve their language learning.

The *My Junior Language Portfolio* is the pupils' property. It is a tool to accompany the pupils' language learning throughout their school life and is suitable for documenting their learning both inside and outside the classroom.

In practice, *My Junior Language Portfolios* may include project work or other examples of written work, memory sticks (with work or drawings completed inside or outside the class), DVDs (with the pupils' favourite story or with performances of songs, school plays, etc), certificates, reports from teachers, or even a collection of objects or pictures. It is a collection of material that the learners want to keep as evidence of their learning. The main emphasis is on the process of learning. As a result, while compiling their *Junior Language Portfolios*, pupils learn how to work independently.

How to make a My Junior Language Portfolio

During the first lesson, explain to the pupils that they should bring in a folder, which they will have with them at all times and in which they will keep their *Junior Language Portfolio*. For the next lesson, bring in self-adhesive labels, write *My Junior Language Portfolio* on them and help your learners stick them onto their folders. Demonstrate how to store their material in their *Junior Language Portfolio* and make sure they update it regularly.

• Teacher's Book

The **Teacher's Book** provides step-by-step lesson plans, as well as the answers to the exercises in both the *Pupil's Book* and the *Activity Book*. It also contains extra ideas on how to present new words and language patterns, additional activities and games, as well as audioscripts for the listening activities. Each module begins by setting out the targets and objectives of each unit in a clear and concise way. At the beginning of the *Teacher's Book* the teacher can find the *Programme*, an analytical chart of the targets and objectives of the modules.

The **Teacher's Book** also includes:

I Instruments for Evaluation

Evaluation is an essential part of the learning process. It helps the learners become aware of their progress in the target language, how much they have achieved and what areas need further practice. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

In the **Instruments for Evaluation**, the teacher can find:

- *Formative Evaluation Chart*: The teacher uses the chart to evaluate the pupils on an activity at any time during the course and writes the marks obtained with the help of a code. (See page 109(T) for further information.)
- *Pupil's Self-Assessment Forms*: The pupils give their personal opinion about their own results upon completion of each *Checkpoint*. They file these forms in their *Junior Language Portfolio*. (See page 109(T) for further information.)
- *Progress Report Cards*: The teacher completes them, one per pupil, upon completion of **each module**, taking into consideration the pupil's performance and progress throughout the module as well as the mark received in the corresponding Module Test. The pupils file their *Progress Report Cards* in their *Junior Language Portfolio*. (See page 109(T) for further information.)

• Teacher's Resource Pack

The **Teacher's Resource Pack** provides the teacher with additional material which may be used in the classroom for further exploitation of the language learnt.

The **Teacher's Resource Pack** is divided into the following sections:

I Reinforcement and Extension Activities

These activities are in the form of projects which pupils can do on their own or in groups. The pupils can then file their projects in their *Junior Language Portfolios*.

II Holiday Activities

These activities are designed for Christmas, Easter and special days and the teachers can use some or all of them before the corresponding celebrations.

III Templates for the craftwork activities in the *Pupil's Book*.

IV Picture Word Cards for the practice of the English alphabet.

V Progress Tests

There is one test for each unit.

VI Module Tests

There are six tests in two versions, one for each module, as well as an end-of-year *Exit Test*. The *Exit Test* can also be used as a placement test for the next level.

• Picture Flashcards

The **Picture Flashcards** illustrate the new vocabulary items and can be used for presentation, revision, additional practice and memory games. Flashcards enable the pupils to make the connection between the visual prompt and the spoken word and help teachers avoid the use of translation or lengthy explanations.

• Posters

There are double-sided **posters** accompanying the book, which include the vocabulary of the modules in **thematic areas**. In the *Teacher's Book* there are helpful guidelines as to when and how the posters can be used to present and/or consolidate the new language.

• Class audio

The **Class audio** includes all the recordings for the

listening activities in the *Pupil's Book*, *Activity Book* and the *Module Tests*.

• Digital Book

The **Digital Book** is the electronic version of the *Pupil's Book*.

Characters

Limba modernă engleză Clasa a III-a follows the adventures of a group of loveable and exciting characters. The pupils have the opportunity to find themselves in a magical new world called *Fairyland*, where they meet a group of friends: *Harry*, *Mona*, *Emma* and *Lee*, whose characters have been carefully selected to correspond to the multi-ethnic communities within our societies. These four friends, along with their magical friends, *Erlina* (the fairy), *Willow* (a wise tree) and *Alvin* (the leprechaun), explore the world around them, and the pupils follow them in their exciting adventures. *Erlina* possesses magical powers. She opens the door to the characters' as well as the pupils' imagination, while *Alvin* adds the humorous element to the story by being mischievous and clumsy. The pupil's imagination is also catered for by the cartoon characters *Pog*, *Trog* and *Popsie*, two trolls (Pog and Trog) up against one tricky pixie (Popsie)!

Typical layout of a module

Each module consists of two units and a revision section (*Checkpoint*), in sixteen pages altogether.

• Key features of a unit

I Presentation of the new language

The new language is presented by first listening to the new vocabulary. In each lesson plan the teacher will find detailed guidance on how to vary the presentation of new vocabulary, as well as further reinforcement and extension activities.

II Dialogues

All the dialogues cover areas of interest within the pupils' knowledge. They are always followed by a reading comprehension task, which the pupils have to complete after reading and

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listening to the dialogue. In this way, the pupils not only familiarise themselves with the dialogue, but also practise reading strategies (reading for a specific purpose) and thus enhancing their reading comprehension skills.

III Grammar and Vocabulary Activities

There is a great variety of activities catering for all types of learners and learning styles: pair and group work, matching, games, etc. In this way, the pupils use the new language in a meaningful context.

IV Games, Chants & Songs

Pupils at this level need a lot of opportunities to play and explore their surroundings. Playing games and singing songs/chants provides a necessary outlet and ensures that the pupils are learning while having fun. It is also a way of ensuring that the lesson always ends on a high note. In every unit there are songs, chants and games that add a creative and enjoyable element to the language classroom.

V Development of reading skills

The pupils are introduced to short texts and dialogues aimed at gradually improving their reading skills through enjoyable activities. In this way, the pupils gain an appreciation of reading and are not intimidated by the written word. Reading for pleasure is fostered through the *Troll Tales!* episodes, which are designed to make reading an enjoyable and rewarding experience.

VI Gradual progression in writing

Every unit includes short texts which can be used as a model for the pupils' own writing.

VII Pronunciation

These are exercises to help the pupils distinguish between different sounds in spoken English. They are accompanied by humorous illustrations, adding fun to the activity and lowering the pupils' inhibitions.

VIII Troll Tales!

After every module there is an episode of *Troll Tales!*, promoting reading for pleasure.

IX Go Green!

After every module there is also a *Go Green!* section, which promotes an affinity with nature and makes the pupils more aware of the environment we live in.

X OUR WORLD

At the end of every module, the pupils have the opportunity to read short texts about aspects of life in other countries.

XI OUR SCHOOL

In the *OUR SCHOOL* section, which can be found at the back of the *Pupil's Book*, the pupils explore other fields of study (e.g. *Art, Maths, Science, etc*) through English. In this way, the pupils learn how to use English as a vehicle to approach other subject matters.

XII Checkpoint

This section includes exercises consolidating the module as well as preparing the pupils for the test, which can be found in the *Teacher's Resource Pack*.

Upon completion of the *Checkpoint* section, the pupils read the *Now I can* table, think and choose which face corresponds to their own ability and understanding, thus keeping a mental record of their progress.

Basic Principles

The modularised approach of the series caters for the holistic development of the pupils. It enables the pupils to work on a theme from different angles and employ different learning styles. The pupils are asked to engage in a variety of activities, including listening, role-play, TPR, matching, selecting, giving personal information and opinions, etc. In this way, the language learning process involves the pupils' body, mind, emotions and spirit.

The activities are also aimed at meeting the needs of all types of learners (visual, auditory, tactile/kinaesthetic) and aim at developing the pupils' *linguistic, learning-to-learn* and *social skills*.

• Linguistic Skills

The pupils can do the following upon completion of each module:

- 1 associate pictures with new vocabulary with the aid of illustrations in their books as well as through the use of the picture flashcards or posters;
- 2 produce the sounds, pronunciation and intonation of the target language;
- 3 communicate with their peers in English, exchanging basic information about everyday matters such as introducing themselves, describing a house, talking about animals, etc.;
- 4 comprehend dialogues, short exchanges, etc using audio and use the set patterns in multi-sensory tasks; and
- 5 achieve oral competency through the reproduction of short exchanges, songs and chants.

• Learning-to-learn skills

Upon completion of each module, the pupils will be able to:

- 1 concentrate better and for longer, as they are trained to listen to dialogues in order to perform a task;
- 2 skim and scan texts and dialogues to locate the necessary information;
- 3 develop their writing skills;
- 4 empathise with aspects of life in other countries; and
- 5 record and assess their progress through the *Checkpoint* and *Pupil's Self-Assessment Forms*, thus developing autonomy over their learning.

• Social Skills

Upon completion of each module, the pupils will:

- 1 be motivated to read English, encouraged by the enjoyable adventures of Pog, Trog and Popsie;
- 2 experience being part of a group and obeying rules through the games;
- 3 become more responsible by keeping and updating their *Junior Language Portfolio*;
- 4 have a good understanding of the culture and traditions of other countries; and
- 5 have some understanding of the way of life in other countries.

Classroom Management

Creating a pleasant environment in the classroom should be one of the teacher's very first goals. It is a good idea for the teacher to arrive a few minutes early to welcome the pupils and have something interesting for the early comers to do. They can

listen to the song from the previous lesson, watch the video again or play with the picture flashcards, identifying the book's characters as well as the vocabulary items already presented.

The teacher should establish his/her policies from the start. Remind pupils to:

- come to class on time,
- bring their Pupil's Book, etc,
- raise their hands when they want to ask a question; and
- wait for their classmates to answer the teacher's questions before they raise their hand to give their answer.

The teacher should empower his/her learners by:

- teaching **classroom language**, i.e. the Teacher's instructions, such as *open your books*, *close your books*, *work in pairs*, etc, the Pupils' instructions, i.e. the rubrics, and the pupils' questions and answers to the teacher. Classroom language is the language of communication between teacher and pupils in the classroom and needs to be taught from day one.
- giving brief and clear oral or written instructions. The teacher should give or read the instructions. S/He reads them at a slower pace, providing examples and eliciting examples from the pupils so s/he can be sure that they know what to do.
- assigning homework ten minutes before the end of the lesson, so s/he can:
 - a read the instructions,
 - b give adequate examples,
 - c elicit examples from the pupils, and
 - d ask them if they have any questions.

By following this procedure we can ensure that the pupils know how to do their homework. Explain to the parents how important it is for the pupils to do their homework alone as this will eventually reinforce self-confidence and self-assessment.

Songs in the Language Classroom

Songs are of great value in language learning. They are vivid examples of how the language taught is used in a real context and highlight both pronunciation and intonation. Furthermore, their rhythm enables the pupils to remember the newly acquired language and stimulates learning.

There are numerous ways to use songs in the language classroom. You can play the audio and invite the pupils to move and clap to the rhythm or

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hum to the melody. If there are lyrics frequently repeated, children will soon start joining in.

Here are some ways to animate the songs:

- a Total Physical Response (TPR) Activities:** Have the pupils stand in a circle and play the song once. Sing and demonstrate the actions, encouraging the pupils to imitate you. Play the song again, this time asking the pupils to listen to the song and repeat after you while doing the actions. Play the song a third time and lead the singing while the pupils join in.
- b Using props:** Bring visuals, realia or word cards to class. Hand out these props to your pupils and ask them to hold up the prop as soon as they hear the equivalent word in the song.
- c Song dramatisations:** Having interesting plots and characters, songs frequently offer themselves for further exploitation through drama. The teacher can dramatise the songs into short sketches, thus motivating his/her pupils. Assign roles and have the pupils sing their lines. Simple costumes and props can be prepared and used to make the performance more realistic.

These are just a few suggestions on how to use the songs in the language classroom. Be as inventive as you can, since pupils love performing.

Checking Pupils' Progress

- a Homework:** At the end of each unit or lesson, the pupils should be given some homework. The *Teacher's Book* provides some suggestions on what to assign for homework and how to check it in the next lesson.
- b Progress Report Cards:** After completing each module and taking the corresponding test, photocopy the respective *Progress Report Card* from the *Teacher's Book* and fill it in, one per pupil. The pupils are to keep these cards in their *Junior Language Portfolio* for future reference.
- c Pupil's Self-Assessment Forms:** After the pupils have completed the *Checkpoint* section of each module, as well as the *Modular Revision and Assessment* in the *Activity Book*, they are to fill out the *Self-Assessment Form* by themselves. This learning-to-learn technique enables the pupils to develop awareness of their progress.

The *Self-Assessment Form* should be kept in their *Junior Language Portfolio* for future reference. The *Pupil's Self-Assessment Forms* can also be found in the *Teacher's Book*.

Types of learning styles

Over the years, teachers have noticed that some of their pupils learn by listening to new information, some pupils prefer to read about it, while others need to do something with the new information. There are many different learning styles. Consequently, a coursebook should offer a variety of exercises and material to stimulate all learning styles and help pupils learn in the way that suits them best.

• What are the types of learning styles?

- Visual Learners

These learners need to see the teacher's body language and facial expressions to fully understand the content of the lesson. They think in pictures and learn best from visual displays including: diagrams, illustrations, transparencies, videos, flashcards and handouts.

- Auditory Learners

These learners learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. They often benefit from reading a text aloud and using a tape recorder.

- Tactile/Kinaesthetic Learners

Tactile/Kinaesthetic people learn best through a hands-on approach, actively exploring the physical world around them. They find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and hand-eye coordination. By interacting with the space around them, they are able to remember and process information. They have to do things on their own to be able to learn the new language.

Programme (Contents & Syllabus)

▶▶ Starter Unit

- In this unit pupils will ...
 - revise basic structures and vocabulary from the previous levels

▶▶ Module 1 (Units 1-2)

- In this module pupils will ...

read about ...

- the characters meeting one another
- Mona and her dog, Missy
- school items
- Julia's favourite colour
- Pog and Trog and their meeting with Popsie

listen to ...

- the characters introducing themselves to Erlina, Alvin and Willow
- songs presenting and practising colours and commands
- the characters talking about their school items
- an episode of *Troll Tales!*

learn how to ... (COMPETENCES)

- introduce themselves and greet others
- spell names
- talk about age
- identify colours
- identify school items
- talk about possession
- pronounce the sounds /eɪ/, /ks/

practise ... (DESCRIPTORS)

Lexical Areas

- numbers (1-10)
- colours
- school items
- commands

Grammar Focus

- the verb 'to be'
- a - an
- this - that
- possessive case
- plural number (-s)
- imperative

write about ...

- themselves and their pet
- their school items

Go Green! 1 This is my tree!

Pupils will ...

- read and talk about trees
- draw a fruit tree

Our World

Pupils will ...

- read about children from around the world

Our School

Pupils will ...

- identify English-speaking countries (names, maps, flags, representative landmarks, animals, etc)
- make a map of their country

▶▶ Module 2 (Units 3-4)

- In this module pupils will ...

read about ...

- Lee's family
- Alvin's family
- the characters' present for Harry
- Harry's birthday
- the characters' birthday cards to Harry
- Pog and Trog and their birthday party

listen to ...

- Lee talking about his family
- songs presenting and practising jobs and toys
- the characters trying to find a present for Harry
- what happens at Harry's birthday party
- an episode of *Troll Tales!*

learn how to ... (COMPETENCES)

- count up to 20
- identify members of a family

Programme (Contents & Syllabus)

- talk about jobs
- identify toys
- talk about birthdays
- offer and accept gifts
- pronounce the sounds /u:/, /p/

practise ... (DESCRIPTORS)

Lexical Areas

- numbers (11-20)
- members of a family
- jobs
- toys

Grammar Focus

- the verb 'to be'
- these - those
- plural number (-es, -ies)

write ...

- about their family
- a birthday card

Go Green! 2 Let's Recycle!

Pupils will ...

- talk about recycling
- sing a song about recycling

Our World

Pupils will ...

- read about taxi drivers from different countries
- draw or stick a picture of a taxi in their town/city

Our School

Pupils will ...

- practise talking about toys using codes

►► Module 3 (Units 5-6)

- In this module pupils will ...

read about ...

- Harry's room
- Lucas' bedroom
- the old house
- Melvyn's house
- Popsie eating Pog and Trog's food

listen to ...

- Erlina and Alvin hiding from Harry's dad
- songs presenting and practising furniture and things in a house
- the characters trying to find Missy in an old house
- an episode of *Troll Tales!*

learn how to ... (COMPETENCES)

- identify things in a house
- talk about location
- identify rooms
- pronounce the sounds /b/, /ɔ:/

practise ... (DESCRIPTORS)

Lexical Areas

- things in a house
- rooms

Grammar Focus

- possessive adjectives
- prepositions of place
- there is - there are

write about ...

- their room
- their house

Go Green! 3 It's a Bug's World!

Pupils will ...

- talk about bugs

Our World

Pupils will ...

- read about houses in different countries
- draw or stick a picture of their house

Programme (Contents & Syllabus)

Our School

Pupils will ...

- talk about materials (wood, aluminium, glass)
- design a front door for their own house

►► Module 4 (Units 7-8)

- In this module pupils will ...

read about ...

- the characters finding a kitten
- Shrek
- the characters entering a talent show
- Scott and what he can do
- Pog and Trog trying to fly to the rainbow

listen to ...

- the characters and how they save a kitten
- songs presenting and practising parts of the body and actions
- the characters and what they can do
- an episode of *Troll Tales!*

learn how to ... (COMPETENCES)

- identify parts of the body
- describe physical appearance
- express ability
- pronounce the sounds /aʊ/, /k/ and /s/

practise ... (DESCRIPTORS)

Lexical Areas

- parts of the body
- activities

Grammar Focus

- the verb 'have got'
- plural number (irregular nouns)
- the verb 'can'

write ...

- about their favourite hero
- what they can do

Go Green! 4 In my garden I can...!

Pupils will ...

- talk about the five senses
- sing a song about the senses

Our World

Pupils will ...

- read about sports people (Rachel Atherton, Răzvan Marin)
- write about their favourite sports person

Our School

Pupils will ...

- complete a poem
- write their own poem

►► Module 5 (Units 9-10)

- In this module pupils will ...

read about ...

- Mona's and Emma's new clothes
- the characters having a great time in the Magic Forest
- Lisa's magic moments
- the animal park
- Ben and his great time on the farm
- Pog and Trog trying to catch butterflies

listen to ...

- the characters' adventure in the Magic Forest
- songs presenting and practising clothes and farm animals
- the characters' adventure at the animal park
- an episode of *Troll Tales!*

learn how to ... (COMPETENCES)

- identify clothes
- talk about the weather
- talk about animals
- describe actions happening now
- pronounce the sounds /ʃ/, /t/

Programme (Contents & Syllabus)

practise ... (DESCRIPTORS)

Lexical Areas

- clothes
- weather
- animals

Grammar Focus

- present continuous

write ...

- about their magic moments
- a letter

Go Green! 5 Fun on the farm!

Pupils will ...

- talk about farms and related things
- make their own farm

Our World

Pupils will ...

- talk about Disneyland and Alton Towers
- draw or stick a picture of themselves having fun and present it to the class

Our School

Pupils will ...

- talk about Alaska and Australia
- pack their suitcase with appropriate items of clothing

►► Module 6 (Units 11-12)

- In this module pupils will ...

read about ...

- Harry's big sandwich
- Mona and Emma making fairy cakes
- favourite meals
- Alvin's day
- World Environment Day
- fairies
- favourite days
- Popsie playing a trick on Pog and Trog

listen to ...

- the characters having lunch
- Mona and Emma making fairy cakes
- songs presenting and practising food and everyday activities
- what Alvin does every day
- Willow talking to the characters about nature
- an episode of *Troll Tales!*

learn how to ... (COMPETENCES)

- identify food items
- talk about food preferences
- tell the time
- talk about daily routine
- talk about seasons and related activities
- pronounce the sounds /i:/, /j/, /s/

practise ... (DESCRIPTORS)

Lexical Areas

- food
- everyday activities
- seasons
- days of the week

Grammar Focus

- present simple
- countable - uncountable nouns
- some - any
- prepositions of time (at - in)

write about ...

- their favourite meal
- their favourite day

Go Green! 6 Veggie Power!

Pupils will ...

- talk about fruits and vegetables
- make their own salad

Our World

Pupils will ...

- talk about cartoon characters
- draw or stick a picture of their favourite cartoon character and present it to the class

Programme (Contents & Syllabus)

Our School

Pupils will ...

- talk about the life cycle of bees
- make a bee mobile

Fun Time

In this unit pupils will ...

- consolidate the key vocabulary of the course

Evaluation

In this unit pupils will ...

- answer questions on lexical areas and grammar from the course

Merry Christmas!

• In this unit pupils will ...

- talk about Christmas
- learn a Christmas poem from the UK
- ask Santa what they want for Christmas

Happy New Year!

• In this unit pupils will ...

- make a New Year's shaker
- sing a song about New Year
- learn some words associated with New Year celebrations

Happy Easter

• In this unit pupils will ...

- learn some words associated with Easter
- make an Easter basket

Mother's Day

• In this unit pupils will ...

- sing a song about Mother's Day
- write words they associate with their mother
- write a Mother's Day message in code
- make an award and give it to their mother
- make a special holidays calendar

Round-up

• In this unit pupils will ...

- consolidate the key vocabulary of the course

Starter Unit

Let's Start!

- **Aims:** to review previously taught material, to practise greetings and farewells, to create a positive learning environment
- **Vocabulary:** consolidation
- **Language focus**
Language in use: Hello! Goodbye! Good morning! Good night! What's your name? Good morning, your Majesty!
- **Extra materials:** *Fairyland* poster, dice or spinners (Ex. 3)

BEGINNING THE LESSON

Wait by the door and greet the pupils as they arrive.

(Activities to meet and introduce the pupils.)

When everyone is seated, say *Hello!* again. The pupils repeat, chorally and individually. Stand in front of a pupil and introduce yourself and elicit his/her name. Do the same for the rest of the class.

e.g. *Teacher: Hello, I'm (Miss White).*

Pupil: Hello, I'm (Craig).

Have the pupils go around the classroom, shake hands and introduce themselves.

Extension



POSTER

Put up the *Fairyland* poster. Ask the pupils who and what they can see. Point to Erlina and say: *This is Erlina.* Have the pupils respond by saying *Hello, Erlina!* Do the same for all the characters.

PRACTICE

1 What are they saying? Look and match.

(An activity to present and practise greetings and farewells.)

Pupils' books open. Tell the pupils to look at the pictures and elicit the correct greeting or farewell. Allow the pupils some time to complete the exercise. Check their answers.

- 1 b 2 d 3 a 4 c

2 Let's play!

Refer the pupils to the game and read out the example. Explain the meaning of *Your Majesty* (the title we use when we address a king or queen). Ask the pupils to sit in a circle. Choose a pupil to stand in the middle of the circle with his/her eyes closed. Then have a second pupil go and stand behind him/her and greet him/her as in the example. The pupil in the middle of the circle tries to guess the classmate's name. The game continues until everyone has had a turn.

3 Fun with words!

Tell the pupils that they will play a board game in pairs. Explain the rules. The pupils use a coin, a pencil sharpener, a rubber etc as a counter and place it on **Start!**. Pupils take it in turns to select a number by rolling a dice, spinning a spinner, etc and then move along the board according to the number. The pupils must name the item in the square they land on. A correct answer allows the pupil to stay where they are, whereas an incorrect one means that they have to remain where they were. If they land on the *Great!* square, they get to roll again. If they land on the *Oh, no!* square, they have to go back to the start. The first pupil to land on *Finish!* is the winner.

- | | |
|----------------------------|----------------------|
| 1 clock | 10 cow |
| 2 robot | 11 Pupils roll again |
| 3 sheep | 12 tongue |
| 4 bike | 13 sing |
| 5 Pupils go back to Start! | 14 cat |
| 6 carrots | 15 horse |
| 7 ball | 16 shoes |
| 8 pen | 17 lollipops |
| 9 doll | 18 clap |

ENDING THE LESSON

(An activity to consolidate the vocabulary from the lesson.)

Explain that the pupils are going to play a game of *I spy!* Think of an item in one of the pictures from Ex. 3, e.g. *pen*. Write on the board and say: *I spy with my little eye something beginning with p.* Invite guesses as to which item it is. The pupil who gets it right, continues the game.

Unit 1a

- **Aims:** to greet/introduce oneself and others
- **Vocabulary:** Hello! Hi! name, magic
- **Language focus**
Structures: I'm = I am, What's = What is
Language in use: Hello, Mona! Hi, I'm Lee. What's your name? Oh, hi! I'm Emma. Nice to meet you. Who's this? This is Erlina.
- **Extra materials:** *Fairyland* poster, slips of paper with the character's names (Ex. 3), character cutouts and drinking straws (Ex. 4)

BEGINNING THE LESSON

Welcome the class at the door by saying *Hello!*

(An activity to revise introductions and greetings.)

Introduce yourself and encourage the pupils to greet you back.

e.g. *Teacher: Hello! I'm (Miss White). What's your name?*

Pupil: Hello! I'm ...

PRESENTATION & PRACTICE

(An activity to present the theme of the unit.)



POSTER

Pupils' books closed. Put the *Fairyland* poster on the board. Point to each character and elicit the name.

Before going into class

Find the character cutouts at the end of the *Activity Book*, cut them out and stick each of them on a drinking straw.

Alternatively, hand out the character cutouts. Say a name. The pupil who has the character holds it up and repeats the name. Ask the rest of the class for verification.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

1 Listen and read.

Write a big 12 on the board and ask the pupils to open their books at page twelve. Read the title of the unit and have the pupils repeat after you. Read the instructions.

Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: (pointing to Harry in picture 1) Look! It's Harry. (pointing to Mona) Who's this?*

Class: Mona.

Teacher: (pointing to Emma in picture 1) Look! It's ...

Class: Emma. etc

Write on the board: *This is Erlina.*

Ask the pupils to listen to the dialogue and say which picture the sentence was taken from. Play the audio. The pupils listen, follow along and complete the task.

Answer: picture 4

2 Who are they? Look, read and say.

Read the instructions and explain the task. Ask the pupils to look at the example. Ask: *Who's this?* and elicit the correct response (*Harry*). Point to the other pictures and ask individual pupils to tell you the names of the characters. Allow the pupils time to complete the task. Check their answers.

2 Lee 3 Emma 4 Mona 5 Erlina

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then the pupils take roles and read out the dialogue.

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. *Teacher: Hello ...*

Class: Mona etc

Note: If you wish, have the pupils close their books during this activity.

3 Find Out: Talk with your friend.

Pupils' books closed. Write on the board: *I am Pat.* The pupils repeat after you. Then write: *I'm Pat.* Repeat with *What is ...* and *What's ...*. Explain to the pupils that the meaning remains the same but that we use the contracted form more often.

Pupils' books open. Read the instructions and explain the task. Read out the dialogue with pauses for the pupils to repeat, chorally and individually. Check the pupils' pronunciation and intonation. Then the pupils, in pairs, act out similar dialogues about themselves. Ask some of

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the pairs to come to the front of the classroom and act out the exchange.

e.g. Pupil 1: *Hi, I'm Carrie. What's your name?*

Pupil 2: *Kevin.*

Pupil 1: *How do you spell it?*

Pupil 2: *K-E-V-I-N*

4 Let's play!

Read the example and explain the game. Give two pupils the cutouts of Mona and Lee and ask them to act out the example. Explain/Elicit the meaning of *Nice to meet you*. Then give another pair of pupils two cutouts and ask them to act out a similar dialogue. Make sure that one of the pupils is always using a cutout of Lee as he is the newcomer who needs to meet everyone else.

e.g. Pupil 1: *Hi, Lee. I'm Erlina.*

Pupil 2: *Hi, Erlina. Nice to meet you!*

Alternatively, the pupils can use their own set of the character cutouts.

My Magic Files!

Read the title and explain/ elicit the meaning of *magic*. Tell the pupils that throughout the course they will be doing some magic things. Then write your name on the board, scramble the letters of your name and write your 'magic' name underneath it.

e.g. Mrs S m i t h

T h i m s

Then write on the board: *My name is Mrs Smith. My magic name is Mrs Thims*. Then ask the pupils to rearrange the letters in their name and write down their own magic name and present it to the rest of the class.

e.g. *My name is Thomas. My magic name is Mothas.*

As an extension, the pupils can write their magic names on slips of paper and decorate them with pictures (e.g. stars). Make sure you display their work in the classroom.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Write a letter of the alphabet on the board (e.g. T) and tell pupils whose name starts with a T to stand up. Ask standing pupils to spell their names before leaving the class.

e.g. Pupil: T-H-O-M-A-S

Note: For the next lesson, the pupils should know an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the exchanges in Exs 3 and 4.

Activity Book (Optional)

Assign some of the activities from Unit 1a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 1b

- **Aims:** to introduce numbers 1-10, to talk about age
- **Vocabulary:** 1-10, forest, welcome, great
- **Language focus**
Structures: Who's = Who is, That's = That is
Language in use: How old are you, Lee? I'm ten. Who's that? That's Alvin. Welcome to the Magic Forest! This is really great!
- **Extra materials:** *Fairyland* poster, *Numbers!* poster, character masks from the *Teacher's Resource Pack* (Ex. 3), small box and pieces of paper with numbers 1-10 on them (Ex. 5)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 1a.)

Choose individual pupils and ask them to tell you their names.

e.g. Teacher: *What's your name?*

Pupil: *Jack.*

Teacher: *Nice to meet you, Jack.*

Put up the *Fairyland* poster showing the individual characters. Point and ask: *Who's this?* Elicit the correct name for each character.

Ask the pupils, in pairs, to act out the exchanges from Exs 1, 3 and 4 from the previous lesson.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit).



Pupils' books closed. Put the *Numbers!* poster on the board. Point to numbers 1-10, one at a time, and say the corresponding word. The pupils listen and repeat, chorally and individually. Point to numbers 1-10 in random order. Individual pupils say the numbers 1-10. Ask the rest of the class for verification.

Pupils' books open. Write a big 14 on the board and ask the pupils to open their books at page fourteen. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

Listen and read.

Explain the meaning of the words *forest* and *welcome*. Ask the pupils to look at the pictures in the dialogue and ask them why they think the forest is magical, (e.g. *Because the tree can talk – picture 3.*). Read the instructions. Go through the pictures of the dialogues and set the scene by asking questions.

e.g. *Teacher: (pointing to Lee in picture 2) Look! It's Lee.*
(pointing to Erlina) Who's this?

Class: Erlina.

Teacher: (pointing to Mona in picture 2) Look! It's...

Class: Mona. etc

Write on the board:

- | | |
|---------------------|----------------------------|
| 1 <i>Who's</i> | a <i>the Magic Forest!</i> |
| 2 <i>Welcome to</i> | b <i>that?</i> |

Ask the pupils to listen to the dialogue and match the sentences. Play the audio. The pupils listen, follow along and complete the task.

- 1 b 2 a

Read, choose and say.

Read the instructions and explain the task. Refer the

pupils to the dialogue and ask individual pupils to complete the sentences.

- 1 b 2 a

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then the pupils take roles and read out the dialogue.

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. *Teacher: How old are you, ...*
Class: Lee? etc

Note: If you wish, have the pupils close their books during this activity.

Talk with your friend.

Pupils' books closed. Write on the board: *Who is George?* The pupils repeat after you. Then write: *Who's George?* Repeat with *That is George.* and *That's George.* Explain to the pupils that the meaning remains the same but that we use the contracted form more often.

Before going into class

Photocopy the character masks from the *Teacher's Resource Pack*. Cut them out and colour them.

Pupils' books open. Read the example and explain the task. Show the pupils the mask of Alvin. Ask: *Who's that?* Elicit the answer, e.g. *That's Alvin.* Hand out the masks. The pupils, in pairs, act out similar exchanges.

e.g. *Pupil 1: (pointing to the pupil with the mask of Lee) Who's that?*

Pupil 2: That's Lee.

Match in your notebook. Then point and say.

Read the instructions and explain the task. Allow the pupils time to complete the activity in their notebooks. Check their answers.

- | | | | |
|-----------|----------|-----------|----------|
| 1 – one | 4 – four | 7 – seven | 10 – ten |
| 2 – two | 5 – five | 8 – eight | |
| 3 – three | 6 – six | 9 – nine | |

Then, in pairs, the pupils take it in turns to point to and name the numbers.

Module 1

5 Find Out: Play the game!

Before going into class

Bring a small box containing small pieces of paper with the numbers 1-10 written on them.

Present the box with the folded pieces of paper to the pupils, read the example and explain the game. The pupils form a circle and play the game. Each pupil picks a piece of paper from the box and unfolds it. The pupil to his/her left asks him/her: *How old are you?* and the pupil has to give an answer according to the number shown on the piece of paper she/he has picked. The pupil has to show the piece of paper to the rest of the pupils.

e.g. Pupil 1: *How old are you?*

Pupil 2: (showing the piece of paper that has 5 written on it) *I'm five.*

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask a pupil: *How old are you?* and let him/her answer. Pupils, in pairs, act out similar dialogues to find out each other's age. Offer help when necessary. Pay special attention to any pupils who might be over the age of ten as they will not know how to say their age.

e.g. Pupil 1: *How old are you?*

Pupil 2: *I'm seven. How old are you?*

Pupil 1: *I'm eight.*

Note: For the next lesson, the pupils should know the numbers 1-10, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the exchange in Ex. 3.

Activity Book (Optional)

Assign some of the activities from Unit 1b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 1c

- **Aims:** to introduce colours, to develop the pupils' listening and writing skills
- **Vocabulary:** red, yellow, blue, green, orange, purple, black, white, goodbye
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** /eɪ/
- **Extra materials:** flashcards (1-8), coloured paper (Extension)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 1b.)

Choose individual pupils and ask them to tell you their age.

e.g. Teacher: *How old are you?*

Pupil: *I'm seven.*

Ask the pupils, in pairs, to act out the exchanges from Exs 1 and 3.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

Listen, point and repeat.



FLASHCARDS (1-8)

Pupils' books closed. Put the flashcards on the board, one at a time. Point to each flashcard and say the corresponding word. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order. Individual pupils say the words. Ask the rest of the class for verification.

Pupils' books open. Write a big 16 on the board and ask the pupils to open their books at page sixteen. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

1 Listen, point and repeat.

Explain the meaning of the word *colours*. Ask the pupils to look at the rainbow and tell you how many and which colours they can see (6 colours: red, orange, yellow, green, blue, purple). Read the instructions and explain the task. Play the song. The pupils listen, read and point to the colours.

Now sing along!

Play the song. The pupils listen and follow along. Play the audio again. The pupils listen and sing along.

Extension

Before going into class

Prepare sets of coloured strips of paper (*purple, blue, red, green, orange, yellow*).

Hand out the coloured strips of paper. Play the song. The pupils listen and raise their strip of paper every time the corresponding colour is heard.

2 Look, point and say the colours.

Read the instructions and explain the task. Explain to the pupils that they will say the different colours they can see in the picture. Point to Alvin's hat. Ask: *What colour is it?* Elicit: *Green and yellow*. Continue with the rest of the items and numbers. Have pupils answer chorally or individually.

e.g. Teacher: (*pointing to Alvin's beard and the mushroom*) Two. *What colour is it?*

Pupil: *Red.*

Teacher: *Correct.*

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

3 Read and complete in your notebook. Then listen and read.

Read the instructions and explain the task. Ask the pupils to look at the picture and say who they can see (*Mona and Missy*). Ask the pupils to read and complete the text in their notebooks. Play the audio. The pupils listen and check their answers. Then individual pupils read out from the text.

2 nine

3 black

4 Portfolio: Draw and write in your notebook.

Read the instructions and explain the task. Ask the pupils to read the text and to point to Paul and Molly.

Ask the pupils to write about themselves and their pet. Tell them to use the texts in Exs 3 and 4 as models. Tell the pupils that if they do not have a pet they can just think of a pet they would like to have.

Allow the pupils time to write a short text about themselves. Tell them to include a drawing(s). Alternatively, assign it for homework.

(Suggested answer)

Hi! My name's John. I'm nine. This is my dog, Max. Max is brown.

Note: Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the audio for pupils to listen and repeat.

Draw the pupils' attention to the /eɪ/ sound. Ask individual pupils to read out the sentence and correct their pronunciation if necessary.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Go around the classroom and point to various things that have colours the pupils have learnt. Ask the pupils to say the colour of the object you're pointing to out loud.

e.g. Teacher: (*pointing to a red schoolbag*)

Pupil: *Red!*

Extension

Say a colour and ask the pupils to point to an object of that colour.

e.g. Teacher: *Blue!*

Pupil: (*points to blue jacket*)

Activity Book (Optional)

Assign some of the activities from Unit 1c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Module 1

Note: For the next lesson, the pupils can do Ex. 4 (*Portfolio*) for homework.

Unit 2a

- **Aims:** to talk about school items
- **Vocabulary:** school, pencil case, pencil, rubber, book, schoolbag, desk, aeroplane
- **Language focus**
Structures: a/an, this/that
Language in use: What's this? It's an aeroplane. What's that? It's a rubber!
- **Extra materials:** *My classroom!* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 1.)

Ask individual pupils their name and age.

e.g. *Teacher:* What's your name?

Pupil 1: Tom.

Teacher: How do you spell it?

Pupil 1: T-O-M

Teacher: How old are you, Tom?

Pupil 1: I'm seven.

Play the song from Unit 1c, encouraging the pupils to sing along.

PRESENTATION & PRACTICE

Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



POSTER

Pupils' books closed. Put the *My classroom!* poster on the board. Point to the school items (*school, pencil case, pencil, rubber, book, schoolbag, desk, aeroplane*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Point to the school items in random order. Individual pupils say the school items. Ask the rest of the class for verification.

Pupils' books open. Write a big 18 on the board and ask the pupils to open their books at page eighteen. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

1 Listen and read.

Explain/Elicit the meaning of the phrase *Time for school*. Use L1 if necessary. Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher:* (pointing to the pencil case in picture 1) Look! It's a pencil case. (pointing to the apple in picture 2) What's this?

Pupils: Apple. etc

Write on the board:

- 1 What's this? a No, it's an apple.
2 I know! It's a rubber! b It's an aeroplane.

Ask the pupils to listen to the dialogue and match the sentences. Play the audio. The pupils listen, follow along and complete the task.

- 1 b 2 a

2 Read, choose and say.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to complete the task. Check their answers.

- 1 B 2 A 3 B

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then the pupils take roles and read out the dialogue.

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to answer your questions.

e.g. *Teacher:* Hmm... what's this?

Class: I know! It's a rubber! etc

Note: If you wish, have the pupils close their books during this activity.

(Activities to present and practise a/an, this/that.)

3 Complete in your notebook. Use a or an.

Pupils' books closed. Draw simple sketches of a book and an apple on the board. Write on the board and say:

a book, an apple. The pupils repeat after you. Explain that we use **a** before words which start with a consonant whereas we use **an** before words which start with a vowel sound.

Drill your pupils. Say a word and ask individual pupils to add **a** or **an**.

e.g. Teacher: rubber
Pupil 1: a rubber etc

Stand near a schoolbag, point to it and say: *What's this? It's a schoolbag.* Write the sentences on the board. The pupils repeat after you. Stand further away from the schoolbag, point to it and say: *What's that? It's a schoolbag.* The pupils repeat after you. Explain that we use **this** for something or somebody near us and **that** for somebody or something further away from us.

Pupils' books open. Ask individual pupils to read the sentences in the grammar box. Then read the instructions and the example and explain the task.

Allow the pupils time to complete the task. Check their answers.

2 an 3 an 4 a

4 Look, ask and answer. Then write in your notebook.

Read the instructions and the example, and explain the task. Ask the pupils to look at the pictures and complete the task. Check their answers.

- 2 What's **that**? 4 What's **that**?
It's **a book**. It's **an aeroplane**.
- 3 What's **this**?
It's **an apple**.

5 Listen and write yes or no in your notebook.

Ask pupils to look at the picture in Ex. 5. Read the instructions and explain the task. Go through the picture and elicit the items and their colours. Play the audio, twice if necessary. The pupils listen and write *yes* or *no* in their notebooks. Check their answers.

- 1 no 3 yes 5 yes
2 yes 4 no

AUDIOSCRIPT

- One – The notebook is green.
Two – The apple is red.
Three – The schoolbag is purple.
Four – The pencil case is orange.
Five – The desk is yellow.

6 Let's play!

Read the example and explain the game. Ask the pupils to collect some school items. Hold up each object for the pupils to identify and ask them to say it out loud. Ask the pupils to sit in a circle. Blindfold a pupil using a scarf and give him/her one of the objects to identify.

e.g. Teacher: (giving a pencil) *What's this?*
Pupil: I know! *It's a pencil!*

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Use the items that were collected for the game. Ask individual pupils to choose an item, stand close or far away from it and ask a pupil of their choice about the object.

e.g. Pupil 1: (pointing to an umbrella, standing at a distance from it) *What's that?*
Pupil 2: *It's an umbrella.*

Ask a pupil to come to the front of the classroom. Say a sentence (e.g. *This is a book*). The pupil stands near/far from the item and points to it. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

Note: For the next lesson, the pupils should know the new words as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the pattern in Ex. 4.

Activity Book (Optional)

Assign some of the activities from Unit 2a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Module 1

Unit 2b

- **Aims:** to talk about school items, to talk about possession
- **Vocabulary:** teacher, classroom, notebook, sharpener, ruler, board, chair
- **Language focus**
Structures: possessive case, plurals
Language in use: Look at Mona's pencils! They're so funny! Good morning!
- **Extra materials:** *My classroom!* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 2a.)

Write the school items from Unit 2a on the board with some letters missing. Ask individual pupils to come to the board and complete the words. Ask the rest of the class for verification.

Ask the pupils, in pairs, to act out the exchanges from Exs 1 and 4.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



POSTER

Pupils' books closed. Put the *My classroom!* poster on the board. Point to the pictures (*teacher, classroom, notebook, sharpener, ruler, board, chair*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Point to the pictures in random order. Individual pupils say the words. Ask the rest of the class for verification.

Pupils' books open. Write a big 20 on the board and ask the pupils to open their books at page twenty. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

Listen and read.

Explain/Elicit the meaning of the phrase *It's a magic pen*. Use L1 if necessary. Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: (pointing to the pencils in picture 1)

Are these pencils?

Pupils: Yes.

Teacher: (pointing to Miss Dee in picture 3)

Is she a teacher?

Pupils: Yes.

Teacher: Are Mona, Lee, Harry and Emma in a classroom?

Pupils: Yes.

Write on the board: *It's a magic pen, Miss!*

Ask the pupils to listen to the dialogue and say which picture this sentence was taken from. Play the audio. The pupils listen, follow along and complete the task.

Answer: picture 5

Read again and choose.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to complete the task. Check the pupils' answers.

1 pencils

2 pencil case

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then the pupils take roles and read out the dialogue.

Read out sentences spoken by a character in the dialogue. Ask individual pupils to name the character.

e.g. Teacher: Look at Mona's pencils!

Class: Harry! etc

Note: If you wish, have the pupils close their books during this activity.

(Activities to present and practise plurals and possessive case.)

3 Count and say. Write in your notebook.

Pupils' books closed. Hold up a pen, say and write: *pen*. Then hold up two pens, say and write: *pens*. Explain/Elicit that we form the plural form of nouns by adding an **-s** at the end of the noun. Drill your pupils.

e.g. Teacher: *Book*
 Pupil 1: *Books*
 Teacher: *Ruler*
 Pupil 2: *Rulers etc*

Take a pencil from a pupil, hold it up, say and write on the board *John's pencil*. Explain/Elicit that we use **'s** at the end of the name to show that the person owns something. Drill your pupils.

e.g. Teacher: *Mark/rubber*
 Pupil 1: *Mark's rubber*
 Teacher: *Nick/ruler*
 Pupil 2: *Nick's ruler etc*

Pupils' books open. Ask individual pupils to read the sentences in the grammar box. Read the instructions and the example, and explain the task. Go through the pictures and elicit the name and number of each item. The pupils complete the exercise orally, then in writing in their notebooks. Check their answers.

2 rulers 3 sharpeners 4 rubbers

4 Talk with your friend.

Read the instructions and the example, and explain the task. Ask the pupils to look at the pictures and say what the objects are. Point out the use of *it's* (singular) and *they're* (plural). The pupils, in pairs, act out similar exchanges. Go around the classroom monitoring the activity and offering help when necessary. Ask different pairs to act out the exchanges in front of the class.

- 2 **A:** Look at Harry's pencil case!
B: It's so funny!
- 3 **A:** Look at Emma's book!
B: It's so funny!
- 4 **A:** Look at Erlina's umbrellas!
B: They're so funny!
- 5 **A:** Look at Mona's pencils!
B: They're so funny!
- 6 **A:** Look at Lee's schoolbag!
B: It's so funny!

5 Listen and number in your notebook.

Read the instructions and explain the task. Go through the pictures with the pupils and elicit the items. Explain that they have to number the items depending on the order the items are heard. Play the audio, twice if necessary. The pupils listen and complete the task. Check their answers.

A 2 **B** 1 **C** 4 **D** 3

AUDIOSCRIPT

One – chairs
 Two – a board
 Three – books
 Four – desks

My Magic Files!

Read the title and explain the activity. Ask the pupils to draw and write about two objects they will take with them to the school of magic. They should be as imaginative as they can. Go around the classroom monitoring the activity and providing any help if necessary.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask each pupil to give you a school item (e.g. a pen, pencil case). Pupils come to the front of the class, pick an item and give it to its owner before they leave the classroom.

e.g. Pupil 1: (*picks up a pen*) *This is Tom's pen.*
 (*gives it to Tom*) *Goodbye, everyone!*
 (*leaves the classroom*)

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the pattern in Ex. 4.

Activity Book (Optional)

Assign some of the activities from Unit 2b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Module 1

Unit 2c

- **Aims:** to follow classroom commands, to develop the pupils' listening and writing skills, to talk about favourite things
- **Vocabulary:** colour, read, listen, write, open your book, sing, stand up, sit down, be quiet
- **Language focus**
Structures: imperatives
Language in use: Sing along with me! Look at my favourite things! This is my red pencil case. Red is my favourite colour!
- **Pronunciation:** /ks/
- **Extra materials:** slips of paper with 'school object' words written on them (*Beginning the Lesson*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 2b.)

Before going into class

Prepare slips of paper with 'school object' words.

Display the slips of paper on your desk. Invite a pupil to come to the front. Explain that he/she should choose one, say the word and then put it next to the corresponding item in the classroom. The pupils do this in turns until all the slips have been used. If you have a large class, you can use some words more than once.

Ask the pupils, in pairs, to act out the exchanges from Exs 1 and 4.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

Listen, point and repeat.

Pupils' books closed. Mime and say the commands presented on top of pp. 22-23. The pupils repeat, chorally and individually. Mime and say the commands again one by one. The pupils say and mime the commands after you.

Pupils' books open. Write a big 22 on the board and ask the pupils to open their books at page twenty-two. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen to the commands and point to the pictures at the top of the page. Play the audio again. The pupils repeat, chorally or individually. Check their pronunciation and intonation.

Listen and point.

Read the instructions and explain the task. Refer the pupils to the pictures and elicit the actions shown (*girl - colour, boy - write, girl - listen to music, boy - read*). Play the song. The pupils listen and point to the children when they hear the corresponding actions.

Now sing and do!

Play the audio. The pupils listen and follow along. Play the audio again. The pupils listen and sing along while miming the actions mentioned in the song. You can demonstrate this yourself (*mime reading, singing, listening, colouring and writing*).

Let's play!

Read the example and explain the game. Tell the pupils that you will give them commands using the words *Simon says*. The pupils mime the commands. If the command does not have the words *Simon says*, the pupils should not mime the command.

e.g. Teacher: *Simon says, "Stand up!"*

Class: (*pupils stand up*)

Teacher: *Open your books!*

Class: (*pupils remain still*) etc

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

Read and answer. Then listen and read.

Read the instructions and explain the task. Point to the girl in the picture. Tell the class that her name is Julia. Explain that these things belong to her and that they are her *favourite* things, i.e. the things she likes the most. Use L1 if necessary.

Read the question and allow the pupils time to read the text once and to find the answer. Play the audio. The pupils listen and check their answer.

Answer: Julia's favourite colour is red.

4 Portfolio: Draw and write in your notebook.

Read the instructions and explain the task. Ask the pupils to look at the picture and read the text. Ask some questions to check the pupils' understanding.

*e.g. What is it? (It's a pencil case.)
What colour is it? (It's blue.)*

Ask the pupils to write about their favourite things. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write a short text about their favourite things. Tell them to include a drawing. Alternatively, assign it for homework.

(Suggested answer)

This is my notebook. It's orange. This is my pen. It's orange, too. Orange is my favourite colour.

Note: Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the audio for pupils to listen and repeat.

Draw the pupils' attention to the /ks/ sound. Ask individual pupils to read out the sentences and correct their pronunciation.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Choose a leader. He/She acts out a command and the rest of the pupils say what the command actually is.

*e.g. Leader: (mimes writing)
Pupil 1: Write! etc*

Keep changing leaders.

Activity Book (Optional)

Assign some of the activities from Unit 2c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Note: For the next lesson, the pupils can do Ex. 4 (*Portfolio*) for homework.

Troll Tales! (Episode 1)

- **Aims:** to read for pleasure
- **Vocabulary:** great, stop, please, bye
- **Extra materials:** pictures of trolls, photocopies of the episode (*Ending the Lesson*)

BEGINNING THE LESSON

Show the pictures of trolls that you have brought to class. Use L1 to explain what trolls are (*little creatures that live in caves or in the mountains*).

PRESENTATION & PRACTICE

Episode 1: Listen and read.

(Activities to promote reading for pleasure.)

Write a big 24 on the board and ask the pupils to open their books at page twenty-four. Go through the pictures and introduce the characters: *Trog* (the troll with purple hair and spectacles), *Pog* (the troll with orange hair and clothes), *Popsie* (the pixie). Use L1, to explain what trolls are.

Ask pupils to look at the pictures and explain/ elicit what the episode is going to be about, *e.g. The trolls are sleeping (pictures 1, 2), Popsie is waking them up. They catch her (pictures 3, 4) but she manages to escape (pictures 5, 6).*

Play the audio. The pupils listen and follow along. Play the audio again with pauses for the pupils to listen and repeat chorally.

Now take roles and read.

The pupils take roles and read the episode.

ENDING THE LESSON

Photocopy the episode and tippex out some key words (*e.g. book, What, this, Bye*). Hand out the photocopies. Then play the audio. The pupils listen to the story and fill in the missing words.

Module 1

Go Green! 1

- **Aims:** to raise the pupils' environmental awareness, to identify parts of a tree
- **Vocabulary:** leaves, branches, roots, trunk
- **Extra materials:** slips of paper with 'tree' words written on them

BEGINNING THE LESSON

Draw a simple sketch of a tree on the board and present the new vocabulary (*leaves, branches, roots, trunk*).

Look at the apple tree. Find, point and say.

Pupils' books open. Write a big 25 on the board and ask pupils to open their books at page twenty-five. Read the instructions and explain the task. Ask the pupils to look at the picture of the apple tree in their books. Say a part of the tree and ask the pupils to find and point to it on the tree. Then pupils say its name.

- **Project Work: Now draw your own fruit tree!**

Read the instructions and explain the task. Allow the pupils some time to complete the task. Go around the classroom, providing any necessary help and eliciting the parts of the tree the pupils are drawing. As an extension, the pupils can come to the front and present their tree.

*e.g. This is my apple tree.
Look! Green leaves, red apples, etc.*

ENDING THE LESSON

Before going into class

Prepare slips of paper with tree words on them (e.g. orange tree, apple tree, etc.)

Ask pupils to work in groups. Give a slip of paper to each group. The pupils, in groups, draw the corresponding tree and label it. Then they present their drawings to the class. Make sure you display their work in the class.

Our World

- **Aims:** to learn about flags and countries
- **Vocabulary:** Germany, the UK, Canada, flag
- **Extra materials:** a map of the world (*Beginning the Lesson*)

BEGINNING THE LESSON

Put a map of the world on the board. Point to the UK, Germany, and Canada and name each country. The pupils repeat after you. Ask the pupils, in L1 if necessary, to tell you what they know about these countries/flags, capital cities, etc.

PRESENTATION & PRACTICE

Read and match in your notebook.

Write a big 26 on the board and ask the pupils to open their books at page twenty-six. Ask the pupils to look at the pictures of the flags. Point to each flag and elicit a description from the class.

*e.g. Teacher: What's this?
Class: It's a flag.
Teacher: What colour is it?
Class: It's black, red and yellow.*

Explain the task. Tell the pupils to read through the texts on their own. Allow the pupils time to complete the task. Check their answers. Then individual pupils read out the speech bubbles.

- 1 Lucas - 8 - black, red and yellow
- 2 Jennifer - 9 - red, white and blue
- 3 Jane - 7 - red and white

Optional Activity

Ask the pupils to draw and colour their country's flag. Then they come to the front of the class and present themselves and their flags. Tell them to use one of the speech bubbles as an example.

ENDING THE LESSON

Ask pupils to work in groups and design a flag for the classroom. Encourage pupils by putting their ideas on the board first. They can draw an 'emblem' in the middle of a piece of paper (*e.g. a book, a leaf, a bell, etc*) and use their favourite colours to colour it. You can display their work in the classroom. As an extension, you can vote on the most popular flag and use it as the 'official' flag of the classroom.

Note: It is advised you do 'Our School' on page 108 during this lesson or the next.

Checkpoint (Units 1 - 2)

- **Aims:** to consolidate Module 1, to obtain feedback on individual pupils, to monitor the pupils' progress

Do a quick revision of what the pupils have learnt in the module.

e.g. *Teacher: We can talk about school. (holding a pen) What's this?*

Pupil 1: It's a pen.

Teacher: Very good. This is my pen. What's that?

Pupil 2: It's a desk. etc

Follow the same procedure to revise plurals; numbers 1-10; colours; introducing yourself; saying how old you are.

Note: It is important that the pupils do not feel they are being tested. The rationale of this quick revision is to make the pupils aware of their progress in the English language. Always praise the pupils' efforts and encourage everyone to participate.

After this quick revision, the pupils work on their own and do the exercises.

1 Read and complete in your notebook. Use: *this or that*.

The pupils look at the pictures and complete the task in their notebooks. Check the pupils' answers.

- 1 That 2 That 3 This 4 This

2 Count and write in your notebook.

The pupils read the sentences and look at the pictures. Then they count each item and write the correct word in their notebooks. Check the pupils' answers.

- 1 two 3 seven 5 three
2 five 4 four

3 Read and choose.

Pupils read the questions and choose the correct answer. Check their answers.

- 1 b 2 a 3 b 4 b

4 Read, think and choose.

Refer the pupils to the *Now I can* box. Go through the faces and elicit what each one illustrates. Ask the pupils to choose the corresponding face according to how well they feel they did in this unit.

Once all the exercises have been corrected, ask pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories, songs they liked the most.

Note: The pupils can now do *Modular Revision and Assessment 1* in their *Activity Books*.

Note: If you wish, you can do some or all of the Reinforcement & Extension activities from the *Teacher's Resource Pack*.

Module 2

Unit 3a

- **Aims:** to talk about family, to present numbers 11-20
- **Vocabulary:** family, mum, dad, brother, sister, 11-20, singer
- **Language focus**
Structures: verb 'to be' (singular)
Language in use: Who's this? This is my brother. He's a singer. How old is he? He's nineteen. Alvin, be careful! Mum's here.
- **Extra materials:** completed *Progress Report Cards*, *Numbers!* poster and *Lee's Family!* poster, a (shoe) box, strips of paper (*My Magic Files!*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 2.)

Play the song from Unit 2c, encouraging the pupils to sing along.

Hand out the completed *Progress Report Cards* for the previous module and ask the pupils to file them in their *Junior Language Portfolios*.

PRESENTATION & PRACTICE

(An activity to present and activate the vocabulary of the unit.)

Listen, point and repeat.



POSTER

Pupils' books closed. Put the *Numbers!* poster on the board. Point to numbers 11-20, one at a time, and say the corresponding word. The pupils listen and repeat, chorally and individually. Point to the numbers 11-20 in random order. Individual pupils say the numbers. Point to the written words in random order and ask individual pupils to say the words.

Put the *Lee's Family!* poster on the board. Repeat the above procedure to elicit the vocabulary.

Pupils' books open. Write a big 28 on the board and ask the pupils to open their books at page twenty-eight. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

Listen and read.

Elicit/Explain the meaning of *family*. Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: Who's that? (pointing to the picture of Lee's mum in picture 2)*

Pupils: Lee's mum.

Teacher: Where are Lee and Mona?

Pupils: At Lee's house.

Teacher: What's that? (pointing to the vase in picture 6)

Pupils: It's a vase.

Teacher: Who's coming?

Pupils: Lee's mum! etc

Write on the board: *Chin, Tom, Kim, Wen, Erlina, Bruce*. Explain to the pupils that they will listen to the dialogue and say which of the names are heard. Play the audio. The pupils listen, follow along and complete the task.

Chin, Kim, Wen, Erlina

Read and choose.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them some time to complete the task in their notebooks. Check the pupils' answers.

1 b

2 a

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' intonation and pronunciation. Then the pupils take roles and act out the dialogue.

Write statements on the board concerning the dialogue. Ask the pupils to read the dialogue again and decide if they're *true* or *false*.

e.g. *Lee's brother is a singer. (T)*

Lee's mum's name is Chin. (F)

Note: If you wish, have the pupils close their books during this activity.

(Activities to present and practise the verb 'to be'.)

3 Read and answer.

Pupils' books closed. Point to yourself and say: *I am a teacher.* Write *I am* on the board. Point to a female pupil and say: *You are a girl.* Do the same for all persons singular. The pupils look at the board and read out the affirmative form of the verb *to be*. Show the pupils how the short forms are made. Follow the same procedure to present the negative and interrogative forms of the verb *to be* in the singular.

Drill your pupils.

e.g. Teacher: *I/teacher*

Pupil 1: *I am a teacher!*

Teacher: *He/boy*

Pupil 2: *He is a boy! etc*

Drill your pupils for the interrogative forms.

e.g. Teacher: *she/singer?*

Pupil 1: *Is she a singer? etc*

Drill your pupils for the negative forms.

e.g. Teacher: *You/not teacher*

Pupil 1: *You aren't a teacher. etc*

Present the short answers. Point to a pencil and ask: *Is it a pencil?* Elicit a *yes* answer and write: *Yes, it is.* Point to the board and ask: *Is it a book?* Elicit a *no* answer and write: *No, it isn't.* Do the same for the rest of the short answers.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Read the instructions and explain the task. Allow pupils some time to complete the task in their notebooks. Check their answers.

2 I'm not

4 he is

3 are you

5 she isn't, She's

4 Ask and answer.

(An activity to practise members of a family.)

Read the instructions and explain the task. The pupils take on roles. In pairs, they ask and answer questions about Mona's family. Go around the classroom monitoring the activity and offering help when necessary. Ask some pairs to report back to the class.

e.g. Pupil 1: *Who's this?*

Pupil 2: *He's my dad, Martin. etc*

5 Listen and choose.

(An activity to practise numbers 11-20.)

Read the instructions and explain the task. Play the audio. The pupils listen and choose the number they hear. Check their answers.

A 11 C 19 E 20 G 15 I 14
B 16 D 13 F 12 H 18 J 17

My Magic Files!

Before going into class

You need a (shoe) box and some strips of paper.

Tell the pupils that you can read their minds! Show them the shoe box and place it on your desk. Ask a pupil to tell you a number from 11-20 (e.g. 13). Write it on a slip of paper, fold it and put it in the shoe box. Now the trick begins. Ask a pupil for another number (e.g. 18). Pretend to write the number (18) on the slip of paper but actually write the first number (13). Make sure the pupils don't see you. Fold the slip of paper and put it in the shoe box. Repeat the procedure with more pupils. Then go to a pupil and ask him/her to choose a slip of paper, without showing you. You can then "read his mind" and tell him what number it is: 13! You can repeat this trick a few times if you wish.

ENDING THE LESSON

(A game to consolidate numbers.)

Number Bingo! Draw a bingo card on the board with nine squares (3x3) and tell the pupils to copy it in their notebooks. Write nine different numbers in any of the squares on the board. Then invite the pupils to write nine different numbers (1-20) in any squares on their card.

Call out numbers 1-20 in random order and write them on the board to avoid repetition. As you call out, the pupils cross out the corresponding number on their card. The first pupil to cross out all of his/her numbered squares shouts *Bingo!* and wins the game.

Note: For the next lesson, the pupils should know the new words, as well as an exchange from the dialogue (Ex. 1) and the pattern in Ex. 4.

Activity Book (Optional)

Assign some of the activities from Unit 3a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Module 2

Unit 3b

- **Aims:** to talk about family members
- **Vocabulary:** grandma, grandpa, friend, happy, sad, flower, vase, pretty, girl
- **Language focus**
Structures: verb 'to be' (plural)
Language in use: Grandma's here. What's that? It's a vase. They're flowers. Who's this pretty girl? This is my friend, Mona. Look at the vase! It's OK now! Thank you, Erlina.
- **Extra materials:** *Lee's Family!* poster, slips of paper with words (Ex. 6)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 3a.)

Write numbers 11-20 on the board. Point to different numbers at random and ask the pupils to tell you the corresponding words.

Memory game

Pupils, in pairs, ask and answer questions about Lee's family.

e.g. *Pupil 1: Who's Kim?*

Pupil 2: Lee's mum. Who's Wen? etc

Ask the pupils, in pairs, to act out the exchanges from Exs 1 and 4.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(An activity to present and activate the vocabulary of the unit.)

Listen, point and repeat.



POSTER

Pupils' books closed. Put the *Lee's Family!* poster on the board. Point to the members of the family and the flower, one at a time, read and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to them in random order. Individual pupils name them. Ask the rest of the class for verification. Draw simple sketches of a *happy* and a *sad* face and present the words.

Pupils' books open. Write a big thirty on the board and ask the pupils to open their books at page thirty. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

Listen and read.

Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: Who is she? (pointing to grandma in picture 1)*

Pupils: Lee's grandma.

Teacher: What has Lee got behind his back?

Pupils: A vase.

Write on the board: *The flowers are for Mona.* Explain to the pupils that they will listen to the dialogue and find out whether the sentence is *True* or *False*. Play the audio. The pupils listen, follow along and complete the task.

Answer: False

Read and match in your notebook.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to complete the task in their notebooks. Check their answers and write them on the board.

1 b 2 c 3 a

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then pupils take roles and read the dialogue.

Hold up your book to the class. Read the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. *Teacher: Who's this pretty...*

Pupils: girl?

Note: If you wish, have the pupils close their books during this activity.

3 Read and match in your notebook.

(Activities to present and practise the verb 'to be'.)

Pupils' books closed. Point to yourself and the rest of the pupils and say: *We are in a classroom.* Write *We are* on the board. Point to the pupils and say: *You are pupils.* Write *You are* on the board. Point to some schoolbags and say: *They are schoolbags.* Write *They are* on the board. The pupils look at the board and read out the affirmative form of the verb *to be* plural. Show the pupils how the short forms are made. Follow the same procedure to present the negative and interrogative forms of the verb *to be* in the plural.

Drill your pupils.

e.g. *Teacher: we/happy*
Pupil 1: We are happy!
Teacher: they/desks
Pupil 2: They are desks. etc

Drill your pupils on the interrogative forms.

e.g. *Teacher: we/singers?*
Pupil 1: Are we singers?
Teacher: you/robots?
Pupil 2: Are you robots? etc

Drill your pupils on the negative forms.

e.g. *Teacher: we/not singers*
Pupil 1: We aren't singers.
Teacher: you/not teachers
Pupil 2: You aren't teachers. etc

Present the short answers. Point to some pencils and ask: *Are they pencils?* Elicit a *yes* answer and write: *Yes, they are.* Point to some books and ask: *Are they pencils?* Elicit a *no* answer and write: *No, they aren't.* Do the same for the rest of the short answers.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Read the instructions and explain the task. Refer the pupils to pictures 1-3 and to sentences A-C. Allow the pupils time to match them in their notebooks. Ask individual pupils to give you the answers and write them on the board.

1 C 2 A 3 B

4 Listen and choose.

Read the instructions and explain the task. Refer the pupils to pictures 1-4. Elicit what they are.

Play the audio, twice if necessary. Ask individual pupils to answer.

1 Yes, it is. 3 Yes, they are.
 2 No, they aren't. 4 No, it isn't.

AUDIOSCRIPT

Look at number 1. What is it? Is it a kite?
 Look at number 2. What are they? Are they dogs?
 Look at number 3. What are they? Are they flowers?
 Look at number 4. What is it? Is it an orange?

5 Read and complete in your notebook.

Read the instructions and explain the task. Allow the pupils some time to read and complete the task in their notebooks. Check their answers.

2 is 3 are 4 Are 5 aren't 6 are

6 Let's play!

Before going into class

Prepare slips of paper with the words in the sentences below, one word per slip of paper.

- Are you a teacher? • She is my mum.
- They are Peter's friends.
- We are a family. • Is he Tina's brother?
- I am a singer.

Read the example and explain the game. Divide the class into groups of four. Give each group the slips of paper for one of the sentences in jumbled order. Ask them to get in line so that the correct sentence is formed. Demonstrate this yourself first.

ENDING THE LESSON

(An activity to consolidate the language of the unit.)

Tell pupils to put on a happy or sad face. Ask individual pupils to tell you whether they are happy or sad.

e.g. *Teacher: Are you happy?*
Pupil 1: (happy face) Yes, I am.
Teacher: Are you happy?
Pupil 2: (sad face) No, I'm not.

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

Activity Book (Optional)

Assign some of the activities from Unit 3b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Module 2

Unit 3c

- **Aims:** to talk about jobs, to develop the pupils' listening and writing skills
- **Vocabulary:** drive, milkman, walk, policeman, run, fireman, ride, postman
- **Language focus**
Structures: What am I? I'm a...
Language in use: I'm a policeman/fireman. etc
- **Pronunciation:** /u:/
- **Extra materials:** flashcards (9-12)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 3b.)

Write the vocabulary of the previous unit on the board with certain letters missing. Ask individual pupils to come to the front of the class and complete the words. Ask the rest of the class for verification.

Ask the pupils, in pairs, to act out the exchanges from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

Listen, point and repeat.



FLASHCARDS (9-12)

Pupils' books closed. Put the flashcards on the board, one at a time. Point to each flashcard and say the corresponding words. The pupils repeat, chorally and individually.

Pupils' books open. Write a big 32 on the board and ask the pupils to open their books at page thirty-two. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

1 Listen and point. Then complete in your notebook.

Elicit/Explain what a *job* is, using L1 if necessary. Ask the pupils to look at the pictures and to spot the milkman,

policeman, fireman and postman. Read the instructions and explain the task. The pupils listen and write the jobs in their notebooks.

- | | |
|-------------|-----------|
| 1 policeman | 3 milkman |
| 2 postman | 4 fireman |

Now sing and do!

Play the audio. The pupils listen and follow the lines. Play the audio again. The pupils listen and sing along.

Extension

Demonstrate the following miming actions and encourage the pupils to copy you.

I'm a policeman in the town.

All day long, (pupils walk around with hands behind their backs)
I walk around!

It's my job,
It's what I do.
It's my job,
I like it, too!

I'm a fireman in the town.

All day long, (pupils mime running around)
I run around!

I'm a postman in the town.

All day long, (pupils mime riding a bike)
I ride around!

I'm a milkman in the town.

All day long, (pupils mime driving a car)
I drive around!

Play the song again. The pupils sing along while miming the actions.

2 Let's play!

Read the example and explain the game. Choose a pupil to demonstrate how the game is played. Mime riding a bike. Ask: *What am I?* The pupil asks: *Are you a postman?* You say: *Yes, I am.* Have the pupil who just assisted you pretend to be a postman, fireman, etc, and ask the pupil next to him/her to guess the profession. The pupils then play in pairs.

If you want to make the game more competitive, divide the class into two teams and give each team a point every time a member guesses a profession correctly.

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

3 Read and write their names in your notebook. Then listen and read.

Refer the pupils to the 'family tree'. Explain that it shows Alvin's family. Go through the pictures and elicit who is who:

e.g. Teacher: (pointing to the grandma) *Who's this?*

Pupils: *Alvin's grandma.*

Teacher: (pointing to the grandpa) *Who's this?*

Pupils: *Alvin's grandpa. etc*

Read the instructions and explain the task. Allow the pupils some time to read the text and complete the task in their notebooks. Check the pupils' answers. Play the audio. The pupils listen and follow the lines. Then pupils read out from the text.

- | | | |
|--------|---------|----------|
| 1 Mary | 3 Jack | 5 Claire |
| 2 Tom | 4 Molly | |

4 Portfolio: Draw and write in your notebook.

Read the instructions and explain the task. Ask the pupils to look at the family tree. Explain/Elicit the way family trees are structured (e.g. *older generation at the top, younger at the bottom, same generation at the same level*). Tell them to use the texts in Exs 3 and 4 as models.

Ask the pupils to draw their family tree. Tell them to use drawings if they don't have pictures of family members available. Alternatively, assign it for homework.

(Pupils' own answers)

Note: Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the audio for pupils to listen and repeat.

Draw the pupils' attention to the /u:/ sound. Ask individual pupils to read out the sentence and correct their pronunciation.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Say, then write on the board the jobs mentioned in the song. Ask the pupils to choose a job but not to tell the rest of the class. Then point to a word on the board. The pupils that have chosen that job, say it out loud and leave the classroom. Repeat the same until all the pupils have left the classroom.

Activity Book (Optional)

Assign some of the activities from Unit 3c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Note: For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.

Unit 4a

- **Aims:** to talk about toys
- **Vocabulary:** toyshop, present, roller-skates, teddy bear, bike, car, camera
- **Language focus**
Structures: these/those
Language in use: *What are these? They're roller-skates! Those teddy bears are nice! Look at these bikes! Those cars are cool!*
- **Extra materials:** *At the toyshop!* poster, *Numbers!* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 3.)



POSTER

Put the *Numbers!* poster on the board. Point to the numbers on it and ask individual pupils to say the corresponding words.

Play the song from Unit 3c, encouraging the pupils to sing along.

Module 2

PRESENTATION & PRACTICE

(An activity to present and activate the vocabulary of the unit.)

Listen, point and repeat.



Pupils' books closed. Put the *At the toyshop!* poster on the board. Point to the toys, etc (*toyshop, present, roller-skates, teddy bear, bike, car, camera*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Point to the words in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 34 on the board and ask the pupils to open their books at page thirty-four. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

Listen and read.

Explain/Elicit the meaning of the phrase *At the toyshop*. Use L1 if necessary. Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: Are they teddy bears?*
(pointing to picture 2)
Pupils: No, they aren't. They're roller-skates.
Teacher: Where are the children?
Pupils: At the toyshop. etc

Write on the board: *What is Lee driving?*

Explain to the pupils that they will listen to the dialogue and find the answer. Play the audio. The pupils listen, follow along and complete the task.

Answer: A (toy) car.

Read again and complete.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to read and complete the sentences in their notebooks. Check their answers.

1 teddy bears 2 cars 3 Alvin

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then the pupils take roles and read out the dialogue.

Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. *Teacher: Let's buy a present for Harry's ...*
Pupils: birthday! etc

Note: If you wish, have the pupils close their books during this activity.

(Activities to present and practise 'these/those'.)

Look and complete in your notebook. Use: **This, That, These or Those.**

Pupils' books closed. Remind the pupils of the difference between **this** and **that**. Write the following sentence on the board: **This** is my pen. Underline the word in bold and elicit its meaning and its use (i.e. for something or someone near us). Write: **That** is my pencil. Underline the word in bold and elicit its meaning and its use (i.e. for something or someone further away from us). Next, write the sentences in the plural. **These** are my pens. **Those** are my pencils. Elicit that **these** and **those** are the plural forms of **this** and **that** and are used in the same way as the singular forms.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Read the instructions and the example and explain the task. Allow the pupils some time to complete the task in their notebooks. Check their answers.

2 Those 4 These 6 These
3 Those 5 That

Ask and answer.

Read the instructions and explain the task. Elicit the objects shown in the picture. Ask two pupils to read the example. The pupils, in pairs, ask and answer as in the example.

2 **A:** What are these?
B: They're dolls!
A: They're really nice!

3 **A:** What are these?
B: They're roller-skates!
A: They're really nice!

- 4 **A:** What are these?
B: They're cameras!
A: They're really nice!
- 5 **A:** What are these?
B: They're balls!
A: They're really nice!
- 6 **A:** What are these?
B: They're bikes!
A: They're really nice!

5 Let's play!

Refer the pupils to the picture and explain how the game works. Explain that they have to look at the picture and spot the differences. Point out that the use of **'this/that'**, as opposed to **'these/those'** will be determined by the quantity of the objects present. Ask one pupil to read the example. Ask individual pupils to spot a difference and tell the class.

These teddy bears are red.
Those teddy bears are yellow.

These cars are yellow.
Those cars are blue.

This robot is red.
That robot is green.

These bikes are orange.
Those bikes are purple.

Note: If you want to make the game more competitive, divide the class into two teams and give a point every time one of the members of a team points out a difference correctly.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask the pupils to play the same game, only this time using objects around the classroom. Allow them some time to prepare the sentences.

e.g. *Pupil 1: This pen is blue. (pointing to a pen on his/her desk) That pen is red. (pointing to a pen further away)*

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask the pupils to learn the pattern in Ex. 4. You could also ask pupils to bring small items wrapped as gifts from home for the next lesson (Ex. 5).

Activity Book (Optional)

Assign some of the activities from Unit 4a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 4b

- **Aims:** to talk about toys, to offer and accept gifts
- **Vocabulary:** bus, lorry, helicopter, big, small
- **Language focus**
Structures: plural number (-es, -ies)
Language in use: *Happy Birthday! Here are your presents! Thank you! Look at all these boxes! That's a nice bus! Open it and see! Thanks, everyone!*
- **Extra materials:** *At the toyshop!* poster, two pieces of paper and two envelopes (*My Magic Files!*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 4a.)

Ask the pupils to compare various objects in the classroom using *this/that/these/those*.

e.g. *Pupil 1: These books are blue. (pointing to some books near him/her)*
Those books are black. (pointing to some books further away from him/her)

Ask the pupils, in pairs, to act out the exchanges from Exs 1 and 4.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



POSTER

Pupils' books closed. Put the *At the toyshop!* poster on the board. Point to the toys, etc (*bus, lorry, helicopter, big, small*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Point to the words in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 36 on the board and ask the pupils to open their books at page thirty-six. Read the

Module 2

title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

1 Listen and read.

Read the instructions. Explain/Elicit the meaning of the phrase *Open it and see*. Use L1 if necessary. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: *Is it Harry's birthday?*
Pupils: *Yes, it is.*
Teacher: *Is Alvin in the car?*
Pupils: *Yes, he is. etc*

Write on the board: *What's in the big box?*

Explain to the pupils that they will listen to the dialogue and find the answer. Play the audio. The pupils listen, follow along and complete the task.

Answer: a car

2 Read and correct.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to read and find the answer. Check their answers.

1 nice 2 red 3 big

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Read out sentences spoken by a character in the dialogue. Ask individual pupils to tell you who it was.

e.g. Teacher: *Look! Two red lorries!*
Pupils: *Harry! etc*

Note: If you wish, have the pupils close their books during this activity.

(Activities to present and practise plurals.)

3 Look and complete in your notebook.

Pupils' books closed. Point to a book, hold up one finger, say and write: *one book*. Then, point to two books, hold up two fingers, say and write: *two books*.

Draw a watch on the board, say and write: *one watch*. The pupils repeat after you. Draw another watch, say and write: *two watches*. The pupils repeat after you. Repeat the same procedure for: *bus – buses*, *glass – glasses*, *fox – foxes* and *lorry – lorries*. Explain the formation of plurals with nouns ending in **-x**, **-s**, **-ss**, **-y**, and **-ch**. Focus the pupils' attention on the pronunciation of the plural number /s/, /z/ and /ɪz/.

Drill your pupils.

e.g. Teacher: *box*
Pupil 1: *boxes*
Teacher: *lorry*
Pupil 2: *lorries etc*

Suggested prompts: box, fox, glass, watch, family, bus, lorry.

Pupils' books open. Ask the pupils to read the grammar box. Read the instructions and explain the task. Explain that this list shows what Alvin would like for his birthday. Ask a pupil to read the example. Allow the pupils some time to complete the task in their notebooks. Check their answers.

two green lorries
four yellow buses
eight red watches

4 Listen and choose A or B.

Refer the pupils to the pictures and explain the task. Tell the pupils that they will hear the singular or plural form of the object depicted and that they have to choose accordingly. Play the audio twice. The pupils answer in their notebooks. Check their answers.

1 A 3 B 5 A
2 A 4 A 6 B

AUDIOSCRIPT

One helicopter **Four** box
Two lorry **Five** bus
Three glasses **Six** foxes

5 Find Out: Look and talk with your friend.

Read the instructions and explain the task. Refer the pupils to the picture and ask a pair to read the dialogue. Ask the pupils to write the name of a present they would like to give to their partner (e.g. *roller-skates*) on a piece of paper and fold it. Tell pupils to act out the dialogue and to hand the folded piece of paper to their partner. Demonstrate the first exchange with a pupil.

Go around the classroom monitoring the activity and offering help when necessary. Make sure that both pupils take a turn offering and accepting a present. Ask some pairs to act out the dialogue in front of the class.

Variation

Ask the pupils to use the small items wrapped as gifts they have brought from home in order to offer them to their partners during the acting out.

My Magic Files!

Before going into class

You need two pieces of paper. Write on one piece of paper: *Happy Birthday from Alvin!* Leave the other blank. Paste two envelopes together (back to back), and put the paper with the wish in one of the pockets.

Show the pupils the envelope and the blank piece of paper. You can pass the paper around so that everyone can see that it is blank. Then, fold the paper and put it in the second pocket of the envelope. Close it and say your magic word (or just tap it with your Magic Wand). Open it and take out the piece of paper with the writing on it. Magic!

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask the pupils to draw what they would like as a present for their birthday. Go around the classroom asking them about their pictures.

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the pattern in Ex. 5.

Activity Book (Optional)

Assign some of the activities from Unit 4b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 4c

- **Aims:** to talk about birthdays, to consolidate toys, to develop the pupils' listening and writing skills
- **Vocabulary:** guitar, old, new
- **Language focus**
Structures: consolidation
Language in use: It's my birthday. These are my presents. Warm wishes on your birthday. A cool wish from your friend. Have a great birthday.
- **Pronunciation:** /p/
- **Extra materials:** flashcards (13-15)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 4b.)

Ask a pupil to say a noun. The pupil next to him/her should say the plural of the word.

e.g. Pupil 1: fox
Pupil 2: foxes
Pupil 3: bike
Pupil 4: bikes etc

Ask the pupils, in pairs, to act out the exchanges from Exs 1 and 5.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

Listen, point and repeat.



FLASHCARDS (13-15)

Pupils' books closed. Put the flashcards on the board, one at a time. Point to each flashcard and say the corresponding word. The pupils listen and repeat, chorally and individually. Point to the words in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 38 on the board and ask the pupils to open their books at page thirty-eight. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

Module 2

1 Listen and point.

Refer the pupils to the picture and allow them time to look at it. Ask the pupils to tell you which toys they can see (*a ball, a car, a plane, a guitar, a train, a kite*).

Read the instructions and explain the task. Refer the pupils to the song and allow them time to read it once. The pupils listen to the song and point to the various objects in the picture as they hear them.

Now sing along!

Play the audio again. The pupils listen and sing along.

2 Listen and answer in your notebook. Write a name or a number.

Read the instructions and explain the task. Play the audio twice. The pupils listen and complete the task in their notebooks. Check their answers.

2 eight (8) 3 Nick 4 nine (9)

AUDIOSCRIPT

One

What's the girl's name?

A: Hello. Are you the girl in this picture?

B: Yes. My name's Anna.

A: And how do you spell your name?

B: A-N-N-A.

Two

How old is she?

A: And how old are you, Anna?

B: I'm eight.

A: Eight?

B: Yes!

Three

What is Anna's friend's name?

A: Is this your friend in the picture with you?

B: Yes, it is.

A: What's his name?

B: Nick.

A: How do you spell that?

B: N-I-C-K.

Four

Which class are they in at school?

A: Is Nick in your class at school?

B: Yes! We're in class nine.

A: Which class?

B: In class nine.

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

3 Who are the cards from? Read and say. Then listen and read.

Read the instructions and explain the task. Allow the pupils some time to read the cards and ask them what kind of cards they are. Elicit the answer (*birthday cards*). Ask the pupils who the cards are for and elicit the answer (*Harry*).

Allow the pupils time to find the missing names. Ask individual pupils to answer. Play the audio. The pupils listen and check their answers. Individual pupils read out from the cards.

B Lee C Mona D Alvin and Erlina

4 Portfolio: Make a birthday card for your friend.

Ask the pupils to look at the card and read the birthday wish. Ask them who the card is from and elicit the answer (*from Jill*).

Ask the pupils to make a birthday card for their friend. (To make a birthday card just instruct the pupils to fold an A4 sheet in two.) Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write and decorate their cards. Alternatively, assign it for homework.

(Suggested answer)

A cool wish from your friend.

Love, Maria

Note: Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the audio for the pupils to listen and repeat.

Draw the pupils' attention to the /p/ sound. Ask individual pupils to read out the sentence and correct their pronunciation.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask the pupils to pretend it is their friend's birthday. Ask them to wish their friend *Happy Birthday* and offer him/her a present (e.g. a picture of a toy).

e.g. Pupil 1: *Happy Birthday! Here's your present.*

Pupil 2: *A doll! Thank you!*

Pupil 1: *You're welcome! etc*

Note: For the next lesson, the pupils should be able to make birthday cards and write a birthday wish inside.

Activity Book (Optional)

Assign some of the activities from Unit 4c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Note: For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.

Troll Tales! (Episode 2)

- **Aims:** to read for pleasure
- **Vocabulary:** balloon
- **Extra materials:** photocopies of the episode (*Ending the Lesson*)

BEGINNING THE LESSON

Ask the pupils to tell you what the previous episode was about (*Popsie waking Pog and Trog up and then flying away*). Ask them if they remember any of the phrases from that episode and ask them to say them out loud (*Stop it Trog! Stop what? Bye! etc*).

PRESENTATION & PRACTICE

Episode 2: Listen and read.

(Activities to promote reading for pleasure.)

Write a big 40 on the board and ask the pupils to open their books at page forty. Ask the pupils to look at the pictures and explain/ elicit what the episode is going to be about, e.g. *Pog and Trog wish each other Happy Birthday (picture 1), Popsie asks Pog and Trog how old they are (picture 2), Popsie gives Trog some balloons (pictures 3, 4), Trog flies away holding the balloons (pictures 5, 6).*

Play the audio. The pupils listen and follow along. Play the audio again with pauses for the pupils to listen and repeat chorally.



Now take roles and read.

The pupils take roles and read the episode.

ENDING THE LESSON

Before going into class

Photocopy the episode, cut out the frames and tippex out the numbers. Photocopy one set per group of pupils.

Hand out one set of frames per group. Ask the pupils to work together and put the frames in the correct order. You can help them by playing the episode again while they're completing the task. Go around the classroom monitoring the pupils.

Go Green! 2

- **Aims:** to raise the pupils' environmental awareness, to present the idea of recycling
- **Vocabulary:** aluminium, plastic, paper, glass, tin, recycling bin, love, planet, clean, always, remember
- **Extra materials:** none

BEGINNING THE LESSON

Read the title: *Let's Recycle!* Elicit/Explain its meaning in L1 if necessary. Show the pupils objects in the classroom that are made from the materials mentioned in this section. For example, show the pupils the bin in the classroom and tell them that it is made of aluminium or plastic. (e.g. *plastic: bottle of water; paper: a notebook; glass: a vase, etc*). Say and write: *aluminium, plastic, paper, glass* on the board. Ask the pupils to repeat.

PRESENTATION & PRACTICE



Put the things into the correct bins!

Write a big 41 on the board and ask the pupils to open their books at page forty-one. Ask the pupils to look at the objects around the bins and identify what they are made from.

Explain the task and allow the pupils time to do the task in their notebooks. Go around the classroom monitoring the activity and offering help when necessary. Check their answers.

1 B 2 D 3 A 4 C

Module 2

2 Let's sing!

Play the audio. The pupils listen and follow the lines. Explain/Elicit the meaning of any unknown words, using L1 if necessary. Play the audio again. The pupils listen and sing along.

ENDING THE LESSON

Ask the pupils to look around the classroom and find objects that would go in the four bins in Ex. 1 (e.g. *notebook, ruler, pencil case (box), bag of crisps, plastic bottle, etc*). Ask the pupils to show them to the class and say which bin they should go into.

e.g. *Pupil 1: (showing a plastic bottle) Plastic!*
Pupil 2: (showing a notebook) Paper! etc

Our World

- **Aims:** to talk about taxis in different countries
- **Vocabulary:** taxi driver, England, New York, the USA, Hong Kong, China
- **Extra materials:** none

BEGINNING THE LESSON

Write *taxi* on the board. Ask the pupils what colour taxis are in the city they live in and elicit the correct answer.

PRESENTATION & PRACTICE

1 Read and match in your notebook.

Pupils' books open. Draw a big 42 on the board and ask the pupils to open their books at page forty-two. Read the instructions and explain the task. Allow the pupils time to read the texts and complete the exercise in their notebooks. Check their answers.

1 C 2 A 3 B

2 Portfolio: Draw or stick a picture of a taxi in your town/city. Present it to the class.

Read the instructions and explain the task. Ask the pupils what colour the taxis in Ex. 1 are and which city they belong to. Ask the pupils to draw (and colour) a local taxi and present it to the class.

You can ask the pupils to write the short text at home as part of their homework. In this case, you can ask the pupils to find a photo of a local taxi.

(Suggested answer)

This is a taxi from Madrid, Spain. It's red and white.

Note: Once you have corrected their writing activities guide your pupils on how to file them in their *Junior Language Portfolios*.

ENDING THE LESSON

Tell pupils that the taxis in their town/city are going to change colour and that you want their help. Ask them, in pairs or in groups, to think of what colour they want the taxis to be, and draw and colour one. You can display their work in the classroom.

Note: It is advised you do 'Our School' on page 109 during this lesson or the next.

Checkpoint (Units 3 - 4)

- **Aims:** to consolidate Module 2, to obtain feedback on individual pupils, to monitor the pupils' progress

Do a quick revision of what the pupils have learnt in the module.

e.g. *Teacher: What are those? (pointing at some boxes far away from him/her)*

Pupil 1: They're boxes.

Teacher: Happy Birthday! Here's your present.

Pupil 2: Thank you.

Teacher: You're welcome. etc

Note: It is important that the pupils do not feel they are being tested. The rationale for this quick revision is to make the pupils aware of their progress in the English language. Always praise the pupils' efforts and encourage everyone to participate.

After this quick revision, the pupils work on their own and do the exercises.

1 Look, read and complete in your notebook.

The pupils look at the pictures and write the corresponding family member.

1 grandma 3 dad 5 brother
2 grandpa 4 mum 6 sister

2 Look, read and match in your notebook.

The pupils read and match the sentences to the pictures in their notebooks. Make sure that the pupils take the spatial distance into consideration.

- 1 b 3 e 5 d
2 a 4 c

3 Complete in your notebook. Use: *am, is or are.*

The pupils read and complete the text.

- 1 am 3 is 5 are
2 is 4 are 6 are

4 Read and choose.

The pupils read the questions and choose the correct answer **a** or **b**. Check their answers.

- 1 a 2 b 3 a 4 a 5 a

5 Read, think and choose.

Refer the pupils to the *Now I can* box. Go through the faces and elicit what each one illustrates. Ask the pupils to choose the corresponding face according to how well they feel they did in this unit.

Once all the exercises have been completed, ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories or songs they liked the most.

Note: The pupils can now do *Modular Revision and Assessment 2* in their *Activity Books*.

Note: If you wish, you can do some or all of the Reinforcement & Extension activities from the *Teacher's Resource Pack*.

Module 3

Unit 5a

- **Aims:** to talk about things in a room
- **Vocabulary:** bedroom, bed, TV, computer, computer game, phone, radio
- **Language focus**
Structures: possessive adjectives
Language in use: His bedroom is nice. Let's play! Listen! Who's that? It's my dad!
- **Extra materials:** completed *Progress Report Cards*, *My bedroom!* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

Play the song from Unit 4c encouraging the pupils to sing along.

Hand out the completed *Progress Report Cards* for the previous module and ask the pupils to file them in their *Junior Language Portfolios*.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

Listen, point and repeat.



POSTER

Pupils' books closed. Put the *My bedroom!* poster on the board. Point to the bedroom items (*bedroom, bed, TV, computer, computer game, phone, radio*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and individually.

Pupils' books open. Write a big 44 on the board and ask the pupils to open their books at page forty-four. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

1 Listen and read.

Explain/Elicit the meaning of the word *hide*. Use L1 if necessary. Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: *Is this a TV? (pointing to picture 3)*

Pupils: *No, it isn't. It's a computer.*

Teacher: *Where are Erlina and Alvin?*

Pupils: *In Harry's room. etc*

Write on the board: *Why did Harry ask his friends to hide?* Explain to the pupils that they will listen and read the dialogue and find the answer. Play the audio. The pupils listen, follow along and find the answer.

Answer: Because his dad was about to walk into the room.

2 Which picture? Read and say the number.

Read the instructions and explain the task. Allow the pupils some time to read the dialogue and find which picture each phrase is from. Ask individual pupils to answer.

2 Picture 6 3 Picture 3 4 Picture 4

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then the pupils take roles and read out the dialogue.

Read out sentences spoken by a character in the dialogue. Ask individual pupils to tell you who said them.

e.g. Teacher: *Is this your TV?*

Pupils: *Alvin!*

Note: If you wish, have the pupils close their books during this activity.

(Activities to present and practise possessive adjectives.)

3 Read and complete in your notebook.

Pupils' books closed. Hold up your book and say: *This is my book.* The pupils repeat chorally. Write **my** on the board. Approach a pupil, point to his/her book and say: *This is your book.* Write **your** on the board. Do the same to present all possessive adjectives. For **its** use a simple sketch of a cat and say: *Its name is Fluffy.* The pupils look at the board and read out the table.

Pupils' books open. The pupils read the sentences in the grammar box. Read the instructions and explain the task. Ask a pupil to read the example. Allow the pupils some time to complete the task in their notebooks. Check their answers.

2 our 3 your 4 Their

4 Ask and answer.

Refer pupils to the pictures in Ex. 4 and explain the task. Ask a pair of pupils to read out the example. The pupils, in pairs, ask and answer questions about the objects in the pictures. Go around the classroom monitoring and offering help when necessary.

A: What colour is his phone?
B: Red.

A: What colour is his computer?
B: Green.

A: What colour is his watch?
B: Yellow.

A: What colour is her TV?
B: Black.

A: What colour is her phone?
B: Blue.

A: What colour is her computer?
B: Pink.

A: What colour is her watch?
B: Red.

5 Let's play!

Ask the pupils to look at the pictures of the two agents. Explain the game. The pupils, in pairs, try to find the first letter of each word in order for a name to be revealed. Ask individual pupils what the objects are called in order to check answers.

- 1 **a**pple, **r**adio, **t**elevision – **BART**
- 2 **e**gg, **g**uitar, **g**reen, **y**o-yo – **PEGGY**

Now write your Secret Agent name.

Explain to the pupils that they have to pick a name for a secret agent and that they have to 'encode' it in the same way as in Ex. 5. The pupils have to make a drawing and write the appropriate word underneath.

e.g. *pictures of ruler, orange, book, egg, robot, train* –
ROBERT

Allow pupils some time to do the task. The pupils can work in pairs if they wish. Go around the classroom monitoring the activity and offering help when necessary.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask the pupils to tell you which items from the ones

presented on top of pages 44-45 they have in their bedroom.

e.g. *Pupil 1: A bed and a TV.*

Pupil 2: A bed, a computer and a radio. etc

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the patterns in Ex. 3.

Activity Book (Optional)

Assign some of the activities from Unit 5a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 5b

- **Aims:** to talk about things in a room, to talk about location
- **Vocabulary:** wardrobe, bookcase, clock, cupboard, table, armchair
- **Language focus**
Structures: behind, in, on, under, next to
Language in use: I'm under the desk. Where's Alvin? Is he under the bed? No, he isn't. He's on the wardrobe.
- **Extra materials:** *My bedroom!* poster, two sets of instructions on slips of paper, Erlina's mask from Unit 1b (*My Magic Files!*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 5a.)

Put the *My bedroom!* poster on the board. Point to the items on it and ask individual pupils to say the corresponding words.

Ask the pupils, in pairs, to act out the exchanges from Exs 1 and 3.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

Module 3

Listen, point and repeat.



Pupils' books closed. Put the *My bedroom!* poster on the board. Point to the bedroom items (*wardrobe, bookcase, clock, cupboard, table, armchair*) one at a time, read and say the corresponding word. The pupils listen and repeat, chorally and individually. Point to the bedroom items in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 46 on the board and ask the pupils to open their books at page forty-six. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

1 Listen and read.

Explain/Elicit the meaning of the phrase *Come out!* Read the instructions and explain the task. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: *Who's at the door?*
Pupils: *Harry's dad.*
Teacher: *Can he see Erlina and Alvin?*
Pupils: *No. etc*

Write some sentences from the dialogue on the board, with certain words missing. Explain to the pupils they have to listen to the dialogue and find the missing words. Play the audio. The pupils listen, follow along and complete the task.

2 Read, match and say.

Explain the task. Allow the pupils some time to form the correct sentences. Ask individual pupils to answer.

- 1 Erlina is under the desk.
- 2 Alvin is on the wardrobe.

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Hold up your book to the class. Read the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. Teacher: *Where's Alvin? Is he...*
Pupils: *under the bed?*

(Activities to present and practise prepositions of place.)

3 Look, read and complete.

Pupils' books closed. Put your pen behind a book and ask the pupils: *Where's my pen?* Answer: **Behind** the book. Write the exchange on the board and underline the word in bold. Read the exchange again. The pupils repeat after you. Put the pen **in** the book and repeat the same question. Answer: **In** the book. Write the answer on the board and underline the word in bold. Read the exchange again. The pupils repeat after you. Follow the same procedure to present **on, under, and next to**. Explain that **where** is used when we ask the location of something or the whereabouts of somebody.

Drill your pupils. Once more, use the pen and put it *behind, in, on, under* or *next to* a book. Each time you ask where the pen is, the pupils have to give you the correct answer.

e.g. Teacher (*put the pen under the book*) *Where's the pen?*
Pupil 1: *It's under the book.*
Teacher (*put the pen on the book*) *Where's the pen?*
Pupil 2: *It's on the book. etc*

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Make sure that they have understood the use of the prepositions of place.

Read the instructions and explain the task. Refer the pupils to the picture and to sentences 1-5. Read the example and ask the pupils to point to the picture. Ask the pupils to point to the items mentioned in sentences 2-5 (*books, teddy bear, vase, lamp*). Allow the pupils time to complete the task in their notebooks and check their answers.

2 in 3 under 4 on 5 behind

Memory Game!

Read the example and explain the task. Allow the pupils some time to look at the picture. Ask the pupils to close their books. In pairs, the pupils ask and answer questions about the objects in the pictures.

e.g. Pupil 1: *Where's the vase?*
Pupil 2: *It's on the table.*

Alternative activity

You can turn this into a game. Divide the class into two teams and have them ask and answer questions, in turns. You can say whether the answers are correct or not. Each correct answer gets one point.

e.g. Pupil 1 (team A): *Where's the vase?*
 Pupil 1 (team B): *It's on the table.*
 Teacher: *Correct! One point!*

4 Listen and write yes or no in your notebook.

Read the instructions and explain the task. Ask the pupils to look at the objects and say the names (*table, bookcase, cupboard, armchair*). Explain to the pupils that they will hear sentences saying where a ball is in relation to the objects. Play the audio twice. The pupils listen and complete the task in their notebooks. Check their answers.

1 no 2 yes 3 no 4 yes

AUDIOSCRIPT

One *The ball is on the table.*
Two *The ball is in the bookcase.*
Three *The ball is next to the cupboard.*
Four *The ball is behind the armchair.*

My Magic Files!

Before going into class

Prepare two sets of instructions on slips of paper. Hide the slips of paper (except the first ones), as well as Erlina's mask somewhere in the classroom.

Suggested instructions for team A:	Suggested instructions for team B:
• Look in the cupboard.	• Look under my desk.
• Look on (John's) desk.	• Look in the bin.
• Look behind the door.	• Look in (Jane's) schoolbag.
• Look under (Sue's) desk.	

Divide the class into two teams, A and B. Tell the pupils they are going to play a game. The aim of the game is to follow the clues and find Erlina's mask. Appoint a team leader and hand him/her the first instruction. He/she reads the instruction out loud and the team must find the next slip. The first pupil to find the slip is appointed the new team leader. The first team to find the mask wins.

Note: If you wish, you can organise this treasure hunt game in the playground.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask each pupil to put an object in a particular place before leaving the class.

e.g. Teacher: *Ron, put your schoolbag on the desk.*

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

Activity Book (Optional)

Assign some of the activities from Unit 5b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 5c

- **Aims:** to consolidate location, to develop the pupils' listening and writing skills
- **Vocabulary:** sofa, mirror, CD, football team
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** /b/
- **Extra materials:** flashcards (16-19)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 5b.)

Pupils, in pairs, give each other instructions about where to put something.

e.g. Pupil 1: *Put your pencil case under the desk.*
 Pupil 2: *(after he/she's put the pencil case under the desk) Put your notebook on the chair.*
etc

Ask the pupils, in pairs, to act out an exchange from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present the theme of the unit.)

Listen, point and repeat.



FLASHCARDS (16-19)

Pupils' books closed. Put the flashcards on the board.

Module 3

Point to the items (*sofa, mirror, CD, football team*), one at a time, read and say the corresponding word. The pupils listen and repeat, chorally and individually. Point to the items in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 48 on the board and ask the pupils to open their books at page forty-eight. Read the title of the unit and have pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

1 Listen and point.

Read the title of the unit and elicit what it is going to be about (looking for Alvin). Ask pupils to look at the picture and tell you where Alvin could be (*on the bed, under the bed, under the table, on the sofa, etc.*).

Read the instructions and explain the task. Refer pupils to the song and allow them time to read it once. The pupils listen to the song and point to where Alvin could be.

Now sing along!

Play the audio again. The pupils listen and sing along.

2 Let's play!

Revise the prepositions of place. The pupils look at the picture and identify the furniture. Read the exchange. The pupils follow along. Choose a pupil. Ask him/her to think of a place to 'hide' Alvin somewhere in the room. Individual pupils ask questions until they find where Alvin is. Choose another pupil to continue the game.

e.g. Pupil 1: *Where's Alvin?*
Pupil 2: *Is he on the bed?*
Pupil 1: *No, he isn't.*
Pupil 3: *Is he under the table?*
Pupil 1: *No, he isn't.*
Pupil 4: *Is he behind the sofa?*
Pupil 1: *Yes, he is. etc*

If you wish, you can put pupils into pairs to continue the game.

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

3 Look, read and correct in your notebook. Then listen and read.

Pupils' books open. Read the instructions and explain the task. Allow the pupils time to read the text and correct the false statements in their notebooks. Individual

pupils read out from the text. Play the audio. The pupils listen and check their answers.

1 blue 2 books 3 computer

4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the picture and ask them: *What's in the bedroom? (a bed and a desk). What colour are they? (pink).*

Explain the task. The pupils read the text. Tell them to use the texts in Exs 3 and 4 as models and write about their rooms.

Allow the pupils time to write a short text about their rooms. Tell them to include a drawing. Alternatively, assign it for homework.

(Suggested answer)

Hi! I'm Tim. My bed is red and my desk and bookcase are yellow.

Note: Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the audio for pupils to listen and repeat.

Draw the pupils' attention to the /b/ sound. Ask individual pupils to read out the sentence and correct their pronunciation.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Focus the pupils' attention on the picture in Ex. 3. Ask individual pupils to describe what they see. Have them look at the picture and try to memorise it as much as possible. Explain to the pupils that they are going to play a memory game. Divide the class into two teams, A and B and ask them to close their books. Ask individual pupils from both teams questions about the picture. Each correct answer gets one point. The team with the most points wins.

e.g. Teacher: *What colour is the computer?*
Pupil 1 Team A: *Pink!*
Teacher: *Correct! What is there on the wall?*
Pupil 1 Team B: *A football team poster!*

Activity Book (Optional)

Assign some of the activities from Unit 5c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Note: For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.

Unit 6a

- **Aims:** to talk about rooms
- **Vocabulary:** house, living room, kitchen, bathroom, door, frog, spider, ghost
- **Language focus**
Structures: There is/are
Language in use: This is a very old house! There are spiders in the living room! There's a frog in the kitchen!
- **Extra materials:** *My House!* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 5.)

Ask the pupils to talk about their bedroom (e.g. *My bed is blue and my bookcase is white.* etc).

Play the song *Where's Alvin?* from Unit 5c and invite the pupils to sing along.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

Listen, point and repeat.



POSTER

Pupils' books closed. Put the *My House!* poster up on the board. Point to the words (*house, living room, kitchen, bathroom, door, frog, spider, ghost*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Point to the words in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 50 on the board and ask the pupils to open their books at page fifty. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

Listen and read.

Read the instructions. Explain/Elicit the meaning of the phrase *In the old house*. Use L1 if necessary. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: Where's Missy?*

Pupils: In the house.

Teacher: Is the house old or new?

Pupils: Old. etc

Write on the board: *There's a _____ in the bedroom!* Explain to the pupils that they will listen to the dialogue and find the missing word (*ghost*).

Play the audio. The pupils listen, follow the dialogue and complete the task.

Look, read and say yes or no.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to read it again and complete the task. Check their answers.

1 yes 2 no 3 no 4 yes

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. *Teacher: Cool! There's a frog in the ...*

Class: kitchen! etc

Note: If you wish, have the pupils close their books during this activity.

(Activities to present and practise *there is/there are.*)

Ghost Buster! Look and say.

Pupils' books closed. Point to a pen on the desk, say and write: **There is a pen on the desk.** Then, put another pen on the desk, point to them, say and write: **There are two pens on the desk.** Practise the structure by pointing to items in the class and inviting the pupils to make sentences.

Module 3

e.g. Pupil 1: *There is a notebook in my schoolbag.*
Pupil 2: *There are two flowers in the vase. etc*

Pupils' books open. Ask the pupils to read the sentences in the grammar box, drawing attention to the fact that the plural of mouse is **mice**. Read the instructions and the examples and explain the task. Refer the pupils to the picture. Tell the pupils that they have to say where the ghosts are in the room. Ask individual pupils to tell you where the ghosts are, while pointing at the ghost(s) in question.

There's a ghost under the bed.
There are two ghosts in the wardrobe.
There are three ghosts under the table.

What's in your bedroom? Tell your friend.

The pupils, in pairs, describe their bedrooms, using *there is/are*. Go around the classroom monitoring the activity and offering help when necessary.

e.g. *In my bedroom, there's a bed in my bedroom.*
There's a wardrobe, too. There are two chairs.

4 Look, read and say yes or no.

Refer the pupils to the picture and explain the task. Read statements 1-5 with pupils and ask them to point to the different objects mentioned (*spiders, clock, sofa, etc*). Allow pupils time to complete the task. Check their answers.

- | | | |
|-------|-------|-------|
| 1 yes | 3 no | 5 yes |
| 2 no | 4 yes | |

5 Let's play!

Explain the game and read the example. Allow the pupils some time to look at the picture in Ex. 4. Ask the pupils to close their books. Say the name of one of the rooms to individual pupils and ask them to name something that is in that particular room.

e.g. Teacher: *Kitchen!*
Pupil 1: *There's a cupboard in the kitchen.*
Teacher: *Bedroom!*
Pupil 2: *There's a bed in the bedroom. etc*

Extension

If you want to make the game more competitive, divide the class into two teams and have them take turns answering your questions. Each correct answer wins a point. The team with the most points wins.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask the pupils to tell you what there is in various rooms of their house.

e.g. Teacher: *Living room!*
Pupil 1: *There's a TV in my living room. etc*

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex.1).

Activity Book (Optional)

Assign some of the activities from Unit 6a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 6b

- **Aims:** to talk about rooms and things in a house
- **Vocabulary:** cooker, fridge, sink, water, bath, clean, dirty
- **Language focus**
Structures: There is/There are (interrogative/short answers)
Language in use: Is there a bath in the bathroom? There are mice in the bathroom. There is a sink here.
- **Extra materials:** *My House!* poster, two matchboxes/toothpick boxes (*My Magic Files!*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 6a.)

Ask the pupils to tell you about things in the classroom, using *there is/there are*.

e.g. Pupil 1: *There are two windows.*
Pupil 2: *There are eight desks. etc*

Ask the pupils, in pairs, to act out an exchange from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)



Listen, point and repeat.

Pupils' books closed. Put the *My House!* poster on the board. Point to the words (*cooker, fridge, sink, water, bath, clean, dirty*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Point to the words in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 52 on the board and ask the pupils to open their books at page fifty-two. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

1 Listen and read.

Read the instructions. Explain/Elicit the meaning of the question *Where's Missy?* Use L1 if necessary. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: (pointing to picture 3) *Where are the children?*

Pupils: *In the kitchen.*

Teacher: *Is Erlina with them?*

Pupils: *Yes, she is. etc*

Write on the board: *Missy's in the old _____*. Explain to the pupils that they will listen to the dialogue and find the missing word (*cooker - picture 3*).

Play the audio. The pupils listen, follow along and complete the task.

2 Read and match in your notebook.

Read the instructions and explain the task. Read the options 1-3 and a-c and refer the pupils to the dialogue. Allow the pupils time to read and complete the task in their notebooks. Check their answers.

1 c 2 a 3 b

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Read out a sentence spoken by a character in the dialogue. Ask individual pupils to tell you who said it.

e.g. Teacher: *Missy, you're nice and clean now!*

Pupils: *Mona! etc*

Note: If you wish, have the pupils close their books during this activity.

(Activities to present and practise *there is/there are*.)

3 Look and answer.

Pupils' books closed. Point to a window, say and write: ***Is there a window in the classroom?*** Answer: ***Yes, there is.*** Ask and write: ***Is there a sofa in the classroom?*** Answer: ***No, there isn't.*** Present the plural forms in the same way.

Drill your pupils. Say a word, have one pupil form a question about the classroom and another give an answer.

e.g. Teacher: *flowers*

Pupil 1: *Are there any flowers in the classroom?*

Pupil 2: *No, there aren't. etc*

Suggested prompts (singular or plural forms)

rubber, book, notebook, schoolbag, desk, aeroplane, computer, radio, bookcase, clock, spider, door, etc

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Explain the task. Refer the pupils to the picture and ask them what they can see (e.g. *a lamp, mirrors, etc*). Ask individual pupils to read and answer the questions. Ask the rest of the class for verification.

- | | |
|--------------------|---------------------|
| 1 Yes, there is. | 4 No, there aren't. |
| 2 No, there isn't. | 5 Yes, there is. |
| 3 Yes, there are. | 6 No, there isn't. |

4 Find Out: Choose. Then talk with your friend.

Refer the pupils to the drawings, read the instructions and explain the task. Go through the objects around and in the picture. Ask the pupils to choose where they would place the objects in their kitchen. Have a couple of pupils read the example. The pupils, in pairs, ask and answer questions about their kitchens.

e.g. Pupil 1: *Is there a cooker in your kitchen?*

Pupil 2: *Yes, there is. It's next to the door. etc*

Module 3

5 Listen and choose.

Read the instructions and explain the task. Play the audio twice. The pupils listen and complete the task in their notebooks. Check their answers.

1 B 2 A 3 B

AUDIOSCRIPT

One

Which is Nick's schoolbag?

A: Oh, Nick. Look at your schoolbag.

B: I know. It's dirty.

A: Yes. It's very dirty!

Two

Where's the fridge?

A: Is there a fridge next to the sink?

B: No, there isn't.

A: Where's the fridge?

B: It's next to the cooker.

A: Next to the cooker?

B: Yes.

Three

Which is Erica's room?

A: I like your room, Erica.

B: Thank you.

A: There's a blue bed. That's nice.

B: Yes. And look. There's a blue lamp, too.

A: A blue lamp? Oh, yes. It's lovely.

My Magic Files!

Before going into class

You need two matchboxes/toothpick boxes, both of which should be half-full.

Before you do the magic trick, fasten one of the boxes to your right forearm with a rubber band. Hold up the other box and shake it.

e.g. Teacher: Are there any matches in the box?

Pupils: Yes!

Teacher: (opens the box and takes the matches out) Are there any matches in the box now?

Pupils: No!

Teacher: (shaking the empty box with his/her left hand) Are there any matches in it now?

Pupils: No!

Teacher: (touches the empty box with the magic wand and then shakes it with his/her right hand. Noise will be heard, as the matches in his/her sleeve will make a noise!) Are there any matches in the box now?

Pupils: No... Yes!

Teacher: See? Magic!

Repeat the 'magic' trick as many times as you wish.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

The pupils, in pairs, say what there is in their room and their partner draws a picture.

e.g. Pupil 1: In my room there is a bed.

Pupil 2: (draws a bed) etc

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

Activity Book (Optional)

Assign some of the activities from Unit 6b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 6c

- **Aims:** to talk about things in a room, to develop the pupils' listening and writing skills
- **Vocabulary:** picture, wall, carpet, floor, curtain, cushions
- **Language focus**
Structures: consolidation
Language in use: Welcome to my house. There are pictures on the wall. There's a carpet on the floor. My small house is so nice. There are three rooms.
- **Pronunciation:** /ɔ:/
- **Extra materials:** *My House!* poster, photocopies of the *Itzy Bitzy House* template from the *Teacher's Resource Pack* (Ex. 2)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 6b.)

Get the pupils to ask and answer questions about what there is at their school.

e.g. Pupil 1: Are there any trees?

Pupil 2: No, there aren't.

Pupil 3: Are there any classrooms?

Pupil 4: Yes, there are.

Ask the pupils, in pairs, to act out an exchange from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present the vocabulary of the unit.)



POSTER

Listen, point and repeat.

Pupils' books closed. Put the *My House!* poster on the board. Point to the household items (*picture, wall, carpet, floor, curtain, cushions*) one at a time and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Point to the words in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 54 on the board and ask the pupils to open their books at page fifty-four. Read the title of the unit and have the pupils repeat after you. Elicit/Explain what *welcome* means. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

Look, listen and choose.

Refer the pupils to the picture and allow them time to look at it. Ask the pupils to tell you which household items they can see (*armchairs, lamp, cushions, curtains, pictures, carpet, etc*).

Read the instructions and explain the task. Refer the pupils to the song and allow them time to read it once. The pupils listen to the song and complete the task in their notebooks. Check their answers.

- a small house

Now sing along!

Play the audio. The pupils listen and sing along.

Extension

Demonstrate the following miming actions and encourage the pupils to copy you.

Welcome to my house. (*opening your arms*)

My itzy bitzy house. (*hold index finger and thumb close to each other, indicating that something is small*)

It's an itzy bitzy house for two! (*hold two fingers up*)

There are pictures on the wall. (*point to an imaginary wall*)

There's a carpet on the floor. (*point to the floor*)

And curtains in the window, too! (*mime an outline of a square*)

There are pictures on the wall. (*point to an imaginary wall*)

There's a carpet on the floor. (*point to the floor*)

And cushions on the armchair, too! (*mime sitting*)

Project Work: Let's make an Itzy Bitzy House!

Before going into class

Have your *Itzy Bitzy House* ready to use as a model. Photocopy the *Itzy Bitzy House* template from the *Teacher's Resource Pack*, one per pupil.

CRAFTWORK

Tell the pupils they are going to make a house. Show them your model. Guide the pupils through the cutting and gluing of the house and its roof. Go around the classroom as the pupils complete the task, providing any necessary help.

Optional Activity

Play the audio again, encouraging the pupils to sing along, holding up their *Itzy Bitzy House*.

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

Read and complete in your notebook. Then listen and read.

Read the instructions and explain the task. Refer the pupils to the picture and read the sentence, ignoring the gap. Elicit what kind of information is missing (*a number*). Allow the pupils time to read the text and complete the task in their notebooks. Play the audio. The pupils listen and check their answers. Then individual pupils read out from the text.

- There are **four** rooms in Melvyn's house.

Portfolio: Draw and write in your notebook.

Ask the pupils to look at the drawing and read the text. Ask them what they can see in the house (*a table, a carpet, a green wall, three pictures*).

Ask the pupils to write about their house. Tell them to use the texts in Exs 3 and 4 as models.

Module 3

Allow the pupils time to write a short text about their house. Tell them to include a drawing. Alternatively, assign it for homework.

(Suggested answer)

Welcome to my house! There are two bedrooms, a kitchen, a living room and a bathroom. There are cushions on the armchairs and carpets on the floor. My house is so nice!

Note: Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the audio for the pupils to listen and repeat.

Draw the pupils' attention to the /ɔ:/ sound. Ask individual pupils to read out the sentence and correct their pronunciation.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask the pupils to work in pairs and try to guess what there is in each other's house.

e.g. Pupil 1: *There are four rooms in your house.*

Pupil 2: *No, there are five. There's a TV in your bedroom.*

Pupil 1: *Yes, there is. etc*

Note: For the next lesson, the pupils should be able to talk about their house.

Activity Book (Optional)

Assign some of the activities from Unit 6c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Note: For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.

Troll Tales! (Episode 3)

- **Aims:** to read for pleasure
- **Vocabulary:** spaghetti, hungry, food, dinner
- **Extra materials:** photocopies of the episode (*Ending the Lesson*)

BEGINNING THE LESSON

Ask the pupils what they remember from the previous episode (*Popsie gave Trog some balloons for his birthday*). Ask them if they remember any of the phrases from that episode and ask them to say them out loud (*Happy birthday, How old are you today? etc*).

PRESENTATION & PRACTICE

Episode 3: Listen and read.

(Activities to promote reading for pleasure.)

Write a big 56 on the board and ask the pupils to open their books at page fifty-six. Ask the pupils to look at the pictures and guess what the episode is going to be about. (e.g. *Popsie eats Pog and Trog's dinner.*)

Play the audio. The pupils listen and follow along. Play the audio again with pauses for the pupils to listen and repeat chorally.

Now take roles and read.

The pupils take roles and read the episode.

ENDING THE LESSON

Before going into class

Photocopy the episode and tippex out the speech bubbles. Put the speech bubbles in random order on a separate piece of paper. Photocopy the episode and the speech bubbles sheet, one per pair.

The pupils work in pairs. Hand out the episode and the speech bubbles to each pair. The pupils, in pairs, read and match the bubbles to the correct picture frames. As extra help, you can have them listen to the episode again before they do the activity.

Go Green! 3

- **Aims:** to raise the pupils' environmental awareness, to talk about bugs
- **Vocabulary:** bee, butterfly, ant, ladybird, spider, worm
- **Extra materials:** pictures of a bee, a butterfly, an ant, a ladybird, a spider and a worm (Ex. 1)

BEGINNING THE LESSON

Have a class discussion, in L1 if necessary, about what kind of insects/bugs can be found in the woods/countryside and ask the pupils what they know about them (e.g. *where they can be found, what colour they are, etc.*).

PRESENTATION & PRACTICE

1 Look at the picture, find the bugs and point to them.

Before going into class

Find pictures of the bugs in the lesson or prepare simple sketches.

Pupils' books closed. Show the pupils the pictures of the bugs you have brought with you. Ask them whether they have seen any of these bugs before. Point to and name them. The pupils repeat after you.

Pupils' books open. Write a big 57 on the board and ask the pupils to open their books at page fifty-seven. Read the instructions and explain the task. Individual pupils find and point to the bugs in the picture. Ask the rest of the class for verification.

2 Now look at the picture again and complete in your notebook.

Refer the pupils to the picture, read the example and explain the task. Have the pupils read the sentences 1-6 and elicit/explain the meaning of any unknown words. Use L1 if necessary. Allow the pupils time to complete the task in their notebooks and check their answers.

- | | | |
|---------|---------|------|
| 2 on | 4 on | 6 on |
| 3 under | 5 under | |

ENDING THE LESSON

Ask the pupils to draw another 'forest' similar to the one presented on page 57. Ask them to put the various

bugs in different places and present their drawing to the class.

Our World

- **Aims:** to learn about types of houses in different countries
- **Vocabulary:** England, garden, garage, flat, balcony
- **Extra materials:** world map (Ex. 1)

BEGINNING THE LESSON

Draw simple sketches of houses on the board. Tell the pupils that they will talk about different types of houses. Brainstorm different types of houses (e.g. *flats, igloos, etc.*). Elicit/Explain what *flat* means. Ask the pupils if they like houses or flats better and why. Elicit answers (*I like houses more because they are big and you can have a garden.*).

PRESENTATION & PRACTICE

1 Read and choose.

Before going into class

Put the world map on the wall for the pupils to use.

Pupils' books open. Write a big 58 on the board and ask the pupils to open their books at page fifty-eight. Read the instructions and explain the task. Use the world map and ask a pupil to come and show you where England, Australia, France and Germany are. Ask the pupils whether they have been to any of these countries and ask them about the houses there. Elicit answers.

Allow the pupils time to read the texts and complete the task. Check their answers.

- | | |
|-----------|----------|
| 1 England | 2 France |
|-----------|----------|

Read the texts again and elicit/explain the meaning of any unknown words.

2 Portfolio: Draw or stick a picture of your house. Present it to the class.

Ask the pupils to talk about their house. Then ask them to use the texts in Ex. 1 as models and write a text about their house. You can also ask the pupils to draw or stick a photo of their house if they have one available.

Module 3

Allow the pupils time to write the text. Alternatively, assign it for homework.

(Suggested answer)

This is my house in Bristol, England. It's very big. It's got three bedrooms and two bathrooms. There is a large garden and a big garage for our two cars.

ENDING THE LESSON

Ask the pupils to draw a picture of their dream house, and then write a few sentences about it, i.e. *where it is, what it is made of, how many bedrooms there are, what's in some of the rooms, etc.*

Note: It is advised you do 'Our School' on page 110 during this lesson or the next.

Checkpoint (Units 5 - 6)

- **Aims:** to consolidate Module 3, to obtain feedback on individual pupils, to monitor the pupils' progress

Do a quick revision of what the pupils have learnt in the module.

e.g. Teacher: *What's your best friend's name?*

Pupil 1: *John.*

Teacher: *Where's your schoolbag?*

Pupil 2: *It's under the desk.*

Teacher: *Are there any armchairs in the classroom?*

Pupil 3: *No, there aren't. etc*

Note: It is important that the pupils do not feel they are being tested. The rationale of this quick revision is to make the pupils aware of their progress in the English language. Always praise the pupils' efforts and encourage everyone to participate.

After this quick revision, the pupils work on their own and do the exercises.

1 What's in the bedroom? Look and write **yes** or **no** in your notebook.

The pupils look at the picture and at the list with words (1-9) and write *yes* or *no* in their notebooks.

- | | | |
|-------|-------|-------|
| 1 yes | 4 yes | 7 yes |
| 2 no | 5 no | 8 yes |
| 3 yes | 6 no | 9 no |

2 Now look again and choose.

Refer the pupils to the picture once more. This time they have to spot the location of the objects. Ask the pupils to read the sentences and choose the appropriate preposition that indicates the position of the object in the picture.

- | | | |
|----------|---------|----------|
| 1 on | 3 on | 5 under |
| 2 behind | 4 under | 6 behind |

3 Read and complete in your notebook. Use: **there is** or **there aren't**.

Explain the task. The pupils read and complete the speech bubbles in their notebooks. Check their answers.

Yes, **there is**.

No, **there aren't**.

4 Read and complete.

Refer the pupils to the pictures and explain that they have to use the appropriate possessive adjective. Pupils complete the sentences in their notebooks.

- | | | |
|-------|-------|--------|
| 1 His | 3 my | 5 your |
| 2 Her | 4 Our | |

5 Read, think and choose.

Refer the pupils to the *Now I can* box. Go through the faces and elicit what each one illustrates. Ask the pupils to choose the corresponding face according to how well they feel they did in this unit.

Once all the exercises have been corrected ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories or characters they liked the most.

Note: The pupils can now do *Modular Revision and Assessment 3* in their *Activity Book*.

Note: If you wish, you can do some or all of the Reinforcement & Extension activities from the *Teacher's Resource Pack*.

Unit 7a

- **Aims:** to talk about parts of the face, to describe physical appearance
- **Vocabulary:** kitten, nose, ear, eyes, mouth, face, dark hair, fair hair
- **Language focus**
Structures: verb 'have got' (singular)
Language in use: It's got a small nose and small, pink ears. And it's got blue eyes.
- **Extra materials:** flashcards (20-26), photocopies of parts of the face template from the *Teacher's Resource Pack*

BEGINNING THE LESSON

Greet the pupils as they arrive.

Play the song from Unit 6c encouraging the pupils to sing along.

Hand out the completed *Progress Report Cards* for the previous module and ask the pupils to file them in their *Junior Language Portfolios*.

PRESENTATION & PRACTICE

Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



FLASHCARDS (20-26)

Pupils' books closed. Put the flashcards on the board, one at a time, and say the corresponding word. The pupils repeat, chorally and individually. Point to the flashcards in random order. Individual pupils say the words. Ask the rest of the class for verification.

Pupils' books open. Write a big 60 on the board and ask the pupils to open their books at page sixty. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

Listen and read.

Explain/Elicit the meaning of the phrase *It's so cute!* Use L1 if necessary. Read the instructions. Go through

the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: What's in the tree?*

Pupils: A kitten!

Teacher: Are Lee and Harry in the water?

Pupils: Yes, they are.

Teacher: Is the kitten cute?

Pupils: Yes, it is. etc

Write on the board:

1 *What's that?*

a *Oh, it's so cute!*

2 *Look, it's in the tree!*

b *It's a kitten!*

Explain to the pupils that they will listen to the dialogue and match the sentences. Play the audio. The pupils listen, follow the lines and complete the task.

1 b

2 a

Read, correct and say.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to find the answers. Ask individual pupils to answer. Ask the rest of the class for verification.

The kitten has got a **small** nose and small, **pink** ears.

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then the pupils take roles and read out the dialogue.

Read out the sentences spoken by a character in the dialogue. Ask individual pupils to tell you who it was.

e.g. *Teacher: It's a lovely day!*

Class: Mona! etc

Note: If you wish, have the pupils close their books during this activity.

(Activities to present and practise the verb 'have got'.)

Funny Faces! Complete and match in your notebook.

Pupils' books closed. Show the pupils the *kitten* flashcard. Say, then write: *I **have got** a kitten.* Underline the words in bold and explain the meaning. Write under the sentence *I've got a kitten.* Underline the short form and explain how this is formed. Give the flashcard to a pupil and say, then write: *You **have got** a kitten.* Underline the words in bold. Write this sentence underneath: *You've got a kitten.* Underline

Module 4

the short form and explain how this is formed. Do the same with other pupils so as to present all persons of the verb *have got*.

Drill your pupils.

e.g. *Teacher: He/pencil.*

Pupil 1: He's got a pencil.

Teacher: You

Pupil 2: You've got a pencil. etc

Pupils' books open. Ask pupils to read the sentences in the grammar box.

Read the instructions and explain the task. Refer the pupils to the picture and ask them if they know the cartoon characters presented. Ask them which one they like best. Read the example and allow the pupils time to complete the rest of the sentences in their notebooks. Ask individual pupils to match the sentences to the characters.

- 1 A 3 've B 5 's D
2 's E 4 's C

4 Listen and choose.

Read the instructions and explain the task. Ask the pupils to describe the cats in the three pictures.

e.g. *Pupil 1: Cat A is white. It's got green eyes. etc*

Explain to the pupils that they will hear a description and that they will have to choose the right cat. Play the audio twice if necessary. Check their answer. The pupils listen and complete the task.

Sammy is picture **C**.

AUDIOSCRIPT

Which one is Sammy?

A: *Have you got a cat, Peter?*

B: *Yes. I've got a cat called Sammy.*

A: *What colour is Sammy?*

B: *He's black and white.*

A: *What colour eyes has Sammy got?*

B: *He's got big green eyes. Look. This is a picture of him.*

A: *Oh, he's lovely!*

5 Talk with your friend.

(An activity to practise describing appearance.)

Read the instructions and explain the task. Refer the pupils to the picture of Lee and read the example. The pupils, in pairs, ask and answer questions about the rest of the characters.

- 1 **A:** What's Emma like?
B: She's got fair hair and blue eyes.
- 2 **A:** What's Mona like?
B: She's got dark hair and brown eyes.
- 3 **A:** What's Harry like?
B: He's got red hair and blue eyes.

My Magic Files!

Before going into class

Photocopy the template of the parts of the face from the *Teacher's Resource Pack*, one per pupil.

Hand out the photocopies. Explain to the pupils that they are going to create their own magic character! They can choose any combination of face parts to make up a character. They can give him/her a name, too. Upon completion, ask the pupils to present their character to the class.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask the pupils to describe someone from the class.

e.g. *Pupil 1: He's got dark hair and brown eyes.*

The rest of the class tries to guess who he/she is. Whoever guesses correctly thinks of another pupil and describes him/her.

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the pattern in Ex. 5.

Activity Book (Optional)

Assign some of the activities from Unit 7a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 7b

- **Aims:** to talk about parts of the body
- **Vocabulary:** body, leg, hand, arm, head, long tail, wet
- **Language focus**
Structures: have got (interrogative/short answers/negative), irregular plurals
Language in use: It hasn't got a big body. It's got a long tail. We've got wet legs and feet. Yes, but we haven't.
- **Extra materials:** *My face!/My body!* poster, flashcards (27-33), pictures of cartoon characters or slips of paper with names of cartoon characters (*Ending the Lesson*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 7a.)

Ask the pupils to describe their partner (hair, eyes).

e.g. A: *Tina's got red hair and brown eyes.*

B: *Tom's got black hair and brown eyes.*

Put up the *My face!/My body!* poster. Point to the parts of the face, one at a time, and elicit their names from individual pupils.

Ask the pupils, in pairs, to act out the exchanges from Exs 1 and 5.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



FLASHCARDS (27-33)

Pupils' books closed. Put the flashcards on the board, one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Point to the pictures in random order. Individual pupils say the words. Ask the rest of the class for verification.

Pupils' books open. Write a big 62 on the board and ask the pupils to open their books at page sixty-two. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

Listen and read.

Explain/Elicit the meaning of the phrase *We're all wet!* Use L1 if necessary. Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: *Who's wet?*

Pupils: *Harry and Lee.*

Teacher: *Who's got the kitten?*

Pupils: *The girls. etc*

Write on the board:

It's got a ... tail!

a short

b long

Ask the pupils to listen to the dialogue and complete the sentence. Play the audio. The pupils listen, follow the lines and complete the task.

b long

Read and choose.

Read the instructions and the sentences and draw the pupils' attention to the underlined pronouns. Explain the task and allow the pupils time to choose the correct name. Check answers and write them on the board. The pupils have to indicate the appropriate frame in order to justify their answer.

1 a (Picture 3)

2 b (Picture 4)

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then the pupils take roles and read out the dialogue.

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. Teacher: *Time for some ...!*

Class: *fun etc*

Note: If you wish, have the pupils close their books during this activity.

Module 4

(Activities to present and practise the verb 'have got'.)

3 Look, read and answer.

Pupils' books closed. Point to your hair. Say, then write: **Have I got dark hair?** Underline the words in bold and explain the meaning. Write under the sentence: **Yes, I have.** Explain how the interrogative form (inversion) and positive short answer is formed. Point to a male pupil and say, then write: **Has he got dark hair?** Underline the words in bold and explain the meaning. Write under this sentence: **No, he hasn't.** Explain how the negative short answer is formed. Say and write: **He hasn't got** (*has not got*) **a big mouth.** Underline the words in bold and explain how the negative form (full/short) is formed. Do the same with other pupils to present all types of interrogative and negative forms as well as the short answers.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Then read the instructions for Ex. 3 and explain the task. Refer the pupils to the picture and read the example. Have individual pupils read the rest of the sentences and explain any unknown words. Allow the pupils time to complete the task in their notebooks. Check their answers.

- 2 Yes, he has. 4 Yes, they have.
3 No, they haven't.

4 Read and match in your notebook. Then listen and check.

(An activity to present and practise irregular plurals.)

Refer the pupils to the pictures and the words underneath. Make sure there are no unknown words. Explain that these are irregular plurals and allow them time to do the matching in their notebooks. When the pupils have finished, play the audio for pupils to check their answers.

- 1 b 2 d 3 e 4 a 5 c

AUDIOSCRIPT

man – men child – children foot – feet
woman – women tooth – teeth

Extension

Divide the pupils into two teams. Choose a pupil from Team A and say a singular noun. The pupil answers by giving the plural form of that noun.

e.g. Teacher: child
Team A Pupil 1: children etc

Each correct answer gets a point.

5 Let's play!

Before going into class

Find and cut out pictures of famous cartoon characters.

Show the pupils the pictures you have brought. Elicit what the cartoon characters look like. Explain the game. Ask a pupil to come to the front of the class. Ask him to close his eyes and attach one of the pictures on his back. The pupil has to find out who the character is by asking questions. Demonstrate this yourself first. Alternatively, you can use slips of paper with the names of the cartoon characters.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask the pupils to draw and describe a kitten.

e.g. Pupil 1: *My kitten is cute. It's brown. It's got green eyes and a long tail.*

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the pattern in Ex. 5.

Activity Book (Optional)

Assign some of the activities from Unit 7b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 7c

- **Aims:** to talk about parts of the face/body, to develop the pupils' listening and writing skills
- **Vocabulary:** sweet, tummy, lick
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** /aʊ/
- **Extra materials:** *My face!/My body!* poster, photocopies of the kitten template from the *Teacher's Resource Pack* (Ex. 2)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 7b.)

Ask the pupils to describe a cartoon character for the rest of the class to guess.

e.g. Pupil 1: *He's got big eyes, a small nose, a big mouth, a short tail and he's orange.*

Class: *Nemo!*

Ask the pupils, in pairs, to act out exchanges from Exs 1 and 5.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

1 Listen and read.

Pupils' books closed. Put the *My face!/My body!* poster on the board. Point to the parts of the face/body, one at a time, and have individual pupils say the corresponding word(s). Ask the rest of the class for verification.

Pupils' books open. Write a big 64 on the board and ask the pupils to open their books at page sixty-four. Read the title of the unit and have the pupils repeat after you. Refer the pupils to the pictures and ask them to tell you what they think the song is about (*a kitten*). Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Project Work: Let's make a mask.

Before going into class

Photocopy the template of the kitten from the *Teacher's Resource Pack*, one per pupil.

Hand out the photocopies. Explain to the pupils that they are going to make their own kitten mask! They can decorate the mask any way they want. They can give their kitten a name, too. Upon completion, ask the pupils to present their kitten mask to the class.

Now sing and do!

Demonstrate the following miming actions and encourage the pupils to copy you and do the same while singing. Play the audio and tell the pupils to wear their masks.

Extension

I've got hair on my ears. (pointing to the ears)

I've got hair on my head. (pointing to the head)

I've got hair on my tail. (pointing to the lower back)

I've got hair on my legs! (pointing to the legs)

I've got hair everywhere, (pointing to the whole body)

From my head to my feet! (pointing to the head and feet)

I've got hair everywhere, (pointing to the whole body)
I'm a kitten and I'm sweet! (pointing to themselves and smiling)

I've got hair on my tummy. (pointing to the tummy)

I've got hair on my feet; (pointing to the feet)

And when I lick my body, (pretending to be licking an arm)

I've got hair on my teeth! (pointing to the teeth)

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

3 Read and choose. Then listen and read.

Refer the pupils to the picture and ask them to tell you what they know about Shrek. Read the instructions and explain the task. Allow the pupils time to read the text and choose the correct option. Pupils write the answers in their notebooks. Play the audio for the pupils to listen and check their answers. Ask individual pupils to read out from the text.

1 big 2 brown 3 big

4 Portfolio: Draw and write in your notebook.

Read the instructions and explain the task. Ask the pupils to look at the picture and read the text. Ask them if they know who *Scrat* is and elicit answers.

Ask the pupils who their favourite cartoon hero/character is and ask them to describe him/her to the class. Tell them to use the texts in Exs 3 and 4 as models and write about their favourite cartoon character.

Allow the pupils time to write a short text about their favourite hero/character. Tell them to include a drawing. Alternatively, assign it for homework.

(Suggested answer)

My favourite cartoon hero/character is Tweety. He's small and yellow. He has got a big head and big eyes. He's great.

Note: Once you have corrected their writing activities guide your pupils on how to file them in their *Junior Language Portfolios*.

5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Module 4

Read the instructions and explain the task. Play the audio for the pupils to listen and repeat.

Draw the pupils' attention to the /au/ sound. Ask individual pupils to read out the sentence and correct their pronunciation.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask the pupils to copy one verse from the song and write about another animal. Ask the pupils to include drawings of their animals.

Note: For the next lesson, the pupils should be able to describe *people, animals, etc.*

Activity Book (Optional)

Assign some of the activities from Unit 7c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Note: For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home as part of their homework.

Unit 8a

- **Aims:** to talk about actions, to express ability
- **Vocabulary:** play the piano, dance, jump, fly, ride a horse, swim, draw
- **Language focus**
Structures: verb 'can' (singular)
Language in use: Mona, can you sing? Yes, I can! Can you play the piano? I can play the guitar! I can't sing or play the piano. I can help you, Harry!
- **Extra materials:** *Time for action!* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 7c.)

Ask the pupils to describe their favourite actor. Give an example (e.g. *Nicole Kidman's got red hair and blue eyes.*)

Play the song from Unit 7c, encouraging the pupils to sing along.

PRESENTATION & PRACTICE

Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



POSTER

Pupils' books closed. Put the *Time for action!* poster on the board. Point to the *actions* (*play the piano, dance, jump, fly, ride a horse, swim, draw*), one at a time, and say the corresponding word/phrases. The pupils listen and repeat, chorally and individually. Point to the actions in random order. Individual pupils say the actions. Ask the rest of the class for verification.

Pupils' books open. Write a big 66 on the board and ask the pupils to open their books at page sixty-six. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

Listen and read.

Explain/Elicit the meaning of the phrase *Talent Show*. Ask the pupils if they have been to a talent show and elicit their answers. Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: Is it a talent show?*

Pupils: Yes, it is.

Teacher: Is Harry happy?

Pupils: No, he isn't.

Teacher: Can Erlina help Harry?

Pupils: Yes. etc

Write on the board: *I can't sing or play the piano.*

Ask the pupils to listen to the dialogue and say which picture this sentence was taken from. Play the audio. The pupils listen, follow along and complete the task.

Answer: picture 5

Read and match in your notebook.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to complete the task in their notebooks. Check their answers.

1 c 2 a 3 b

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then the pupils take roles and read out the dialogue.

Read out sentences spoken by a character in the dialogue. Ask individual pupils to tell you who it was.

e.g. *Teacher: Mona, can you sing?*
Class: Emma! etc

Note: If you wish, ask the pupils to close their books during this activity.

(Activities to present and practise the verb 'can'.)

3 Look and write in your notebook.

Pupils' books closed. Say and write on the board: *I **can** swim. A frog **can** jump.* Underline the words in bold. Elicit from the pupils that *can* is the same in all persons (I, you, he, she, it). Say and write on the board. ***Can I swim? Yes, I can. Can a spider swim? No, it can't.*** Underline the words in bold. Elicit/Explain the way the interrogative is formed as well as the way the short answers are constructed. Finally, say and write on the board: *He **can't** dance.* Underline the word in bold. Under this sentence write: *He **cannot** dance.* Elicit/ Explain how the negative is formed and explain that *cannot* should always be written as one word.

Pupils' book open. Read through the grammar box. Read the instructions and the example and explain the task. Ask the pupils to look at the pictures and explain that they have to complete the sentences with *can* or *can't* according to what the pictures show. Allow the pupils time to complete the task in their notebooks. Check their answers.

2 can 4 can 6 can
3 can't 5 can't

4 Find Out: Copy in your notebook. Then find someone who can ...

Read the instructions and explain the task. Tell the pupils to copy the sentences in their notebooks and then go around the classroom and find pupils who can do the actions. Demonstrate this yourself first.

e.g. *Teacher: Peter, can you play the piano?*
Peter: No, I can't.
Teacher: Can you dance?
Peter: Yes, I can. (you write 'Peter' in the second box) Can you play the piano?
Teacher: Yes, I can. ('Peter' writes your name in the first box) etc

Now tell the class.

The pupils report back to the class.

e.g. *Bill can play the piano, Kim can dance, Pat can ride a horse, etc*

5 Let's play!

Ask the pupils to sit in a circle. Explain the activity. One pupil starts by clapping his/her hands and saying what he/she can do. Then the next pupil claps his/her hands and says what he/she can do and so on.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask a pupil to mime an action. The rest of the class tries to guess what it is. Whoever guesses correctly comes to the front of the class and the game continues.

Note: For the next lesson, the pupils should know the new words as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask the pupils to learn the pattern in Ex. 4.

Activity Book (Optional)

Assign some of the activities from Unit 8a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 8b

- **Aims:** to talk about ability
- **Vocabulary:** glasses, rabbit, hop, magician, see
- **Language focus**
Structures: verb 'can' (plural)
Language in use: Can you see the glasses? Yes, we can. Now, what can you see?
- **Extra materials:** flashcards (34-37), *Time for action!* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 8a.)

Ask the pupils to remember what their classmates can do and report to the class.

e.g. *Pupil 1: Sam can ride a bike.*
Pupil 2: Ben can play the guitar. etc

Module 4

Ask the pupils, in pairs, to act out exchanges from Exs 1 and 4.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



FLASHCARDS (34-37)

Pupils' books closed. Put the flashcards on the board, one at a time. Point to each flashcard and say the corresponding word. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order. Individual pupils say the words. Ask the rest of the class for verification.

Pupils' books open. Write a big 68 on the board and ask the pupils to open their books at page sixty-eight. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

1 Listen and read.

Explain/Elicit the meaning of the phrase *Abacadabra*. Ask the pupils if they know in what situation this word is used and elicit answers (*during a magic show*). Use L1 if necessary and mime moving your magic wand. Read the instructions and set the scene by asking questions.

e.g. Teacher: *Is Harry a magician?*

Pupils: *Yes, he is.*

Teacher: *Where are the boy's glasses?*

Pupils: *In the hat.*

Teacher: *What else is in the hat?*

Pupils: *A rabbit! etc*

Write on the board:

Thank you, Harry. You're a very good !

Ask the pupils to listen to the dialogue and complete the sentence. Play the audio. The pupils listen, follow along and complete the sentence.

Answer: magician

2 Which picture? Read and say.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to find the corresponding picture for each phrase 1-4. Have pupils compare answers with their partners if they wish. Go around the classroom and provide help when necessary. Check the pupils' answers.

2 Picture 6

3 Picture 5

4 Picture 1

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. Teacher: *Please put your ... in my hat.*

Class: *glasses etc*

Note: If you wish, have the pupils close their books during this activity.

(Activities to present and practise the verb 'can'.)

3 Look, read and match in your notebook.

Pupils' books closed. Say and write on the board: *We **can** sing. They **can** sing.* Underline the words in bold. Elicit from the pupils that *can* is the same in all persons (We, you, they). Say and write on the board: ***Can you** sing? **Yes, we can. Can they** sing? **No, they can't.*** Underline the words in bold. Elicit/Explain the way the interrogative is formed (inversion) as well as the way the short answers are constructed. Point out, again, that *can* is used in all persons.

Pupils' books open. Ask individual pupils to read the sentences in the grammar box. Read the instructions and explain the task. Allow the pupils time to complete the task in their notebooks. Check their answers.

1 b

2 d

3 a

4 c

4 Look and answer. Write in your notebook.

Read the instructions and explain the task. Ask the pupils to look at the pictures and to read the first part of each exchange. Read the example. Explain that the other part of the exchange can be *Yes, we can* or *No, we can't*. Allow the pupils time to complete the task in their

notebooks. Check their answers. Ask individual pairs to read out the exchanges.

- 1 Yes, we can. 2 Yes, we can.
No, we can't. No, we can't.

5 Let's sing!

Refer the pupils to the picture and ask them questions.

- e.g. *Teacher: Are they magicians?*
Class: Yes, they are.
Teacher: What can they do?
Class: They can fly. etc

Refer the pupils to the song and play the audio. The pupils listen and follow the lines. Play the audio again. The pupils listen and sing along.

My Magic Files!

You need an assistant. Before the lesson begins, talk with a pupil and explain the magic trick to him/her. Tell him/her that the answer will be 'yes' only if you point to the bottom of the picture.

Read the title of the magic file and explain the word *trick*. Ask your assistant to leave the room. Put up the *Time for Action!* poster. Ask a pupil to choose one of the actions, e.g. *dance*. Ask your assistant to come into the room. Tell your assistant that the pupil can do one of the actions on the poster. With your magic wand, point to the actions and ask your assistant:

- e.g. *Teacher: (pointing to the top of the picture)*
Can he fly?
Assistant: No, he can't.
Teacher: (pointing to the top of the picture)
Can he play the piano?
Assistant: No, he can't.
Teacher: (pointing to the bottom of the picture)
Can he dance?
Assistant: Yes, he can.

Repeat as many times as you think is necessary. If you wish, you can explain the trick to your class and for the next lesson the pupils have to think, in pairs, of a different trick, e.g. *crossing their fingers*. The pupils, in pairs, do the trick and the rest of the class tries to figure out how the trick is done.

Note: You can use simple sketches or pictures of people doing various activities instead of the poster if you wish.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Demonstrate the following miming actions and encourage the pupils to copy you, in pairs.

- We're Zappy and Zip.** (*pointing to each other*)
We can do magic tricks! (*moving their fingers*)
What can we do? What can we do?
(*asking by moving their hands*)
We're Zappy and Zip. (*see above*)
We can do magic tricks! (*see above*)
We can fly, we can fly! Zipperoo!
(*pretending to fly - spread arms*)

Ask the pupils to put something in a box and act out similar exchanges to the ones in Ex. 4.

- e.g. *Pupil 1: (putting his pencil case in the box)*
Can you see the pencil case?
Class: Yes, we can.
Pupil 1: (showing the empty box to the pupils)
Can you see the pencil case now?
Class: No, we can't. etc

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the pattern in Ex. 4.

Activity Book (Optional)

Assign some of the activities from Unit 8b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 8c

- **Aims:** to talk about means of transport, to develop the pupils' listening and writing skills
- **Vocabulary:** seat belt, helmet, fast, slow, do karate
- **Language focus**
Structures: consolidation
Language in use: I can drive my car, I can fly my plane, I can ride my bike.
- **Pronunciation:** /s/ and /k/
- **Extra materials:** flashcards (38-42)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(*Activities to revise the language of Unit 8b.*)

Ask the pupils to talk about something they can't do.

- e.g. *Pupil 1: I can't fly.*
Pupil 2: I can't swim. etc

Module 4

Ask the pupils, in pairs, to act out exchanges from Exs 1 and 4.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

Listen, point and repeat.



FLASHCARDS (38-42)

Pupils' books closed. Put the flashcards on the board, one at a time. Point to each flashcard and say the corresponding word. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order. Have individual pupils say the words. Ask the rest of the class for verification.

Pupils' books open. Write a big 70 on the board and ask the pupils to open their books at page seventy. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

1 Listen and match in your notebook.

Read the instructions and explain the task. Go through the sounds 1-3 and ask the pupils to guess which of the means of transport a-c is likely to make this sound. Play the song. The pupils listen and match. Check their answers.

1 c 2 b 3 a

Now sing and do!

Play the audio. The pupils listen and follow the lines. Play the audio again. The pupils listen and sing along.

Extension

Play the song again. The pupils listen and sing along. Demonstrate the following miming actions and encourage the pupils to copy you.

Beep! Beep! Beep! (pretending to beep a horn)
I can drive my car (pretending to drive a car)
Seat belt on, watch me go! (pretend to put the seat belt on)
Beep! Beep! Beep!
I can drive my car
Sometimes fast and sometimes slow!

Yeeow! Yeeow! Yeeow!

I can fly my plane (pretending to fly a plane)

Seat belt on, watch me go!

Yeeow! Yeeow! Yeeow!

I can fly my plane

Sometimes fast and sometimes slow!

Ring! Ring! Ring! [pretending to ring a bell (for bikes)]

I can ride my bike (pretending to ride a bike)

Helmet on, watch me go! (pretending to put on a helmet)

Ring! Ring! Ring!

I can ride my bike

Sometimes fast and sometimes slow!

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

2 Read and say yes or no. Then listen and read.

Tell the pupils to look at Ex. 2. Refer them to the pictures and ask them to tell you what the boy can do.

Allow the pupils time to read the text and complete the task. Ask individual pupils to answer. Play the audio for the pupils to check their answers. Individual pupils read out from the text.

1 no 2 yes

3 Portfolio: Draw and write in your notebook.

Read the instructions and explain the task. Ask the pupils to look at the picture. Tell them that the girl's name is Emily. Ask the pupils to tell you what Emily can do.

e.g. Teacher: What can Emily do?

Pupil 1: She can sing.

Teacher: What else?

Pupil 2: She can dance.

Refer the pupils to the text and have them read it. Ask the pupils to write about what they can do. Tell them to use the texts in Exs 2 and 3 as models.

Allow the pupils time to write a short text about their abilities (what they can do). Tell them to include a drawing(s). Alternatively, assign it for homework.

(Suggested answer)

I can swim and I can play the guitar, too.

Note: Once you have corrected their writing activities guide your pupils on how to file them in their *Junior Language Portfolio*.

4 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the recording for the pupils to listen and repeat.

Draw the pupils' attention to the /s/ and /k/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask the pupils to make the sounds that a car, a plane and a bike make.

e.g. Pupil 1: *Beep! Beep!/Vroom! Vroom!*

Pupil 2: *Yeeow! Yeeow!*

Pupil 3: *Ring! Ring!*

Extension

Ask the pupils to choose one of the verses of the song and draw pictures showing the actions. Have them present their pictures to the class.

Activity Book (Optional)

Assign some of the activities from Unit 8c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Note: For the next lesson, the pupils can do Ex. 3 (*Portfolio*) at home.

Troll Tales! (Episode 4)

- **Aims:** to read for pleasure
- **Vocabulary:** gold, rainbow, dust
- **Extra materials:** photocopies of the episode (*Ending the Lesson*)

BEGINNING THE LESSON

Ask the pupils to tell you what the previous episode was about (*Popsie eating Pog and Trog's dinner.*) Ask them if they remember any of the phrases from that episode and ask them to say them out loud (e.g. *I'm hungry! Where's my food? That's our dinner!*).

PRESENTATION & PRACTICE

Episode 4: Listen and read.

(Activities to promote reading for pleasure.)

Write a big 72 on the board and ask the pupils to open their books at page seventy-two. Refer the pupils to the episode. Ask them to look at the pictures and guess what it is going to be about (e.g. *Trog and Pog are looking for some gold*).

Play the audio. The pupils listen and follow along. Play the audio again with pauses for the pupils to listen and repeat chorally.

Now take roles and read.

The pupils take roles and read the episode.

ENDING THE LESSON

Before going into class

Photocopy the episode, cut out the frames and tippex out the names (picture 1 Pog, Trog, picture 4 Popsie). Photocopy one set per group of pupils.

Hand out one set of frames per group. Ask the pupils to work together and put the names in the correct frame. You can help them by playing the episode again while they're completing the task.

Go Green! 4

- **Aims:** to talk about the five senses, to use the five senses to appreciate nature
- **Vocabulary:** see, hear, taste, smell, feel, bird, touch, wonder
- **Extra materials:** none

BEGINNING THE LESSON

Write the word *garden* on the board. Ask the pupils to tell you, in L1 if necessary, about what they can see/hear/smell/feel/taste in a garden.

PRESENTATION & PRACTICE

1 Find, point and say.

Write a big 73 on the board and ask the pupils to open their books at page seventy-three. Draw the pupils'

Module 4

attention to the pictures. Say the words so that the pupils can repeat, chorally and individually. When you say the words, mime the actions (*e.g. hear – put your hand around your ear, etc.*).

Read the instructions and explain the task. Refer the pupils to the picture and to the words. Allow the pupils time to do the matching. Ask individual pupils to answer. Ask the rest of the class for verification.

feel → boy touching the trunk of the tree
hear → boy with his hand by his ear
smell → girl smelling the flower
see → boy looking at the spider
taste → girl eating an apple

2 Let's sing!

Play the audio. The pupils listen and follow the lines. Explain/Elicit the meaning of any unknown words, using L1 if necessary. Play the audio again. The pupils listen and sing along.

Extension

Demonstrate the following miming actions and encourage the pupils to copy you.

I can taste the apples. (*pretending to bite on an apple*)

I can smell the flowers. (*pretending to smell flowers*)

I can see the funny spider! (*pointing to an imaginary spider and laugh*)

I can hear the birds. (*cupping ear and pretending to listen to something*)

I can touch the trees. (*pretending to touch something*)

My garden's full of wonder! (*stretching arms*)

Play the song. The pupils listen and do the actions.

ENDING THE LESSON

The pupils draw their own garden and present their drawings to the class. You can display their drawings in the classroom.

e.g. This is my garden. Look! An apple tree, a bird, etc.

Our World

- **Aims:** to talk about sports people with special skills
- **Vocabulary:** consolidation
- **Extra materials:** none

BEGINNING THE LESSON

Tell the pupils that you will talk about sports people today. Brainstorm famous sports stars and write their names on the board.

PRESENTATION & PRACTICE

1 Read and answer.

Write a big 74 on the board and ask the pupils to open their books at page seventy-four. Have the pupils look at the pictures. Ask them if they recognise the people presented and elicit answers. Read the instructions and explain the task. Allow the pupils time to read the texts and complete the task in their notebooks.

- 1 Răzvan Marin
- 2 Rachel Atherton
- 3 Răzvan Marin
- 4 Rachel Atherton

2 Portfolio: Write about your favourite sports person in your notebook.

Read the instructions and explain the task. Ask the pupils to think of a sports person they like from their country or abroad. Ask them to write about where this person is from, what he/she looks like and what he/she can do. Ask the pupils to use the texts in Ex. 1 as models.

Allow the pupils time to write a text about their favourite sports person. Alternatively, assign it for homework.

(Suggested answer)

Roger Federer is from Switzerland. He's got dark hair and dark eyes. He can play tennis really well. He can also play golf and he can ski.

Note: Once you have corrected their writing activities guide your pupils on how to file them in their *Junior Language Portfolios*.

ENDING THE LESSON

Repeat the text about Răzvan Marin with some wrong information. Invite the pupils to correct it.

*e.g. Răzvan Marin is from **Spain**. He has **long** dark hair and **blue** eyes. He can play **basketball** really well!*

Note: It is advised that you do 'Our School' on page 111 during this lesson or the next.

Checkpoint (Units 7 - 8)

- Aims:** to consolidate Module 4, to obtain feedback on individual pupils, to monitor the pupils' progress

Do a quick revision of what the pupils have learnt in the module.

e.g. *Teacher: Have you got blue eyes?*

Pupil 1: No, I haven't.

Teacher: Can spiders fly?

Pupil 2: No, they can't. etc

Note: It is important that the pupils do not feel they are being tested. The rationale of this quick revision is to make the pupils aware of their progress in the English language. Always praise the pupils' efforts and encourage everyone to participate.

After this quick revision, the pupils work on their own and do the exercises.

1 Look and choose.

The pupils look at the pictures, read the sentences and choose the appropriate word. The pupils write the answers in their notebooks.

- | | | |
|--------|---------|---------|
| 1 tail | 3 ears | 5 hands |
| 2 feet | 4 mouth | |

2 Make sentences in your notebook.

The pupils look at the pictures and read the phrases. The pupils use *can/can't* and make sentences in their notebooks.

- The frog can jump.
- Frank can't ride a bike.
- Lisa can ride a horse.
- Rita can't swim.
- Sue can't play the piano.

3 Write the plurals in your notebook.

The pupils read the singular form of the irregular nouns and write the plural form in their notebooks. Check their answers.

- | | | |
|---------|------------|---------|
| 1 men | 3 children | 5 women |
| 2 teeth | 4 feet | |

4 Read and answer in your notebook.

The pupils read the questions and answer according to what is true about themselves. The pupils write their answers in their notebooks.

- Yes, I can./No, I can't.
- Yes, I can./No, I can't.
- Yes, I have./No, I haven't.
- Yes, I can./No, I can't.
- Yes, I have./No, I haven't.
- Yes, I can./No, I can't.

5 Read, think and choose.

Refer the pupils to the *Now I can* box. Go through the faces and elicit what each one illustrates. Ask the pupils to choose the corresponding face according to how well they feel they did in this unit.

Once all the exercises have been corrected ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories or characters they liked the most.

Note: The pupils can now do *Modular Revision and Assessment 4* in their *Activity Books*.

Note: If you wish, you can do some or all of the Reinforcement & Extension activities from the *Teacher's Resource Pack*.

Module 5

Unit 9a

- **Aims:** to talk about clothes, to describe actions happening now
- **Vocabulary:** dress, trousers, shirt, skirt, T-shirt, shoes, pick flowers
- **Language focus**
Structures: present continuous (affirmative)
Language in use: Your T-shirt's nice. What are you doing? We're picking flowers, We're playing football, I'm wearing my new trousers, What's the problem?
- **Extra materials:** completed *Progress Report Cards*, *My clothes!* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 8c.)

Ask the pupils to tell you two things they can do and two they cannot do.

e.g. Pupil 1: I can play the piano and I can do karate.
I can't sing and I can't swim. etc

Play the song from Unit 8c, encouraging the pupils to sing along.

Hand out the completed *Progress Report Cards* for the previous module and ask the pupils to file them in their *Junior Language Portfolios*.

PRESENTATION & PRACTICE

Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



POSTER

Pupils' books closed. Put the *My clothes!* poster up on the board. Point to the clothing items (*dress, trousers, shirt, skirt, T-shirt, shoes*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Point to the clothing items, etc in random order. Individual pupils say the clothing items. Ask the rest of the class for verification.

Pupils' books open. Write a big 76 on the board and ask the pupils to open their books at page seventy-six. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

Listen and read.

Explain/Elicit the meaning of the phrase *My new clothes!* Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: Are Emma and Mona picking flowers?
(pointing to picture 2)

Pupils: Yes, they are.

Teacher: Are the boys playing football?
(pointing to picture 3)

Pupils: Yes, they are.

Teacher: Are the boys dirty? (pointing at picture 6)

Pupils: Yes, they are. etc

Write on the board:

What are Emma and Mona doing? They're

Play the audio. The pupils listen to the dialogue and answer the question.

Answer: picking flowers

Read, choose and say.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to read it and find the answers. Ask individual pupils to answer. Ask the rest of the class for verification.

1 a 2 a 3 a

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat this time inviting the pupils to answer your questions.

e.g. Teacher: Hey! Emma! Mona! What are you doing?
Class: We're picking flowers.

Note: If you wish, have the pupils close their books during this activity.

(Activities to present and practise the present continuous.)

3 What are they doing? Look and complete in your notebook.

Pupils' books closed. Mime, say, then write: *I am singing*. Underline the phrase and explain that this tense is the present continuous. Then, say how it is formed (*subject personal pronoun + be + verb + -ing*). Point out that this tense is used to talk about actions happening now, at the moment of speaking. Write under the sentence: *I'm singing*. Underline the phrase and explain that this is the short form of the tense. Drill your pupils.

e.g. Teacher: *I'm writing*.
Pupil 1: *I'm listening*.
Pupil 2: *I'm sitting*. etc

Follow the same procedure to present all the other persons of the affirmative.

Drill your pupils.

e.g. Teacher: *I/read*
Pupil 1: *I'm reading*.
Teacher: *George/sing*
Pupil 1: *George is singing*. etc

Suggested verbs to be used: colour, jump, play, read, walk, write, sing, drive, run, dance.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Read the instructions and explain the task. Allow the pupils some time to complete the task in their notebooks. Refer the pupils to the picture and ask the pupils to tell you what the people in the picture are doing. Check their answers.

2 He's 3 It's 4 They're 5 She's

4 Listen and match in your notebook.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them to describe what each child is wearing.

Explain to the pupils that they have to match the names (1-4) to the children (A-D) according to the clothes description they are going to hear. Play the audio twice if necessary. The pupils listen and complete the task in their notebooks. Check their answers.

1 C 2 B 3 A 4 D

AUDIOSCRIPT

It's Prize Day today. Look at Bill. Bill is wearing his new blue trousers and white shirt. Bill looks nice today.

Can you see Nick? Nick is wearing his new red T-shirt and black trousers.

And look at Kim. Kim is wearing her new pink skirt and purple T-shirt. Kim looks lovely!

Can you see May? May is wearing her new green dress!

What are they wearing? Look again and say.

The pupils say what the children are wearing while using their names.

e.g. Pupil 1: *May is wearing a green dress*. etc

5 Let's play!

Point to the picture and read the title, *Alvin's new clothes!* Explain the activity. The pupils work in pairs. One pupil thinks of and describes what Alvin is wearing. The other writes down the colours of the corresponding items of clothing. Then they swap roles and resume the activity.

e.g. Pupil 1: *Alvin is wearing a red hat. He's wearing a blue shirt. He's wearing green trousers and black shoes.*

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask the pupils to say and mime an activity.

e.g. Pupil 1: (pretending to dance) *I'm dancing!*
Pupil 2: (pretending to write) *I'm writing*. etc

Note: For the next lesson, the pupils should know the new words as well as an exchange of their/your choice from the dialogue (Ex.1) Ask them to learn the pattern in Ex. 4.

Activity Book (Optional)

Assign some of the activities from Unit 9a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 9b

- **Aims:** to talk about the weather, to describe actions happening now
- **Vocabulary:** dark cloud, It's raining, It's snowing, It's sunny, It's windy, It's cold, It's hot
- **Language focus**
Structures: present continuous
Language in use: It's raining! It's just a small dark cloud. We're getting wet! The sun is shining! We're having a great time.
- **Extra materials:** flashcards (43-49), photocopies of the magic weather template from the *Teacher's Resource Pack*

Module 5

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language from Unit 9a.)

Ask the pupils, in pairs, to act out the patterns from Exs 1 and 4.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



FLASHCARDS (43-49)

Pupils' books closed. Put the flashcards on the board, one at a time, and say the corresponding word. The pupils repeat, chorally and individually. Point to the flashcards in random order. Ask individual pupils to say the corresponding word. Ask the rest of the class for verification.

Pupils' books open. Write a big 78 on the board and ask the pupils to open their books at page seventy-eight. Read the title of the unit and have the pupils repeat after you. Play the audio while the pupils listen and repeat, chorally or individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

1 Listen and read.

Explain/Elicit the meaning of the phrase *A lovely day!* Use L1 if necessary. Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: (pointing to pictures 1 and 2) *Is it a lovely day?*

Pupils: *No, it isn't.*

Teacher: (pointing to pictures 4-6) *Is it a lovely day now?*

Pupils: *Yes, it is. etc*

Play the audio. The pupils listen, follow along and complete the task.

Write on the board:

- 1 *The sun is*
- 2 *We're having a great*

Ask the pupils to listen to the dialogue and complete the sentences.

Answers:

- 1 shining
- 2 time

2 Which picture? Read and say.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to read and find the answers. Ask individual pupils to say the number of the picture each sentence is taken from. Ask the rest of the class for verification.

- 2 picture 4
- 3 picture 1
- 4 picture 3

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then the pupils take roles and read out the dialogue.

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. Teacher: *We're getting ...*
Class: *wet! etc*

Note: If you wish, you have the pupils close their books during this activity.

(Activities to present and practise the present continuous.)

3 Look and complete in your notebook.

Pupils' books closed: Say, then write: *They're flying.* Write: *fly - flying.* Follow the same procedure to present *jump - jumping.* Then write on the board: *dance - dancing, run - running.* Explain the spelling rules.

Drill your pupils. Write verbs on the board and invite the pupils to write the continuous form on the board.

Suggested verbs to be used: colour, draw, jump, listen, look, match, play, read, say, stand, write, point, talk, answer, stop, drive, see, use, ask, hide, make

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Then read the instructions and explain the task. Refer the pupils to the picture and ask them what everybody is doing.

e.g. *Teacher: What is Mona doing?*
Pupil 1: She's hopping.
Teacher: What is Harry doing?
Pupil 2: He's playing the guitar. etc

Allow the pupils time to complete the task in their notebooks and check their answers.

- | | | |
|-----------|-----------|-----------|
| 1 hopping | 3 dancing | 5 playing |
| 2 singing | 4 riding | |

4 Look and match in your notebook.

Read the instructions and explain the task. Refer the pupils to sentences 1-3 and make sure there are no unknown words. Refer the pupils to the pictures and allow them time to complete the task in their notebooks. Check their answers.

- 1 c 2 a 3 b

5 What's the weather like today? Look and say.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them what the weather is like in each picture. Ask individual pupils to provide an answer.

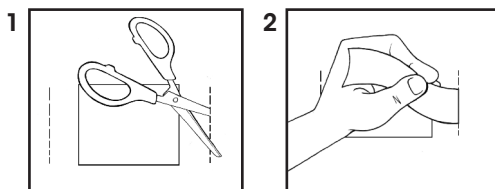
- | | |
|-------------------------|-----------------|
| 1 It's raining. | 3 It's snowing. |
| 2 It's hot (and sunny). | |

My Magic Files!

Before going into class

Photocopy the magic weather template from the *Teacher's Resource Pack*, one per pupil.

Tell the pupils they are going to learn and act out a magic spell that changes the weather! Show them your model and hand out the photocopies. Guide the pupils through the cutting of the strip and the vertical slits on the sides of the window. Help them put the strip through the slits.



Then the pupils slide the strip sideways while reciting the following chant:

(we can see the picture of rain) Rain, rain, go away let the sun come out again! Shazam! (the pupils slide the strip and the sunny picture appears) It's sunny today!

Demonstrate this yourself first. As an extension, they can repeat the chant with other types of weather (e.g. wind, snow).

ENDING THE LESSON

(An activity to consolidate the vocabulary of the lesson.)

Ask the pupils, in groups, to make a weather chart for their country. Have them copy a map, add the major cities and draw weather symbols next to each city. They present their weather charts to the class.

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

Activity Book (Optional)

Assign some of the activities from Unit 9b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 9c

- **Aims:** to talk about clothes, to present items of clothing, to develop the pupils' listening and writing skills
- **Vocabulary:** socks, boots, shorts, trainers, jacket
- **Language focus**
Structures: Who's wearing ...
- **Language in use:** Who's wearing glasses? It's snowing. It's very hot and sunny.
- **Pronunciation:** /ʃ/
- **Extra materials:** *My clothes!* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 9b.)

Ask the pupils to tell you what the weather is like.

e.g. *Pupil 1: It's cold.*
Pupil 2: And it's raining. etc

Ask the pupils, in pairs, to act out exchanges from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the theme of the unit.)

Module 5

Listen, point and repeat.



Pupils' books closed. Put the *My clothes!* poster on the board. Point to the clothing items (*socks, boots, shorts, trainers, jacket*), one at a time, and have individual pupils say the corresponding word. Point to the clothing items in random order. Individual pupils say the items. Ask the rest of the class for verification.

Pupils' books open. Write a big 80 on the board and ask the pupils to open their books at page eighty. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually.

1 Listen and point.

Ask the pupils to look at the picture and tell you what the children are wearing (*boy with glasses: trainers, trousers, T-shirt/girl with dark hair: socks, trousers/boy without glasses: trainers, shorts, T-shirt/girl with fair hair: boots, trousers, T-shirt*). Read the instructions and explain the task. Play the audio. The pupils listen and point to the children (*Ben, Pam*).

Now sing along!

Play the audio again. The pupils listen and sing along.

2 In groups, sing about Jack and Katie.

Read the instructions and explain the activity. Divide the class into two groups. Group 1 sings about Jack and group 2 about Katie. Assign some time for the groups to rehearse and then invite them to come to the front and perform their song.

Who's wearing blue shorts?
Blue shorts! Blue shorts!
Who's wearing blue shorts?
I know! It's Jack!

Who's wearing brown boots?
Brown boots! Brown boots!
Who's wearing brown boots?
I know! It's Katie!

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

3 Read and match in your notebook. Then listen and read.

Tell the pupils to look at the pictures and to describe what they see in each (*e.g. in picture a – a girl has got a camera, in picture b – it's the girl's birthday and in picture c – it's snowing*). Read the instructions and explain the task. Allow the pupils some time to read and complete the task in their notebooks. Check their answers. Then individual pupils read out from the text.

1 c 2 a 3 b

4 Portfolio: Draw and write in your notebook.

Read the instructions and explain the task. Ask the pupils to look at the picture and to describe what the boy is wearing. (*He is wearing a funny hat, shorts and a T-shirt.*)

Ask individual pupils to choose a classmate and write about what he/she is wearing. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write the text and do the drawing in their notebooks. Alternatively, assign it for homework.

(Suggested answer)

This is my friend Dan. Dan's wearing a funny T-shirt.

Note: Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the audio for the pupils to listen and repeat.

Draw the pupils' attention to the /f/ sound. Ask individual pupils to read out the sentence and correct their pronunciation.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask the pupils to look at the song on p. 80 and write a similar verse about their friend. They can change the items to match those that their friend is wearing. Have individual pupils sing their verses to the class.

Note: For the next lesson, the pupils should be able to talk about what they/others are wearing.

Activity Book (Optional)

Assign some of the activities from Unit 9c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Note: For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.

Unit 10a

- **Aims:** to talk about animals, to describe actions happening now
- **Vocabulary:** giraffe, lion, hippo, rhino, eat, drink, sleep, cross, zebra
- **Language focus**
Structures: present continuous (interrogative, negative, short answers)
Language in use: Look at the zebras. They're running really fast. What are the hippos eating? Why is the train stopping? Because there's a zebra crossing.
- **Extra materials:** *Animals!* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

Play the song from Unit 9c, encouraging the pupils to sing along.

PRESENTATION & PRACTICE

(An activity to present and activate the vocabulary of the unit.)

Listen, point and repeat.



POSTER

Pupils' books closed. Put the *Animals!* poster on the board. Point to the animals (*giraffe, lion, hippo, rhino*), one at a time, read and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Point to the animals in random order. Individual pupils say the animals. Mime and say: *eat*. The pupils repeat after you. Follow the same procedure and present the verbs *eat, drink, sleep* and *cross*. Say a verb. Invite individual pupils to mime it.

Pupils' books open. Write a big 82 on the board and ask the pupils to open their books at page eighty-two. Play the audio. The pupils listen and repeat, chorally or individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

Listen and read.

Read the title of the unit and have the pupils repeat chorally. Explain/Elicit what an animal park is (*a place where you can see animals in a natural environment*). Go through the pictures of the dialogue by asking questions.

e.g. *Teacher: Where are the children?*

Pupils: At an animal park.

Teacher: (pointing at picture 3) Are there any zebras?

Pupils: Yes, there are.

Teacher: Are there any hippos?

Pupils: No, there aren't. etc

Write on the board: *zebra, giraffe, lion, hippo, rhino*. Explain to the pupils that they are going to listen to the dialogue and find out which of the animals on the board are mentioned in the story.

Play the audio. The pupils listen, follow along and complete the task.

Answers: zebra, hippo, rhino

Which picture? Read and say.

Read the instructions and explain the task. Allow the pupils time to read the dialogue and find the answers. Ask individual pupils to say the number of the picture each sentence is taken from. Ask the rest of the class for verification.

2 Picture 5

3 Picture 4

4 Picture 3

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Allow the pupils some time to memorise the dialogue and ask them to take roles and act it out. The books can be open so that the pupils can refer to them for help.

(Activities to present and practise the present continuous.)

Look and complete in your notebook.

Pupils' books closed. Say, then write: **Am I writing?** Explain that this is the present continuous interrogative form and elicit how it is formed. Say, then write: *Yes, I*

Module 5

am. Explain that this is the short answer to the question and elicit how it is formed. Write, then say: **Are we playing?** Elicit the answer and write it on the board: *No, we aren't.* Follow the same procedure to present all persons in the interrogative form as well as both negative and positive short answers.

Drill your pupils.

e.g. Teacher: *you/drive?*

Pupil 1: *Are you driving?*

Teacher: *they/draw?*

Pupil 2: *Are they drawing? etc*

Suggested verbs: colour, draw, jump, play, read, say, stand, wave, write, spell, talk, drive, hide, walk, sing, run, dance, eat, drink, sleep.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Read the instructions and explain the task.

Refer the pupils to the example and to the picture. Ask them to complete the sentences in their notebooks. Allow the pupils time to do the task and check their answers. The pupils, in pairs, ask and answer while you check the answers. Write answers on the board.

- 2 **Is** the giraffe eating?
Yes, **it is**.
- 3 **Are** the hippos running?
No, **they aren't**.
- 4 **Are** the zebras swimming?
No, **they aren't**.
- 5 **Is** the rhino drinking water?
Yes, **it is**.

4 Listen and number in your notebook.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them what Missy is doing in each picture.

Explain to the pupils that they will have to number the pictures according to the order in which they are presented. Play the audio twice if necessary and check their answers. The pupils listen and complete the task in their notebooks.

1 C 2 B 3 A

AUDIOSCRIPT

One

Look at Missy. She is sitting next to the table. She's looking at the cake.

Two

Now Missy is standing on the table. She's eating the cake.

Three

Ssh, everyone! Missy is sleeping!

Now act out the story.

Read the instructions and explain the task. The pupils look at the pictures and tell the story about Missy.

5 Let's play!

Refer the pupils to the picture. Read the example. Ask a pupil to come to the front and mime an action. The rest of the class guesses what it is. Whoever guesses correctly comes to the front of the classroom and mimes the next action.

e.g. Pupil 1: *(pretending to eat)*

Pupil 2: *Are you running?*

Pupil 1: *No, I'm not.*

Pupil 3: *Are you eating?*

Pupil 1: *Yes, I am.*

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Tell the pupils to imagine visiting an animal park. Ask them to brainstorm ideas about what they can do there, what animals they can see, etc. Write their ideas on the board. The pupils draw a picture of an animal park and what they can do or see there. Display their work.

Note: For the next lesson, the pupils should know the new words, as well as an exchange of your/their choice from the dialogue (Ex. 1). Ask the pupils to learn the pattern in Ex. 3.

Activity Book (Optional)

Assign some of the activities from Unit 10a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 10b

- **Aims:** to talk about wild animals, to describe actions happening now
- **Vocabulary:** monkey, climb, crocodile, elephant, seal, boat
- **Language focus**
Structures: present continuous
Language in use: Look at the seals. They're looking at us. They're not moving. They're sitting on a hippo. We're not going home yet.
- **Extra materials:** *Animals!* poster, torch

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 10a.)

Ask the pupils to mime doing various actions while their partners have to guess what it is they're doing.

e.g. *Pupil 1: (pretending to eat) What am I doing?*
Pupil 2: You're eating. etc

Ask the pupils, in pairs, to act out exchanges from Exs 1 and 5.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(An activity to present and activate the vocabulary of the unit.)

Listen, point and repeat.



POSTER

Pupils' books closed. Put the *Animals!* poster on the board. Point to the pictures (*monkey, crocodile, elephant, seal, boat*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Mime climbing. Then say and write on the board: *climb*. The pupils repeat, chorally and individually.

Pupils' books open. Play the audio. The pupils listen and repeat, chorally or individually.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

Listen and read.

Read the instructions and explain the task. Go through the pictures and set the scene by asking questions.

e.g. *Teacher: (pointing to picture 2)*
What are the seals doing?
Pupils: They're looking at the children.
Teacher: Are there any hippos?
Pupils: Yes, there are.
Teacher: (pointing to picture 6)
Have the children got painted faces?
Pupils: Yes, they have. etc

Write on the board: *They're not We're not going ... yet.*

Ask the pupils to copy the incomplete sentences into their notebooks. Explain to them that they have to listen to the dialogue and find the missing words. Play the audio. The pupils listen, follow along, and complete the task.

Answers: They're not **moving**.
 We're not going **home** yet.

Read and say the animals you see.

Read the instructions and explain the task. Ask the pupils to look at the pictures and see which of the animals (1-4) are mentioned/shown.

Allow the pupils time to read and find the answers. Ask individual pupils to answer.

Animals: seals, hippo

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

(Activities to present and practise the present continuous.)

Spot the differences!

Pupils' books closed. Say and write on the board: *Am I running?* Underneath this sentence write: **No, I'm not running.** *I'm speaking.* Elicit/Explain how the negative form of the present continuous is formed. Drill your pupils.

e.g. *Teacher: he/sing*
Pupil 1: He isn't singing.
Teacher: we/eat
Pupil 2: We aren't eating. etc

Pupils' books open. Read the instructions and explain the task. Refer the pupils to the two pictures and to the example. Tell them that they have to spot and point out the differences in the two pictures, as in the example. The pupils, in pairs, do the task. Go around the classroom monitoring and offering help when necessary.

e.g. *Pupil 1: In picture A, Harry is reading a book.*
Pupil 2: In picture B, Harry isn't reading a book.
He's sleeping.

Pupil 1: In picture A, Missy is running.
Pupil 2: In picture B, Missy isn't running.
She's drinking water. etc

Module 5

4 Talk with your friend.

Read the instructions and explain the task. Refer the pupils to the picture and to the example and ask a pair to read it aloud. The pupils, in pairs, ask and answer as in the example.

e.g. Pupil 1: *Look at the monkeys. What are they doing?*

Pupil 2: *They're dancing.*

Pupil 1: *Dancing? Cool!*

Pupil 1: *Look at the crocodiles. What are they doing?*

Pupil 2: *They're singing.*

Pupil 1: *Singing? Cool! etc*

5 What am I? Guess!

Refer the pupils to the text and ask one of them to read it aloud. Explain that they have to guess which animal the boy is talking about. Check their answers.

A crocodile.

Put the pupils into pairs so that they can continue the game. The pupils describe an animal and their partner has to guess what it is. Finally, ask the pupils to describe their animal to the class.

The rest of the class have to guess the animal.

e.g. Pupil 1: *I'm grey. I've got a big body, big ears and short legs. I can swim. What am I?*

Class: *An elephant!*

My Magic Files!

Before going into class

Practise making shadow animals with a torch. Point your torch at the wall. Put your hand between the light and the wall so that your hand makes a shadow. Move the torch around until you get the clearest shadow possible.

Demonstrate how you can make shadow animals (e.g. *rabbit, butterfly*). Ask the pupils to make their own shadow animals on the wall. The rest of the class tries to guess which animals they are.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Focus the pupils' attention on the pictures in Ex. 3. Have them look at the pictures and try to memorise as

much as possible. Explain that they are going to play a memory game. Divide the class into two teams, A and B. Ask them to close their books. Ask individual pupils from both teams questions about the pictures. Each correct answer gets one point. The team with the most points wins.

e.g. Teacher: *What is Lee doing in picture B?*
Pupil 1 Team A: *He's riding a bike. etc*

Note: For the next lesson, the pupils should know the new words as well as an exchange of your/their choice from the dialogue (Ex. 1). Ask them to learn the pattern in Ex. 4.

Activity Book (Optional)

Assign some of the activities from Unit 10b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 10c

- **Aims:** to talk about farm animals, to develop the pupils' listening and writing skills
- **Vocabulary:** farm, duck, sheep, cow, chicken, goat
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** /ɪ/
- **Extra materials:** flashcards (50-55)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 10b.)

Whispers

Tell the pupils they are going to play a game. Explain the rules. Approach the pupil at the front desk and whisper an animal in his/her ear. Ask him/her to whisper the same word to his/her partner, who then whispers it to the next pupil, etc. Ask the last pupil to call out the animal. Check if the animal said is the correct one. Repeat the procedure as many times as you think necessary.

Ask the pupils, in pairs, to act out exchanges from Exs 1 and 4.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present the theme of the unit.)

Listen, point and repeat.



FLASHCARDS (50-55)

Pupils' books closed. Put the flashcards on the board, one at a time. Point to each flashcard and say the corresponding words. The pupils listen and repeat, chorally and individually.

Pupils' books open. Write a big 86 on the board and ask the pupils to open their books at page eighty-six. Read the title of the unit and elicit what it is going to be about. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

1 Listen and read.

Refer the pupils to the illustrations and have a picture discussion. Ask the pupils to tell you what the animals are doing (e.g. *The rabbits are hopping*). Read the instructions and explain the task. Play the audio. The pupils listen to the song and follow the lines in their books.

Now sing and do!

Play the audio again, this time demonstrating the actions mentioned in the song (*hopping, flying, running*) while singing, and encouraging the pupils to imitate you.

Alternative activity

Before you listen to the audio, assign roles to the pupils, in pairs. Two of them can be rabbits, two of them can be ducks and two of them can be sheep. While singing the first verse, the pair of pupils who are the 'rabbits' imitate the action mentioned in the song and they start hopping. While singing the second verse, the pair of pupils who are the 'ducks' spread their arms and pretend to be flying, and while singing the third verse, the pair of pupils who are the 'sheep' imitate the running action. You can repeat the same activity with as many different pairs of pupils as you want.

2 Look at the picture again and say yes or no.

Read the instructions and explain the task. Refer the pupils to the sentences (1-5) and make sure there are no unknown words. Then refer the pupils to the picture and ask individual pupils to say yes if the sentence is true, or no if it is false. Ask the rest of the class for verification.

- | | | |
|-------|-------|------|
| 1 yes | 3 yes | 5 no |
| 2 no | 4 yes | |

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

3 What's wrong with the picture? Read and correct in your notebook. Then listen and read.

Ask the pupils to look at the picture. Have a picture discussion as to what they can see. Then read the instructions and explain the task, asking the pupils to pay special attention to the underlined words while reading. Allow the pupils some time to complete the task in their notebooks. Play the recording. The pupils listen and follow along in their books and check their answers. Then the pupils read out from the text.

e.g. *Teacher: What's wrong with the picture?*

Pupil 1: Ben isn't wearing blue shorts.

He's wearing red shorts. etc

blue – red

grandpa – **grandma**

cows – **sheep**

4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the picture. Tell them that the girl's name is Laura. Ask them where Laura is and which farm animals they can see.

Ask the pupils to read the text. Explain the task. Ask the pupils to write about their day on a farm. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write a short text about their day on a farm in their notebooks. Tell them to include a drawing. Alternatively, assign it for homework.

(Suggested answer)

Dear Mum and Dad,

I'm having a great day on the farm. It's sunny and hot. I'm helping grandpa with the chickens.

See you soon,

Mary

Note: Once you have corrected their writing activities guide your pupils on how to file them in their *Junior Language Portfolios*.

Module 5

5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the audio for the pupils to listen and repeat.

Draw the pupils' attention to the /r/ sound. Ask individual pupils to read out the sentence and correct their pronunciation.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)



FLASHCARDS (50-55)

Put the flashcards on the board. Ask pupils to close their eyes and remove a flashcard. Ask the class to tell you which flashcard is missing.

Activity Book (Optional)

Assign some of the activities from Unit 10c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Note: For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.

Troll Tales! (Episode 5)

- **Aims:** to read for pleasure
- **Vocabulary:** catch, happen
- **Extra materials:** photocopies of the episode (*Ending the Lesson*)

BEGINNING THE LESSON

Ask the pupils to tell you what the previous episode was about (*Pog and Trog flying with Popsie to find the gold under the rainbow*). Ask them if they remember any of the phrases from that episode and ask them to say them out loud, e.g. *Where's the gold? Can we walk to the rainbow? etc.*

PRESENTATION & PRACTICE

Episode 5: Listen and read.

(Activities to promote reading for pleasure.)

Write a big 88 on the board and ask the pupils to open

their books at page eighty-eight. Refer the pupils to the episode. Ask them to look at the pictures and guess what it is going to be about (e.g. *Popsie is angry because Pog and Trog are catching butterflies.*).

Play the audio. The pupils listen and follow along. Play the audio again and with pauses for the pupils to listen and repeat chorally.



Now take roles and read.

The pupils take roles and read out the episode.

ENDING THE LESSON

Before going into class

Photocopy the episode and tippex out the speech bubbles. Put the speech bubbles in random order on a separate piece of paper. Photocopy the episode and the speech bubbles sheet, one per pair.

The pupils work in pairs. Hand out the episode and the speech bubbles to each pair. The pupils read and match the bubbles to the correct picture frames. As extra help, you can have them listen to the episode again before they do the activity.

Go Green! 5

- **Aims:** to raise the pupils' environmental awareness, to identify farm animals and things found on a farm
- **Vocabulary:** tractor, turkey, carrots, tomatoes
- **Extra materials:** pictures of animals and items you can find on a farm from magazines, etc (*Exs 1, 3*), slips of paper with animal words written on them, blank sheets of paper, glue (*Ending the Lesson*)

BEGINNING THE LESSON

Present the new vocabulary (*tractor, turkey, carrots, tomatoes*) by using pictures/photos. Put the pictures on the board, point to each one and say the word. The class repeats chorally and individually. Point to each picture and write the word underneath. Point to each word and let the pupils read it aloud. Use L1 to explain to the pupils that many people live on farms, grow their own vegetables and keep various animals.

PRESENTATION & PRACTICE

1 Which animals are *Farm Animals*? Look and say.

Write a large 89 on the board and ask the pupils to open their books at page eighty-nine. Read the title and have the pupils look at the picture.

Read the instructions and explain the task. The pupils point and say which animals are farm animals. Ask the rest of the class for verification.

Farm animals: cow, sheep, chicken, horse

2 What's on a farm? Look and choose.

Ask the pupils to look at the six pictures in Ex. 2 and the words underneath each one. Read the instructions and explain the task. Ask individual pupils to point and say the items that can be found on a farm. Ask the rest of the class for verification.

Answers: tractor, turkey, carrots, tomatoes

3 Portfolio: In groups, make your own farm. Present it to the class.

Read the instructions and explain the task. Depending on your class size, divide the pupils into two or three groups. Give each group a blank sheet of paper and several pictures of animals and other farm items (*tractor, trees, vegetables, etc.*). Ask them to make their own farm by sticking pictures and/or by drawing as many farm animals and objects as they like on the piece of paper. Allow them time to make their farm. When the pupils finish, ask each group to come to the board and present their farm to the class.

(Suggested answer)

This is our farm. There are three horses, five goats and two chickens. On our farm there are carrots and tomatoes. We have got a yellow tractor, too.

You can also ask the pupils to make their own farm at home as part of their homework and add it to their *Junior Language Portfolios*.

ENDING THE LESSON

Before going into class

Prepare slips of paper with the words: *lion, hippo, giraffe, monkey, cat, dog, mouse, crocodile, elephant, seal, duck, sheep, cow, chicken, goat, horse.*

Write the following table on the board:

pets	farm animals	wild animals

Hand out the slips of paper you have prepared. The pupils come to the board and stick their slip of paper in the correct column.

Our World

- **Aims:** to talk about people having fun at two famous theme parks
- **Vocabulary:** have breakfast, take a picture
- **Extra materials:** none

BEGINNING THE LESSON

Write 'Disneyland' and 'Alton Towers' on the board. Point to them and explain/elicit what 'theme park' means. Ask the pupils if they know/have heard of/have been to either of these two places. Tell the pupils that Disneyland, Paris is in France and Alton Towers is in England.

PRESENTATION & PRACTICE

1 Read and match.

Write a big 90 on the board and ask the pupils to open their books at page ninety. Ask the pupils to look at the pictures and say where they think these people are, what they are doing and who they are with [*the girl is in Disneyland posing for a picture with Tigger (a character from the Winnie the Pooh cartoon series); the four friends are at Alton Towers riding on the Log Ride*]. Refer the pupils to the two sentences (*We're riding on the Log Ride. I'm having breakfast with Tigger.*). Elicit/Explain what these sentences mean by imitating the actions.

Read the instructions and explain the task. The pupils match the texts with the appropriate sentence. Allow the pupils time to read the texts and complete the task in their notebooks. Check their answers.

- 1 B - I'm having breakfast with Tigger.
- 2 A - We're riding on the Log Ride.

Ask two pupils to read the completed texts out loud.

Module 5

2 Portfolio: Draw or stick a picture of yourself having fun. Present it to the class.

Read the instructions and explain the task. Ask the pupils to draw a picture or stick a photo (if they have one available) and talk about it. Tell the pupils that they can use the texts in Ex. 1 to help them. Allow the pupils some time to prepare what they will say and ask them to present it to the class.

(Suggested answer)

This is me at Sea World in Florida, USA. I'm swimming with the dolphins. Look! My brother is feeding them.

You can also ask the pupils to prepare their presentation at home and talk about it in the next lesson. Then they can add it to their *Junior Language Portfolios*.

ENDING THE LESSON

Ask the pupils, in pairs or groups, to draw a picture of a famous theme park in their city/country. You can display their work in the classroom.

Note: It is advised you do 'Our School' on page 112 during this lesson or the next.

Checkpoint (Units 9 - 10)

- **Aims:** to consolidate Module 5, to obtain feedback on individual pupils, to monitor the pupils' progress

Do a quick revision of what the pupils have learnt in the module.

e.g. *Teacher: What's the weather like today?*

Pupil 1: It's hot and sunny.

Teacher: What are you wearing?

Pupil 2: I'm wearing blue trousers and a red T-shirt.

Teacher: What's your favourite animal?

Pupil 3: The lion.

Note: It is important that the pupils do not feel they are being tested. The rationale of this quick revision is to make the pupils aware of their progress in the English language. Always praise the pupils' efforts and encourage everyone to participate.

After this quick revision, the pupils work on their own and do the exercises.

1 Look, read and match in your notebook.

The pupils read the sentences (a-d) and match them to the pictures (1-4) in their notebooks.

a 4 b 3 c 1 d 2

2 Look and say yes or no.

The pupils look at the picture and read sentences 1-4. Ask individual pupils to answer. As an alternative the pupils can answer in their notebooks.

1 yes 2 no 3 no 4 yes

3 Choose.

The pupils read the sentences and choose the most appropriate response.

1 b 2 b 3 b 4 a

4 Read, think and choose.

Refer the pupils to the *Now I can* box. Go through the faces and elicit what each one illustrates. Ask the pupils to choose the corresponding face according to how well they feel they did in this unit.

Once all the exercises have been completed ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories or characters they liked the most.

Note: The pupils can now do *Modular Revision and Assessment 5* in their *Activity Books*.

Note: If you wish, you can do some or all of the Reinforcement & Extension activities from the *Teacher's Resource Pack*.

Unit 11a

- **Aims:** to talk about the time, meals and food, to tell the time
- **Vocabulary:** It's one o'clock, breakfast, lunch, dinner, tea, sausage, hot dog, sandwich, burger, lunchtime
- **Language focus**
Structures: I like ..., I don't like ..., Do you like ...?, Yes, I do./No, I don't.
Language in use: Hooray! It's one o'clock. It's lunchtime! I like carrots. Yummy! I don't like tomatoes. Yuk! What time is it? It's eight o'clock.
- **Extra materials:** completed *Progress Report Cards*, *Food!* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

Play the song from Unit 10c, encouraging the pupils to sing along.

Hand out the completed *Progress Report Cards* for the previous module and ask the pupils to file them in their *Junior Language Portfolios*.

PRESENTATION & PRACTICE

Listen, point and repeat.

(Activities to present and activate the vocabulary of the unit.)



POSTER

Pupils' books closed. Put the *Food!* poster up on the board. Point to the food items (*tea, sausage, hot dog, etc*), one at a time, and say the word(s). The pupils listen and repeat, chorally and individually. Point to the food items in random order. Individual pupils say the food items. Point to the words in random order. Ask individual pupils to read the words.

Draw simple sketches of the different meals on the board and elicit the meaning. You may use L1 to explain what each word means. The pupils listen and repeat.

Draw a clock on the board and draw the time (1 o'clock)
 Ask: *What time is it?* Answer: *It's one o'clock.* The pupils repeat after you, chorally and individually. Draw 5 o'clock on a clock template and ask a pupil to come to the board. Ask the pupil: *What time is it?* and elicit the answer: *It's five o'clock.* Ask the rest of the class for verification.

Pupils' books open. Write a big 92 on the board and ask the pupils to open their books at page ninety-two. Read the title of the unit and have the pupils repeat chorally. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

Listen and read.

Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher:* (pointing to picture 3) *What's in Lee's lunchbox?*

Pupils: *Three tomatoes.*

Teacher: (pointing to picture 5) *What is Harry eating?*

Pupils: *A big sandwich.*

Write on the board:

1 *Harry doesn't like tomatoes.*

2 *Mona likes eggs.*

Explain to the pupils that they will listen to the dialogue and decide whether the sentences are *True* or *False*.

Play the audio. The pupils listen, follow along and complete the task.

1 *False*

2 *False*

Read and match in your notebook.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them some time to complete the task in their notebooks. Check the pupils' answers.

1 *b*

2 *c*

3 *a*

Extension

Play the audio again with pauses for the pupils to listen and repeat. Check the pupils' pronunciation and intonation. Then the pupils take roles and read out the dialogue.

Read out phrases from the dialogue. Ask individual pupils to tell the class who said them.

e.g. *Teacher:* *Oh dear! What a mess!*

Pupil 1: *Emma!*

Note: If you wish, have the pupils close their books during this activity.

Module 6

(Activities to present and practise the present simple.)

3 Look, choose and say.

Pupils' books closed. Put the *Food!* poster up on the board. Point to the carrot on the poster, say and then write: *I like carrots. Yummy!* rubbing your tummy at the same time. The pupils repeat, chorally and individually, miming your action. Underline *I like* and explain its meaning. Then point to the *tomato* on the poster, say and then write: *I don't like tomatoes. Yuk!* making the appropriate facial expression. The pupils repeat, chorally and individually copying your expression. Underline *I don't like* and explain its meaning.

Write on the board:

Do you like sausages? { Yes, I do.
No, I don't.

Read the question and the short answers and the pupils repeat, chorally and individually.

Pupils' books open. Read the instructions and explain the task. Refer the pupils to the pictures of food (1-8) and explain any unknown words. Allow the pupils some time to look at the pictures and think of their preferences. Then invite individual pupils to tell you what they like/don't like using the expressions presented at the beginning of the exercise.

e.g. Pupil 1: *I like carrots. Yummy!*
Pupil 2: *I don't like eggs! Yuk!*

4 Find Out: Now talk with your friend.

Read the instructions and explain the task. The pupils, in pairs, ask and answer questions about what food items they like/don't like using the exchange as a model. Go around the classroom monitoring the activity and making sure that the pupils take turns asking and answering. Offer help when necessary.

(Pupils' own answers)

4 Listen and choose.

Explain to the pupils that they will choose a time for each picture based on what they hear. Play the audio twice for the pupils to complete the task in their notebooks. Check the pupils' answers.

1 a 2 b 3 b 4 b

AUDIOSCRIPT

One – *It's eight o'clock. It's breakfast time.*
Two – *It's one o'clock. It's lunchtime.*

Three – *It's four o'clock. It's teatime.*

Four – *It's seven o'clock. It's dinnertime.*

5 Now ask and answer.

The pupils, in pairs, ask and answer questions about the mealtimes discussed in the previous task. Go around the classroom monitoring the activity and making sure that the pupils take turns. Offer help when necessary.

e.g. **A:** *What time is it?*
B: *It's one o'clock.*
A: *One o'clock?*
B: *Yes, it's lunchtime! etc*

5 Let's play!

(An activity to consolidate telling the time.)

Invite the pupils to look at the picture and read the example. Explain the game. Appoint a pupil to be *Mr Wolf*, and ask him/her to stand with his/her face to the wall. The rest of the class stand in a row along the opposite wall, facing Mr Wolf. They must ask the time by taking one step forward and saying: *What's the time, Mr Wolf?* Mr Wolf turns and gives a time. If Mr Wolf says: *It's twelve o'clock. It's dinner time!*, everyone must run back to the wall before getting caught by Mr Wolf. Whoever is caught becomes Mr Wolf and the game continues.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Put the *Food!* poster up on the board. Ask the pupils to come to the board, choose a food item they like and a food item they don't like and write their names and these food items on the board. Then, they report back to the class.

e.g. Pupil 1: *I like burgers. Yummy! I don't like eggs. Yuk!*

As an extension, the pupils vote on their favourite and least favourite food.

Note: For the next lesson, the pupils should know the new words, as well as an exchange of your/their choice from the dialogue (Ex. 1). Ask them to learn the patterns in Exs 3 and 4.

Activity Book (Optional)

Assign some of the activities from Unit 11a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 11b

- **Aims:** to talk about food and drink items
- **Vocabulary:** fairy cakes, sugar, ice cream, juice, milk, rice, meat, bread
- **Language focus**
Structures: some, any
Language in use: There is some milk. There isn't any cheese. Are there any tomatoes? Yes, there are. Is there any ice cream?
- **Extra materials:** *Food!* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 11a.)

Put the *Food!* poster up on the board. Point to a food item, hiding the word with your hand. Ask a pupil to come to the board and write the word near the corresponding picture. Reveal the word so that the pupil can check the spelling. Repeat the procedure with as many pupils as you think is necessary.

Assign roles. The pupils read out the dialogue in Ex. 1. Ask the pupils, in pairs, to act out the exchanges from Ex. 2.

Draw a clock on the board and the time (e.g. 4 o'clock) and ask the pupils, in pairs, to come to the board. The pupils ask and answer questions about the time.

e.g. Pupil 1: What time is it?
 Pupil 2: It's (four) o'clock.

Ask the pupils, in pairs, to act out the exchanges from Exs 1, 3 and 4.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

Listen, point and repeat.

(Activities to present and activate the vocabulary of the unit.)



Pupils' books closed. Put the *Food!* poster up on the board. Point to the food items (*fairy cakes, sugar, ice cream, juice, milk, rice, meat, bread*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Point to the food items in random order. Individual pupils say the food items presented.

Pupils' books open. Write a big 94 on the board and ask the pupils to open their books at page ninety-four. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

Listen and read.

Read the instructions and explain the task. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: (pointing to picture 1) Who is the woman?
 Pupils: Mona's mum.
 Teacher: What is she doing?
 Pupils: She's making cakes.
 Teacher: (pointing to picture 4) Who's in the kitchen cupboard?
 Pupils: Erlina.

Write on the board: *Is there sugar in the cupboard? There fairies in them!*

Explain to the pupils that they have to listen to the dialogue and fill in the gaps. Play the audio. The pupils listen, follow the lines and complete the task.

Answers: any, aren't any

Extension

Hold up your book to the class. Read the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. Teacher: I'm making ...
 Class: some cakes.

Note: If you wish, have the pupils close their books during this activity.

Which picture? Read and say.

Read the instructions and explain the task. Ask the pupils to read sentences 1-4 and say which picture they are taken from. Ask the rest of the class for verification.

2 Picture 4 3 Picture 5 4 Picture 6

(Activities to present and practise talking about quantities.)

Write a, an or some in your notebook.

Pupils' books closed. Point to the meat on the *Food!*

Module 6

poster, say and write: *I've got **some** meat.* Point to the potatoes, say and write: *I haven't got **any** potatoes.* The pupils repeat, chorally and individually. Explain that we use **some** in the affirmative, whereas we use **any** in the negative. Ask the pupils: *Have you got **any** biscuits?* Write the sentence on the board. Explain that **any** is used in the interrogative, too. The pupils make sentences with **some** and **any** in the affirmative, negative and interrogative, using the food items on the poster as prompts.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Use L1 if necessary to explain the rules about when we use **some** (with plural and uncountable nouns). Then, read the instructions and explain the task. Refer the pupils to the pictures of the food items in the supermarket trolley and elicit the names. Allow the pupils some time to do the task in their notebooks, based on what there is in the trolley. Check their answers.

- | | | | |
|--------|--------|--------|------|
| 2 some | 4 some | 6 a | 8 an |
| 3 an | 5 some | 7 some | |

4 Look and complete in your notebook.

Read the instructions and explain the task. Allow the pupils some time to complete the task in their notebooks based on what there is or isn't in the fridge. Check their answers and write them on the board.

- | | |
|--------------|-------------|
| 2 isn't any | 5 is some |
| 3 are some | 6 isn't any |
| 4 aren't any | |

5 What's in the fridge? Memory game.

Read the instructions and the example and explain the game. Tell the pupils to look at the picture in Ex. 4 and then close their books. The pupils, in pairs, ask and answer questions about what is in the fridge. Go around the classroom monitoring the activity and making sure that the pupils take turns asking and answering. Offer help when necessary.

e.g. Pupil 1: *Is there any water?*
Pupil 2: *No, there isn't.*
Pupil 1: *Correct! etc*

My Magic Files!

Read the title and explain the task. Tell the pupils to draw their own fairy cake. Encourage the pupils to be as imaginative and creative as they want. When the pupils finish their drawings, you can decorate the classroom walls and make an art exhibition. Then the pupils can file them in their *Junior Language Portfolios*.

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in this unit.)

The pupils work in pairs. Tell the pupils to draw a fridge with any food items they want in it. When the drawing is finished, the pupils present their drawings to the class.

Go around the classroom monitoring the activity and providing help when necessary.

Note: For the next lesson, the pupils should know the new words as well as an exchange of your/their choice from the dialogue (Ex. 1). Ask them to learn the pattern in Ex. 5.

Activity Book (Optional)

Assign some of the activities from Unit 11b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 11c

- **Aims:** to talk about food and meals, to sing a song about food items, to develop the pupils' listening and writing skills
- **Vocabulary:** toast, honey, butter, cereal, pineapple, peas, banana, chocolate, tummy, supper
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** /i:/
- **Extra materials:** *Food!* poster, pictures of food items and slips of paper with food words
(*Beginning the Lesson*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 11b.)

Whispers

Tell the pupils they are going to play a game. Explain the rules. Approach the pupil at the front desk and whisper a food word. Ask him/her to whisper the same word to his/her partner, who then whispers it to the next pupil, etc. Ask the last pupil to call out the word. Check if the word said is the correct one. Repeat the procedure as many times as you think is necessary.

Assign roles. The pupils read out the dialogue in Ex. 1.

Before going into class

Have the food pictures and the pieces of paper ready to use.

Draw a fridge on the board and stick some food pictures on it. Also, put the pieces of paper (with the food words on) in a box. Make sure some of the words on the pieces of paper are not in the pictures on the board. Invite the pupils in pairs to come to the board. Pupil 1 picks a piece of paper from the box and asks Pupil 2 if this food item is in the fridge. Then they switch roles. The game continues with as many pupils as you think necessary.

e.g. *Pupil 1: (picks a piece of paper) Is there any milk in the fridge?*

Pupil 2: Yes, there is some milk. (picks a piece of paper) Are there any fairy cakes?

Pupil 1: No, there aren't any fairy cakes. etc

Ask the pupils, in pairs, to act out the exchange from Ex. 5.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

Listen, point and repeat.



POSTER

Pupils' books closed. Put the *Food!* poster up on the board. Point to the food items (*toast, honey, butter, cereal, pineapple, peas, banana, chocolate*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Point to the food items in random order. Individual pupils say the food items presented. Point to the written words in random order. Ask individual pupils to read the words. Ask the rest of the class for verification.

Pupils' books open. Write a big 96 on the board and ask the pupils to open their books at page ninety-six. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen, point and repeat, chorally and individually. Check their pronunciation and intonation.

Listen and read.

Pupils' books open. Read the instructions and explain the task. Refer the pupils to the picture, asking them to

tell you what they think the song is about (*a hungry boy*). Elicit/Explain what the words *tummy* and *supper* mean. Play the audio. The pupils listen and follow along.

Now sing and do!

Play the audio again. The pupils listen and sing along while miming the actions mentioned in the song. You can demonstrate this yourself first (rub your tummy, etc).

2 Let's play!

Invite the pupils to look at the picture and read the example. Explain the game. Have the pupils sit in a circle and choose a pupil to start the game. The aim of the game is for each pupil to remember what the previous pupil has said and add one extra food item, so that a 'chain' is formed. The pupil who breaks the 'chain' either by forgetting one of the food items mentioned or by failing to add one item of his/her own, is out of the 'chain' or pays a forfeit. Then the game starts again.

e.g. *Pupil 1: In my fridge there is some milk.*

Pupil 2: In my fridge there is some milk and some juice.

Pupil 3: In my fridge there is some milk, some juice and some chocolate. etc

(Activities to develop the pupils' reading and writing skills.)

READING & WRITING

3 Who is who? Read and find out. Then listen and read.

Ask the pupils to look at the pictures. Have a picture discussion as to what they can see. Then, read the instructions and explain the task. Ask the pupils to read each text and find out the child's name. Play the audio. The pupils listen, follow along and check their own answers.

A Emily

B Ben

C Katie

4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the picture and tell you what they can see.

e.g. *Teacher: What can you see in the picture?*

Pupil 1: I can see some butter, some honey and some toast.

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Ask the pupils to read the text. Explain to the pupils that they have to write about their favourite meal. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write a short text about their favourite meal. Tell them to include a drawing(s). Alternatively, assign it for homework.

(Suggested answer)

My favourite meal is supper. I like chicken with rice and peas, and chocolate ice cream. Yummy!

Note: Once you have corrected their writing activities guide your pupils on how to file them in their *Junior Language Portfolios*.

5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the audio for the pupils to listen and repeat.

Draw the pupils' attention to the /i:/ sound. Ask individual pupils to read out the sentence and correct their pronunciation.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Draw different food items on the board. Ask the pupils to come to the board, one at a time, identify the food items and write the words on the board. Ask the pupils if they like these food items.

e.g. *Teacher:* (draws a banana on the board)

Pupil 1: Banana! (writes the word banana on the board)

Teacher: Do you like bananas?

Pupil 1: Yes, I do. etc

Activity Book (Optional)

Assign some of the activities from Unit 11c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Note: For the next lesson the pupils can do Ex. 4 (*Portfolio*) at home.

Unit 12a

- **Aims:** to talk about daily routines and parts of the day
- **Vocabulary:** get up, go to work, watch TV, go jogging, have a shower, listen to music, go to bed, do homework, every day, in the afternoon, in the evening, at night, in the morning
- **Language focus**
Structures: present simple (singular, all forms)
Language in use: Alvin gets up at seven o'clock every day. He has lunch at one o'clock. Emma gets home at four o'clock. Does Emma get up at six o'clock?
- **Extra materials:** *Food!* poster, *Everyday activities* poster

BEGINNING THE LESSON

(Activities to revise the language of Unit 11.)



POSTER

In Alphabetical order

Put the *Food!* poster up on the board. Point to two or three food/drink items at a time, in random order. Ask individual pupils to call them out in alphabetical order.

e.g. *Teacher:* (points to the honey, chocolate and peas)

Pupil: Chocolate, honey and peas. etc

Play the song *Listen to my tummy!* from Unit 11c. Invite the pupils to sing along.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)



Listen, point and repeat.



POSTER

Pupils' books closed. Put the *Everyday activities* poster up on the board. Point to the activities, one at a time, read and say the corresponding phrase. The pupils listen and repeat, chorally and individually. Point to the phrases in random order and ask individual pupils to read them.

Extension

Call individual pupils to come to the board. Say an activity and the pupil has to mime it.

Pupils' books open. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

1 Listen and read.

Go through the pictures of the dialogue and set the scene by asking questions.

- e.g. *Teacher: (pointing to picture 3)*
What is Alvin eating for lunch?
Pupil: Strawberries.
Teacher: (pointing to picture 6)
What are the birds doing?
Pupils: They are singing. etc

Write on the board:

- 1 Alvin gets up at six o'clock.
- 2 He goes to bed at ten o'clock.

Explain to the pupils that they will listen to the dialogue and say if the sentences are true or false.

Play the audio. The pupils listen, follow along and complete the task (1 False, 2 True). Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation.

Extension

The pupils take roles and read out the dialogue.

Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

- e.g. *Teacher: In the afternoon he goes ...*
Class: Jogging! etc

Note: If you wish, have the pupils close their books during this activity.

(Activities to present and practise the present simple.)

2 What does Emma do every day? Read and complete in your notebook.

Pupils' books closed. Write: *in the morning, in the evening, in the afternoon, at night* on the board and explain/ elicit their meaning. Say, then write: *I **listen** to music in the afternoon.* The pupils repeat, chorally and individually. Elicit the use of the present simple for things we do every day (routines). Underline the word in bold and follow the same procedure to present the other persons of the affirmative (singular form **ONLY**) focusing the pupils' attention on the **-s** ending in the third person singular. Point out that there are exceptions to the rule and explain that some verbs take **-es** in the third person (give examples, e.g. *watch - watches, go - goes, do - does*) while some other verbs are irregular (e.g. *have - has*). Focus the pupils' attention on the pronunciation of the suffixes (e.g. *gets /s/, goes /z/, has /z/, watches /tʃ/*).

Drill your pupils using various verbs:

- e.g. *Teacher: I listen to music. Emma...*
Pupil 1: Emma listens to music. etc

Present the interrogative and negative in the same way as the affirmative (singular form **ONLY**). Point out that we need **do** to form the first and second person singular and **does** to form the third person singular. Draw special attention to the fact that the verb in the third person singular, in the interrogative and negative form, does **NOT** take **-s/-es**.

Explain how the short answers are formed. The pupils ask and answer questions about everyday activities.

- e.g. *Pupil 1: Do you go jogging in the morning?*
Pupil 2: Yes, I do./No, I don't. etc

Pupils' books open. Read the instructions and explain the task. Allow the pupils some time to do the task in their notebooks. Check their answers.

- | | | |
|-----------|--------|-----------|
| 1 gets up | 3 goes | 5 watches |
| 2 has | 4 does | |

Now look and say.

The pupils say what Emma does in the evening and at night, based on what they see in the pictures.

(Suggested answers)

In the evening Emma listens to music and plays computer games.

At night Emma drinks milk and goes to bed.

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3 Ask and answer.

The pupils, in pairs, ask and answer questions about what Emma does based on the text in Ex. 2. Ask some pairs to report back to class.

e.g. A: Does Emma have breakfast at nine o'clock?
B: No, she doesn't. She has breakfast at seven o'clock. etc

4 What about you? Tell the class.

Read the instructions and the example and explain the task. Ask the pupils to talk about their daily routines. Tell them that they can get some ideas from Ex. 2. Allow them some time to prepare what they will say and then invite them to talk individually, or in pairs.

e.g. In the morning, I have breakfast and then I go to school. In the afternoon, I do my homework and play computer games. In the evening, I watch TV and at 9 o'clock at night, I go to bed.

5 Let's play!

Look at the picture, read the example and explain the game. Divide the pupils into pairs. Explain that a pupil (pupil 1) from each pair thinks of an activity without letting the other one (pupil 2) know what activity it is. Instead, he/she uses the words "pip pop" to talk about it. Pupil 2 asks questions and tries to guess the activity. Demonstrate this yourself with a pupil first.

e.g. Teacher: I pip pop in the afternoon.
Pupil 1: What time do you pip pop?
Teacher: At five o'clock.
Pupil 1: Do you watch TV?
Teacher: Yes! etc

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Write scrambled sentences on the board and invite individual pupils to unscramble them and then read them out loud.

e.g. Teacher: (writes on the board) afternoon, TV, Lisa, the, watches, in
Pupil 1: Lisa watches TV in the afternoon.

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

Activity Book (Optional)

Assign some of the activities from Unit 12a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 12b

- **Aims:** to talk about seasons and actions, to talk about Environment Day
- **Vocabulary:** grow, summer, autumn, winter, spring, baby, bird, give, environment, nest, celebrate
- **Language focus**
Structures: present simple (plural, all forms)
Language in use: What's your favourite season? What do you do in (spring)?
- **Extra materials:** flashcards (56-63)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 12a.)

Write prompts on the board (e.g. go to school/night). Ask two pupils to come to the board, use the prompt and act out an exchange. Repeat as many times as you think necessary with different pairs of pupils.

e.g. Pupil 1: Do you go to school at night?
Pupil 2: No, I don't. etc

Ask the pupils, in pairs, to act out an exchange from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

Listen, point and repeat.



FLASHCARDS (56-63)

Pupils' books closed. Put the flashcards up on the board, one at a time. Point to each flashcard, write the word underneath and say the corresponding word. The pupils listen and repeat, chorally and individually. Point to the words in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 100 on the board and ask the pupils to open their books at page one hundred. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

Listen and read.

Read the instructions. Explain/Elicit the meaning of *Environment Day* (a day celebrated all over the world once a year, which involves parades, concerts, essay and poster competitions in schools, tree planting, recycling efforts and much more). Use L1 if necessary. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: Where are the children?
Pupil 1: In the Magic Forest.
Teacher: (pointing to picture 2) What are these?
Pupil 2: They are bees.

Write on the board:

- | | |
|---------------|--------------------------|
| 1 The flowers | a help the flowers grow. |
| 2 The bees | b give food to the bees. |

Explain to the pupils that they will listen to the story and match the sentences.

Play the audio. The pupils listen, follow along and complete the task. Check their answers (1 b, 2 a).

Extension

Play the audio again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take turns and read out the story.

Write the following incomplete sentences on the board. Ask the pupils to read the story again and complete the sentences.

- 1 The flowers food to the ! (give, bees)
- 2 They nests for their ! (make, babies)
- 3 The bees the grow! (help, flowers)

Note: If you wish, have the pupils close their books during this activity.

(Activities to present and practise the present simple.)


Fairies in the forest! Read and match in your notebook.

Pupils' books closed. Say, then write: *She **flies** a kite **in spring**.* The pupils repeat, chorally and individually. Underline the words in bold. Revise the present simple in all the forms and persons taught in the previous unit. Then, ask the pupils: *When does she fly a kite?* The pupils answer: *In spring.*

Write the plural forms of the present simple on the board (e.g. *you fly, we fly, they fly*). Point out that plural forms are formed in the **same** way as the first and second person singular forms.

Present the interrogative and negative in the same way as affirmative (plural forms **ONLY**). Point out that we need **do** to form questions in the plural form.

Write on the board:

Do bears sleep in winter?  Yes, they do.
No, they don't.

Explain how the short answers are formed. The pupils ask and answer questions about actions and seasons.

e.g. Pupil 1: Do flowers grow in spring?
Pupil 2: Yes, they do./No, they don't. etc

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Read the instructions and explain the task. Refer the pupils to the sentences (1-4) and to the pictures (A-D). Allow the pupils some time to complete the task in their notebooks. Check their answers.

- | | | | |
|-----|-----|-----|-----|
| 1 D | 2 A | 3 B | 4 C |
|-----|-----|-----|-----|

Find Out: Now talk with your friend.

Read the example and explain the task. The pupils, in pairs, ask and answer questions about their favourite season and what they do during this season. Tell the pupils they may get some ideas from Ex. 2. Go around the classroom providing any necessary help. Ask some pairs to report back to the class.

e.g. A: What's your favourite season?
B: Winter.
A: What do you do in winter?
B: I ski. etc

My Magic Files!

Explain the task. Tell the pupils, in L1 if necessary, that our world is magic. There are so many things we should be

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grateful for. Give some examples (e.g. *the sun, water, flowers, trees, etc*). Ask the pupils to work in groups/pairs to produce a poster with pictures or a collage of photos showing all the things our planet gives us that we should thank nature for. You can decorate the classroom walls and make an art exhibition.

Note: You can talk to your pupils about Environment Day (*a day celebrated all over the world once a year, which involves parades, concerts, essays, poster competitions in schools, tree planting, recycling efforts and much more*).

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language of the unit.)

Write question sentences on blank pieces of paper. Cut out the words of the sentence and assign pupils in teams to come to the board. Give each pupil a piece of paper with a word on it, and tell them to arrange themselves so that the sentence parts are in the right order. When the sentence is finished, the team reads it out loud and chooses a pupil who is sitting to answer it.

e.g. *Teacher:* (give pieces of paper with the following words)

in Do winter? swim fairies

Pupils' team: Do fairies swim in winter?

Do fairies swim in winter?

Pupil 1: No, they don't.

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex.1).

Activity Book (Optional)

Assign some of the activities from Unit 12b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 12c

- **Aims:** to talk about days of the week, to consolidate everyday actions, to develop the pupils' listening and writing skills
- **Vocabulary:** days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** /ʃ/ and /s/
- **Extra materials:** flashcards (56-63)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 12b.)



FLASHCARDS (56-63)

Put the flashcards up on the board. Ask a pupil to come to the board. Say a word. The pupil listens and points to the flashcard. Ask the rest of the class for verification. Repeat the procedure with as many pupils as you think is necessary.

Ask the pupils, in pairs, to act out the exchange from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

Listen, point and repeat.

Pupils' books closed. Ask the pupils: *What day is it today?* Answer: (*Monday*). Write the day on the board. Point to it and say the day again. The pupils repeat after you. Then, say: *The day after (Monday) is (Tuesday)*. Write the day on the board. Point to it and say the day again. The pupils repeat after you. Follow the same procedure to present the rest of the days. Say the days of the week from Monday to Sunday. The pupils repeat after you.

Extension

Say a day. Ask a pupil to tell you the day before and after. Repeat the procedure with as many pupils as you wish.

Pupils' books open. Write a big 102 on the board and ask the pupils to open their books at page one hundred and two. Read the title of the unit and have the pupils

repeat after you. Elicit/Explain what the title means. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

1 Listen and point.

Read the title of the unit and refer the pupils to the pictures. Ask them to tell you what they think the song is about (a squirrel's day). Read the instructions and explain the task. Play the audio. The pupils listen to the song and point to the corresponding pictures.

Now sing and do!

Play the audio again. Demonstrate the following miming actions and encourage the pupils to imitate you as they sing along.

Tick Tock, it's eight o'clock, (*point to your wrist as if you're wearing a watch and show eight fingers*)

Another lovely day! (*make a circle with your arms open, as if admiring the day*)

I have a shower, I go to school, (*imitate having a shower and carrying a rucksack to school*)

I'm happy it's today! (*smile widely*) etc

2 Look and say.

Ask the pupils to look at the pictures and identify the four characters (Harry, Mona, Lee, Emma). Then, read the instructions and the example and explain the task. The pupils follow the lines with their finger and find each character's favourite day.

- 2 Mona's favourite day is Sunday.
- 3 Lee's favourite day is Saturday.
- 4 Emma's favourite day is Wednesday.

Extension

Ask the pupils to tell you what their favourite day is.

e.g. *Teacher: What's your favourite day?*

Pupil 1: My favourite day is Saturday. etc

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

3 Read and choose the best title. Then listen and read.

Ask the pupils to look at the pictures and identify the actions shown (*have breakfast, play football, etc*). Elicit/Explain the phrase *go to the cinema*. Draw pupils' attention to the three titles. Read the instructions and explain the task. Allow the pupils some time to read the

text and choose the best title. Ask individual pupils to answer. Play the audio. The pupils listen and follow along. Individual pupils read out from the text.

Title: *My favourite day*

4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the drawing and read the text. Ask them what they can see (*children playing in the park*).

Ask the pupils to write about their favourite day. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write a short text about their favourite day. Tell them to include a drawing. Alternatively, assign it for homework.

(Suggested answer)

My favourite day is Saturday. On Saturdays, I have a big breakfast! Then I play outside with my friends. In the afternoon, I watch TV with my brother. I love Saturdays!

Note: Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the audio for the pupils to listen and repeat.

Draw the pupils' attention to the difference between the /j/ and the /s/ sound. Ask individual pupils to read out the sentence and correct their pronunciation.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Tell the pupils that they have to guess what you do on any given day. Brainstorm for ideas and write them on the board (e.g. *go to the cinema, play football, etc*). Divide the class into two teams, A and B. Each team take it in turns to choose a day and guess what you do on that day (*they have only three guesses*). If the team does not guess correctly, the other team is given the chance to guess. Each correct guess wins a point. The team with the most points wins.

e.g. *Teacher: Which day do you want?*

Team A Pupil 1: Friday.

Teacher: What do I do on Fridays?

Team A Pupil 2: Do you play football?

Teacher: No, I don't.

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Team A Pupil 3: *Do you go jogging?*
Teacher: *Yes, I do. 1 point for Team A.*
etc

Note: For the next lesson, the pupils should be able to talk about their favourite day.

Activity Book (Optional)

Assign some of the activities from Unit 12c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Troll Tales! (Episode 6)

- **Aims:** to read for pleasure
- **Vocabulary:** fair, tasty, strawberry
- **Extra materials:** photocopies of the episode (*Ending the Lesson*)

BEGINNING THE LESSON

Ask the pupils to tell you what the previous episode was about (*Pog and Trog catching butterflies and Popsie getting angry*). Ask them if they remember any of the phrases they acted out from that episode. Ask them to say them out loud (e.g. *It's a sunny day! We're catching butterflies. etc*).

PRESENTATION & PRACTICE

Episode 6: Listen and read.

(Activities to promote reading for pleasure.)

Pupils' books closed. Write the following words on the board, one at a time: *fair, tasty, strawberry* and elicit/explain (using L1 if necessary) what they mean.

Pupils' books open. Write a big 104 on the board and ask the pupils to open their books at page one hundred and four. Refer the pupils to the episode and ask them to look at the pictures and guess what it is going to be about (e.g. *Pog and Trog are at the fair and Popsie makes Trog look like a strawberry.*).

Play the audio. The pupils listen and follow along. Play the audio again with pauses for the pupils to repeat chorally and individually.

Now take roles and read.

Divide the pupils into groups of three and assign roles for them to act out the episode. Invite the groups to perform

the dialogue for the rest of the class. Make sure they use the correct pronunciation and intonation.

ENDING THE LESSON

Before going into class

Photocopy the episode and tippex out the speech bubbles. Put the speech bubbles in random order on a separate piece of paper. Photocopy the episode and the speech bubbles sheet, one per pair.

The pupils work in pairs. Hand out the episode and the speech bubbles to each pair. The pupils, in pairs, read and match the bubbles to the correct picture frames. As extra help, you can have them listen to the episode again before they do the activity.

Go Green! 6

- **Aims:** to raise the pupils' environmental awareness, to identify vegetables and the parts which we eat
- **Vocabulary:** garlic, lettuce, corn, bulb, root, leaves, fruit, seeds
- **Extra materials:** pictures of vegetables (from magazines, etc), realia (garlic, lettuce, corn, tomatoes, etc) (*Ex. 1*), blank sheets of paper (*Ex. 2*)

BEGINNING THE LESSON

Before going into class

Bring in pictures from magazines or realia (garlic, lettuce, corn, carrot, tomatoes, etc).

Write the word VEGETABLES on the board and explain/ elicit what it means. Tell the pupils that they are going to learn about different fruit and vegetables and about what part of them we eat. Present the new vocabulary (*garlic, lettuce, corn, bulb, root, leaves, fruit, seeds*) by using pictures from magazines, realia or simple sketches on the board. Put the pictures on the board, point to each one and say the word. The class repeats chorally and individually.

PRESENTATION & PRACTICE

1 Look and say which part we eat!

Write a big 105 on the board and ask the pupils to open their books at page one hundred and five. Read through the title. Use L1, if necessary to explain that fruit/vegetables grow in nature and that they are very good to eat (either in salads or on their own), as they make us healthy and strong. Explain to the pupils that we eat different parts of each fruit/vegetable.

Read the instructions and explain the task. Individual pupils say which part of the vegetables we eat. Ask the rest of the class for verification.

garlic – bulb
carrot – root
lettuce – leaves
tomato – fruit
corn – seeds

As an alternative, ask the pupils to draw the vegetable chart in their notebooks and tick the correct box for each vegetable.

2 Make your Veggie Power salad!

Read the instructions and explain the task. Depending on your class size, divide the pupils into two or three groups. Tell the pupils to draw a salad with as many vegetables of their choice as they want. Allow them time to draw their salad. When the pupils finish, ask each group to come to the board and present their Veggie Power salad to the class.

You can also ask the pupils to make their own Veggie Power salad at home as part of their homework.

ENDING THE LESSON

Ask the pupils, in pairs or groups, to draw a picture of a vegetable. You can display their work in the classroom.

Our World

- **Aims:** to talk about cartoon characters from different countries
- **Vocabulary:** sushi
- **Extra materials:** none

BEGINNING THE LESSON

Write: *Winnie the Pooh*, *Bugs Bunny* and *Pucca* on the board. Ask the pupils if they know/have heard of these

cartoon characters and ask them to describe them to you.

PRESENTATION & PRACTICE

1 Read and match in your notebook.

Write a big 106 on the board and ask the pupils to open their books at page one hundred and six. Ask the pupils to look at the pictures and say what each cartoon character is eating (*Winnie the Pooh is eating honey; Bugs Bunny is eating carrots and Pucca is eating sushi*). Explain/Elicit what sushi is (*a kind of Japanese food consisting of cold cooked rice and raw fish wrapped in seaweed*).

Read the instructions and explain the task. Allow the pupils some time to read the texts and complete the task in their notebooks. Check their answers. Individual pupils read the texts out loud.

1 B 2 C 3 A

2 Portfolio: Draw or stick a picture of your favourite cartoon character. Present it to the class.

Read the instructions and explain the task. Ask the pupils to draw a picture or stick a picture of their favourite cartoon character and talk about it. Tell the pupils that they can use the texts in Ex. 1 to help them. Allow the pupils some time to prepare what they will say and ask them to present it to class.

(Suggested answer)

Hello, I'm Popeye. I'm from the USA. My favourite food is spinach.

You can also ask the pupils to prepare their presentation at home and talk about it in the next lesson. Then, they can add it to their *Junior Language Portfolios*.

ENDING THE LESSON

Ask the pupils to vote for the most popular cartoon character in class and then, in groups, to draw this cartoon character. You can display their work in the classroom.

Note: It is advised you do 'Our School' on page 113 during this lesson or the next.

Module 6

Checkpoint (Units 11 - 12)

- **Aims:** to consolidate Module 6, to obtain feedback on individual pupils, to monitor the pupils' progress

Do a quick revision of what the pupils have learnt in the module.

e.g. *Teacher: What's your favourite meal?*

Pupil 1: Breakfast.

Teacher: What do you eat for breakfast?

Pupil 2: Cereal and juice.

Teacher: What time do you have breakfast?

Pupil 3: At eight o'clock in the morning.

Teacher: What's your favourite day?

Pupil 4: Sunday!

Note: It is important that the pupils do not feel they are being tested. The rationale for this quick revision is to make the pupils aware of their progress in the English language. Always praise the pupils' efforts and encourage everyone to participate.

After this quick revision, the pupils work on their own and do the exercises.

1 Read and match in your notebook.

The pupils read the sentences (1-6) and match them to the appropriate food items (A-F).

- | | | |
|-----|-----|-----|
| 1 A | 3 D | 5 E |
| 2 B | 4 F | 6 C |

2 Read and complete in your notebook.

The pupils read the sentences 1-6 and complete in their notebooks using the appropriate words.

- 1 do, go, At
- 2 does, watch, In
- 3 do, eat, At
- 4 does, have, In
- 5 do, listen, At
- 6 does, go, At

3 Read and answer.

The pupils read the questions and write answers about themselves in their notebooks.

(Suggested answers)

A: What's your favourite season?

B: Winter.

A: What do you do in winter?

B: I read books, play in the snow and watch TV.

4 Read, think and choose.

Refer the pupils to the *Now I can* box. Go through the faces and elicit what each one illustrates. Ask the pupils to choose the corresponding face according to how well they feel they did in this unit.

Once all the exercises have been completed, ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories or characters they liked the most.

Note: The pupils can now do *Modular Revision and Assessment 6* in their *Activity Books*.

Note: If you wish, you can do some or all of the reinforcement and extension activities from the *Teacher's Resource Pack*.

Geography

- **Aims:** to talk about English-speaking countries (UK, USA, Australia)
- **Vocabulary:** Australia
- **Language focus**
- **Language in use:** consolidation
- **Extra materials:** none

BEGINNING THE LESSON

Read the title and explain to the pupils, in L1 if necessary, that they will be doing activities based on some of the other subjects they study in school. Allow them some time to go through the section and become familiar with it.

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with English-speaking countries.)

1 Look and match in your notebook.

Write a big 108 on the board and ask the pupils to open their books at page one hundred and eight. Ask the pupils to look at the maps and the pictures of the three countries. Ask them to tell you anything they know about them (e.g. *Kangaroos are from Australia, Big Ben is in the UK, etc*). Read the instructions and explain the task. The pupils match the pictures to the corresponding country. As an extension, you can have a discussion about the pictures and provide more information if you wish. (e.g. *the bald eagle is the national emblem of the USA, etc*)

- | | | |
|-----|-----|-----|
| 1 B | 3 A | 5 A |
| 2 C | 4 C | 6 B |

2 Portfolio: In groups, make a map of your country. Include pictures (animals, buildings, people, food, etc).

Read the instructions and explain the task. Brainstorm ideas on what kind of pictures the pupils can use that represent their country. Then, in groups, the pupils complete the task. Alternatively, ask the pupils to find the pictures and draw the map, etc for homework. During the next lesson the pupils make the map in groups.

ENDING THE LESSON

Ask the pupils to work in groups and find more pictures connected with the countries in Ex. 1. They can refer to encyclopaedias, the Internet, etc.

Maths

- **Aims:** to work with a code, to talk about favourite toys
- **Vocabulary:** consolidation
- **Language focus**
- **Language in use:** consolidation
- **Extra materials:** none

BEGINNING THE LESSON

Get the pupils in the mood for Maths by having a Maths game. Write on the board: *My favourite toy is a LHIOPTEERC*. Ask the pupils to tell you which toy it is (*helicopter*).

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with codes.)

1 What is Mona's favourite toy? Break the code!

Write a big 109 on the board and ask the pupils to open their books at page one hundred and nine. Read the instructions and explain the task. Each picture represents a letter of the alphabet. Go through the pictures and elicit their names.

Allow the pupils some time to break the code and write it in their notebooks. Check their answers.

Mona's favourite toy is a **teddy**.

2 Write down your favourite toy in code.

Read the instructions and explain the task. The pupils work in pairs. First they write down their favourite toy in code and then they ask their partner to break the code and find out what it is.

ENDING THE LESSON

Ask the pupils to look at the code in Ex. 1 for one minute before they close their books. Name an item, e.g. *helicopter*. The pupils say the corresponding letter R.

Technology

- **Aims:** to talk about materials
- **Vocabulary:** glass, aluminium, wooden, front door
- **Language focus**
- **Language in use:** consolidation
- **Extra materials:** none

BEGINNING THE LESSON

Point to the classroom door and say: *This is a (wooden) door.* Explain what *wooden* means. Repeat the procedure with other items in the class and present *aluminium* and *glass*.

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with different types of material.)

1 Read and match in your notebook.

Write a big 110 on the board and ask the pupils to open their books at page one hundred and ten. Read the instructions and explain the task. Allow the pupils some time to complete the task in their notebooks. Check their answers.

1 B 2 C 3 A

2 This is your new house. Copy and design a front door for it.

Read the instructions and explain the task. The pupils copy the house in their notebooks. They draw a front door and colour the house. Then they present it to the class.

e.g. *This is my house. This is a wooden door.*

ENDING THE LESSON

Explain the activity. Tell the pupils that they only have three minutes to think of as many items as they can, made of glass, aluminium or wood. Upon completion, ask the pupils to read their lists. Write the items on the board.

Literature

- **Aims:** to write a poem
- **Vocabulary:** consolidation
- **Language focus**
- **Language in use:** consolidation
- **Extra materials:** none

BEGINNING THE LESSON

Mime riding a bike as you say: *Ring! Ring! Ring!* Mime driving a car and invite the pupils to make the corresponding sound. Use the same procedure to present other actions and associated sounds.

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with poems.)

1 Look and match.

Write a big 111 on the board and ask the pupils to open their books at page one hundred and eleven. Read the sounds and invite guesses as to which activities they are associated with. Read the instructions and explain the task. Allow the pupils some time to complete the task in their notebooks. Check their answers.

1 D 2 B 3 A 4 C

2 Complete the poem in your notebook.

Read the instructions and explain the task. Allow the pupils some time to complete the task in their notebooks. Have individual pupils read the poem aloud. Check the pupils' answers.

*I can dance, I can dance,
Cha-cha-cha!
I can swim, I can swim,
Splash-splash-splash!
I can play the piano,
Plink-plink-plink!
I can jump, I can jump,
Boing-boing-boing!*

3 Portfolio: Make your own poem.

Brainstorm activities and related sounds and write them on the board. The pupils choose or think of their own activities and sounds and write their poems. Make sure you display their poems in the classroom.

(Suggested answer)

I can sing, I can sing,
La - la - la!
 I can ride a horse, I can ride a horse,
Giddyup - giddyup - giddyup!
 I can play the guitar, I can play the guitar,
Twang - twang - twang! etc

ENDING THE LESSON

The pupils, in pairs, think of other sounds associated with actions in the poem. They present the new version of the poem to the class.

Geography

- **Aims:** to talk about hot and cold climates
- **Vocabulary:** Alaska, pack, suitcase
- **Language focus**
Language in use: consolidation
- **Extra materials:** none

BEGINNING THE LESSON

Ask about the weather today. Say: *What's the weather like today?* Elicit appropriate responses. Look around the classroom at the kind of clothes everyone is wearing, i.e. warm clothes if it is cold, light clothes if it is hot. Elicit the fact that people wear certain clothes depending on the climate.

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with hot and cold climates.)

Pack your suitcase! Look and match in your notebook.

Write a big 112 on the board and ask the pupils to open their books at page one hundred and twelve. Refer the pupils to the pictures of Alaska and Australia. Before reading, ask the pupils what they think the weather is like in each country. Read the short texts and ask if their guesses were correct. Look at the items of clothing and elicit the words. Explain the task: the pupils imagine they are packing a suitcase for each country and match the items of clothing to the appropriate suitcase. Allow the pupils some time to complete the task in their notebooks. Check their answers.

Alaska: ski jacket, ski trousers, woolly hat, ski boots, socks, raincoat

Australia: sandals, sun hat, shorts, T-shirt

Portfolio: Choose a country. Pack your suitcase. Present your picture to the class.

Read the instructions and explain the task. The pupils think of a country they would like to visit. They draw a picture of a suitcase, labelled with the country of choice, with the chosen items of clothing around it. Allow the pupils some time to complete the task. Ask the pupils to present their picture to the class.

ENDING THE LESSON

Ask the pupils, in pairs or groups, to draw a picture of a place where it's cold/hot and draw a picture of themselves wearing relevant items of clothing. You can display their work in the classroom.

Science

- **Aims:** to talk about a bee's life cycle
- **Vocabulary:** move, home, mobile
- **Language focus**
Language in use: consolidation
- **Extra materials:** photocopies of the bees template from the *Teacher's Resource Pack*, paper plates, a ball of string or a reel of cotton (*Ex. 2*)

BEGINNING THE LESSON

Write the word *bee* on the board. Ask the pupils to tell you, in L1 if necessary, what they know about bees (*e.g. where they live, what they produce, etc.*).

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with a bee's life cycle.)

Read and complete in your notebook.

Write a big 113 on the board and ask the pupils to open their books at page one hundred and thirteen. Read the instructions and explain the task. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

- 2 flower 3 home/house 4 honey

Portfolio: Make a honey bee mobile.

Before going into class

Photocopy the *bees* template from the *Teacher's Resource Pack*, one per pupil. Bring paper plates, one per pupil and a ball of string or a reel of cotton.

Tell the pupils they are going to make a honey bee mobile. Show them your model and hand out the photocopies. Guide the pupils through the colouring and cutting of the bees. Then ask the pupils to decorate their plate as though it were a beehive and cut it in a spiral starting from the outside in. Then they attach the bees with pieces of cotton/string. They can use the mobile as a decoration for their rooms.

ENDING THE LESSON

Ask the pupils some comprehension questions:

- 1 When do bees move to a new home? (In spring)
- 2 When do bees eat their honey? (In winter)
- 3 When do bees get their homes ready for winter? (In autumn)
- 4 When do bees make honey? (In summer)

Fun Time 1

1 Look and say.

- | | |
|-----------------|------------------|
| 2 a red kite | 5 a green fish |
| 3 a purple ball | 6 a yellow snake |
| 4 a blue mouse | |

2 Ask and answer.

- 1 **Boy:** Who's that?
Girl: That's Alvin!
- 2 **Girl:** Who's that?
Boy: That's Erlina!
- 3 **Boy:** Who's that?
Girl: That's Harry!

3 Read and choose.

- 1 b 2 a 3 b

Fun Time 2

1 Read and complete in your notebook. Then, look and match.

- | | |
|-------------|---|
| 2 umbrellas | b |
| 3 rubbers | c |
| 4 desks | e |
| 5 chairs | d |
| 6 notebooks | h |
| 7 rulers | f |
| 8 oranges | g |

2 Look and say. Then write in your notebook.

- 2 It's Harry's apple.
- 3 It's Mona's ruler.
- 4 It's Harry's aeroplane.
- 5 It's Mona's pencil.
- 6 It's Lee's pencil case.

Fun Time 3

1 Read and complete in your notebook.

- | | |
|-----------|-----------|
| 2 grandpa | 5 dad |
| 3 grandma | 6 brother |
| 4 mum | 7 sister |

2 Write the numbers in your notebook.

- | | |
|----------------|---------------|
| 16 – sixteen | 18 – eighteen |
| 20 – twenty | 14 – fourteen |
| 17 – seventeen | 15 – fifteen |
| 12 – twelve | 19 – nineteen |
| 13 – thirteen | |

3 Read and complete in your notebook. Use: *am, is or are.*

- | | | |
|-------|-------|------|
| 2 am | 5 is | 8 is |
| 3 are | 6 Are | |
| 4 are | 7 is | |

Fun Time 4

1 Look, read and choose the correct word.

- | | | |
|----------|-----------|---------|
| 1 camera | 4 balloon | 7 bus |
| 2 train | 5 lorry | 8 watch |
| 3 bin | 6 glass | |

2 Look, read and correct in your notebook.

- 1 big 2 happy 3 old

3 Write the plurals in your notebook.

- | | | |
|-----------|----------|--------|
| 2 glasses | 5 apples | 8 dogs |
| 3 foxes | 6 buses | |
| 4 boxes | 7 vases | |

Fun Time 5

1 Look at the pictures and the letters. Write the words in your notebook.

- 2 radio 3 sofa 4 wardrobe

2 Complete the sentences in your notebook. Use: *on, in, next to, behind, under.*

- | | |
|---------|-----------|
| 2 under | 4 behind |
| 3 on | 5 next to |

3 Read and complete in your notebook. Use: *my, your, his, her, their or our.*

- | | | |
|-------|---------|--------|
| 1 his | 3 their | 5 My |
| 2 her | 4 our | 6 your |

Fun Time Key

Fun Time 6

- 1 Look and write in your notebook.
Use: *bathroom, garden, living room, kitchen, bedroom.*

- 1 bedroom 3 kitchen 5 garden
2 bathroom 4 living room

- 2 Read, look and answer.

- 2 Yes, there is. 5 No, there aren't.
3 Yes, there are. 6 Yes, there are.
4 No, there isn't.

Fun Time 7

- 1 Look and complete in your notebook.

This is Bozo the clown. He's got **pink** hair, **blue** eyes and a **red** mouth. Look at his nose. It's **orange!** Bozo has got a **green** hat, too. He's very funny!

- 2 Read and complete in your notebook.

- 1 home 3 picture
2 kitten 4 park

- 3 Write a message for your friend in your notebook.

(Suggested answer)

Alex!
I've got a new bike!
Come and see it!
Jim

Fun Time 8

- 1 *What can Tina do? What can't she do?* Look, read and write in your notebook.

- 2 can dance 3 can't play

- 2 Choose the correct word.

- 1 piano 4 clown
2 magician 5 glasses
3 helmet 6 motorbike

- 3 Look, read and write in your notebook.

- 2 head 4 ears 6 can't
3 tail 5 fly

Fun Time 9

- 1 Look and write in your notebook.

- 2 It's sunny. 5 It's snowing.
3 It's windy. 6 It's raining.
4 It's hot.

- 2 Match in your notebook.

- 1 b 2 d 3 c 4 a

- 3 Make sentences in your notebook or using a computer.

- 2 The monkey isn't climbing the tree.
3 Are the lions sleeping?
4 The rhino is drinking water.
5 The birds aren't flying.
6 Is the giraffe eating?
7 Are the birds sitting on the hippo?
8 The zebras are running fast.

Fun Time 10

- 1 Look, read and number the sentences in your notebook.

- a 7 e 12 i 11
b 10 f 2 j 6
c 5 g 9 k 8
d 1 h 3 l 4

- 2 Read and choose.

- 1 B 3 B 5 A 7 B
2 B 4 B 6 A 8 B

Fun Time 11

- 1 Listen and choose. Talk with your friend.

- 1 A 3 A 5 A
2 B 4 A 6 B

AUDIOSCRIPT

- 1 **A:** *Can I have some tea, please?*
B: *Here you are.*
A: *How much is it?*
B: *It's £1.*
- 2 **A:** *Can I have a sandwich, please?*
B: *Here you are.*
A: *How much is it?*
B: *It's £2.*
- 3 **A:** *Can I have a banana, please?*
B: *Here you are.*
A: *How much is it?*
B: *It's 16p.*
- 4 **A:** *Can I have a burger, please?*
B: *Here you are.*
A: *How much is it?*
B: *It's £2.20.*
- 5 **A:** *Can I have some bread, please?*
B: *Here you are.*
A: *How much is it?*
B: *It's £1.*
- 6 **A:** *Can I have some chocolate, please?*
B: *Here you are.*
A: *How much is it?*
B: *It's £1.20.*

2 Read and complete. Use: *like* or *don't like*.

- 2 like 5 don't like
3 don't like 6 like
4 like

3 Read and complete. Use: *some* or *any*.

- 2 some, any 4 any 6 any
3 any 5 any

Fun Time 12

1 Read and choose.

- 1 eat 3 Do 5 Do 7 Does
2 do 4 walks 6 don't 8 don't

2 What does Wendy do every day? Read and choose.

- 1 A 3 A 5 A 7 A 9 A
2 B 4 B 6 A 8 A

Evaluation Key

Evaluation

1 Do the sums and say. Then write in your notebook.

- A 7 Two and five is seven.
- B 18 Nine and nine is eighteen.
- C 15 Ten and five is fifteen.
- D 10 Eight and two is ten.
- E 12 Seven and five is twelve.

2 Look, read and choose.

- 1 A 2 A 3 B 4 B 5 B

3 Read and choose.

- 1 B 2 B 3 A 4 B 5 B

4 Read and choose.

- 1 b 2 a 3 b 4 b 5 a

5 Look, read and write *yes* or *no* in your notebook.

- 1 yes 3 no 5 no
2 no 4 yes

6 Complete in your notebook.

- 1 head 3 eyes 5 feet
2 nose 4 legs

7 Read and choose.

- 1 has 4 are you doing
2 teeth 5 some
3 can't

8 Read and choose.

- 1 a 2 b 3 b 4 a 5 a

- **Aims:** to talk about Christmas
- **Vocabulary:** Christmas tree, milk, presents, stockings, mince pies, Santa, reindeer, goodnight
- **Language focus**
Language in use: Merry Christmas! There are lots of presents for everyone! Hang the stockings. Santa's on his way tonight! Hello, Santa! Please can I have a camera?
- **Extra materials:** pictures related to Christmas (Santa, Christmas tree, presents, stockings, etc)

This unit is optional. It is designed to be taught just before Christmas.

BEGINNING THE LESSON

Play Christmas carols as the pupils are entering. Greet the pupils as they arrive with *Merry Christmas!*

PRESENTATION & PRACTICE

(Activities to present and talk about Christmas.)

Pupils' books closed. Have a class discussion about what comes to mind when they hear the word Christmas. Elicit information about how they spend Christmas. Put up the pictures (*Santa, Christmas tree, presents, stockings, etc*) one at a time and say the word(s). The pupils repeat after you. Say: *Merry Christmas!* The pupils repeat after you.

1 Look and match in your notebook.

Read the instructions and explain the task. Allow the pupils some time to complete the task in their notebooks. Check their answers.

1 c 2 d 3 e 4 b 5 a

2 Copy the Christmas poem in your notebook. Complete it with words from Ex. 1.

Read the instructions and explain the task. Allow the pupils some time to copy the poem in their notebooks and complete it. Check their answers. Then have individual pupils read the poem aloud.

- | | |
|--------------|-------------|
| 1 presents | 4 milk |
| 2 tree | 5 stockings |
| 3 mince pies | |

3 Follow and say.

Read the instructions and explain the task. Tell the pupils to follow the lines from the children to the presents with their finger and say what each one has got for Christmas. Have individual pupils answer. Ask the rest of the class for verification.

- 1 Ben's got a car for Christmas.
- 2 Mary's got roller-skates for Christmas.
- 3 Susan's got a bike for Christmas.
- 4 John's got a guitar for Christmas.

4 Ask Santa!

Ask the pupils to look at the pictures and elicit what they can see (*Santa, girl, schoolbag, teddy, etc*). Read the instructions and explain the task. Read out the example. In pairs, the pupils take it in turns and ask 'Santa' what they want for Christmas. Go around the class monitoring and helping where necessary. Ask individual pupils to tell the class.

e.g. *Hello, Santa! Please can I have a teddy?*

ENDING THE LESSON

Ask the pupils to think of one thing they would like for Christmas. As the pupils leave the classroom, they ask you for the item using the structure in Ex. 4 and then wish you a Merry Christmas!

e.g. *Pupil: Hello, Santa! Please can I have a skateboard?*

Teacher: Merry Christmas, (Tom)!

Pupil: Merry Christmas!

Happy New Year!

- **Aims:** to talk about New Year celebrations
- **Vocabulary:** happy, cheer, fireworks, dance, drink, eat, sing, count, party, midnight
- **Language focus**
Language in use: Happy New Year!
- **Extra materials:** paper plates, dried beans, peas or lentils, glue, sticky tape, scissors, strips of coloured paper or crepe paper (Ex. 1), mittens, hat, scarf, wrapped parcel with sweets inside (Ex. 5)

This unit is optional. It is designed to be taught just before New Year.

BEGINNING THE LESSON

Play the song *Happy New Year* from Ex. 2 as the pupils are arriving. Greet them with *Happy New Year!*

PRESENTATION & PRACTICE

(Activities to get the pupils talking about New Year celebrations.)

Pupils' books closed. Have a discussion, in L1 if necessary, about what we usually do on New Year's Eve/Day and what kind of things they think about when they hear the words *New Year*. Ask the pupils to tell you how they spend their holidays.

1 Let's make a New Year's shaker!

Before going into class

Make sure you have two paper plates for each pupil, dried beans, peas or lentils, glue, sticky tape, scissors, strips of coloured paper or crepe paper.

Pupils' books open. Write a big 130 on the board and ask the pupils to open their books at page one hundred and thirty. Point to the illustrations and explain to the pupils that they are going to make shakers for the celebration of the New Year. Show them your model and hand out the paper plates (two per pupil). Provide the pupils with scissors, coloured paper and glue, and a handful of dried beans each. Guide the pupils to make their shakers: first they decorate the under side of each plate and cut some strips of coloured paper. Ask them to decorate their plates with pictures and shapes related to New Year's celebrations.

They place the dried beans on one of the plates and stick some coloured strips around the edges. Then they put some glue around the rim of the other plate and stick both plates together. Allow some time for the glue to dry before the pupils use the shakers. Go around the class as the pupils are doing the task and provide any necessary help.

2 Let's sing!

Play the audio. The pupils listen and follow along. Play the audio again. The pupils listen and sing along.

Extension

Ask the pupils to use their shakers. The pupils sing along, shaking their shakers to the rhythm.

3 Talk with your friend.

Explain that it is common for English people to wish each other *Happy New Year* on the stroke of midnight on New Year's Eve. Pretend it is midnight (call out *dong* twelve times!). In pairs, the pupils wish each other *Happy New Year!*

4 Match in your notebook. Then listen and check.

Go through the vocabulary items presented. Explain/Elicit why these words are connected to New Year. Explain the task. The pupils match the pictures to the words in their notebooks.

1	C	3	I	5	B	7	G	9	J
2	E	4	H	6	F	8	A	10	D

Play the audio. The pupils listen and check their answers.

As an extension, play a spelling game: call out each of the items, then go around the classroom asking the pupils to spell the word.

e.g. Teacher: DANCE!

Pupil 1: D

Pupil 2: A etc

5 Let's play!

Before going into class

Bring to class: a pair of mittens, a woolly hat and scarf, and a parcel (with sweets inside) wrapped in several layers of paper.

Have the pupils sit in a circle. Play the *Happy New Year* song and ask them to pass around the parcel. When the music stops, whoever is holding the parcel must put on the mittens, hat and scarf and try to open a layer of the parcel while the others count down from 10 and say Happy New Year. Then, the music plays again and the game continues. When the last layer has been taken off, hand out the sweets inside!

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Provide a large piece of paper to every pair/group of pupils. Ask the pairs/groups to work together and draw pictures of what New Year means to them. Make sure you display their work in the classroom.

Happy Easter

- **Aims:** to talk about Easter
- **Vocabulary:** chocolate eggs, Easter basket
- **Language focus**
Language in use: Happy Easter!
- **Extra materials:** photocopies of the Easter basket template from the *Teacher's Resource Pack*, glue and scissors for Ex. 3 (*Craftwork*)

This unit is optional. It is designed to be taught just before Easter.

BEGINNING THE LESSON

Greet the pupils as they are arriving with *Happy Easter!*

PRESENTATION & PRACTICE

(Activities to get the pupils talking about Easter.)

Pupils' books closed. Write on the board the date Easter is on and say: *It's Easter! Happy Easter, everyone!* Have the pupils wish one another a Happy Easter. Have a discussion, in L1 if necessary, as to what Easter means to them and what they usually do at Easter. Pre-teach the notion of *Easter bunny* (a rabbit character who brings gifts and sweets to children on Easter Sunday) and *Easter basket* (a basket with Easter eggs). Ask the pupils if they have similar characters/traditions in their country.

1 Read and complete in your notebook. Use: *hat, flowers, chocolate, tree, eggs, basket.*

Pupils' books open. Ask the pupils to open their books at page one hundred and thirty-two. Point to the pictures and ask the pupils what they can see (*eggs, basket, chocolate, etc.*). Explain/Elicit any unknown words. Explain the task. Allow the pupils some time to complete the task in their notebooks. Ask individual pupils to read from their completed text. Ask the rest of the class for verification.

- | | |
|-------------|-----------|
| 1 eggs | 4 tree |
| 2 basket | 5 flowers |
| 3 chocolate | 6 hat |

2 Now answer!

Explain the task. The pupils read the text again and answer the questions. Ask individual pupils to answer.

- 1 16 2 8

3 Count and match in your notebook.

Read the instructions and explain the task. Refer the pupils to the Easter baskets (A-C) and the numbers in them, as well as to the eggs with the sums drawn on them. Explain to the pupils that they have to put the eggs in the correct basket according to the sums. Allow the pupils some time to complete the task and check their answers.

- A 2+8, 1+9, 9+1, 6+4, 5+5
B 8+7, 10+5, 9+6
C 15+5, 10+10, 9+11, 18+2

4 Craftwork: Make an Easter basket.

Before going into class

Photocopy the Easter Basket template from the *Teacher's Resource Pack*, one per pupil.

CRAFTWORK

Point to the picture and tell the pupils they are going to make an Easter basket to put Easter eggs in. Hand out the photocopies of the template, one per pupil. Provide the pupils with scissors and glue. First, the pupils colour the templates and decorate them with pictures or shapes related to Easter. Guide the pupils through the cutting and gluing of the Easter basket. Go around the class as the pupils complete the task, providing any necessary help.

Optional Activity

While the pupils are making their Easter basket, play the audio again, encouraging them to sing along.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Provide a large piece of paper for pairs/groups of pupils and ask them to make an Easter poster by drawing pictures of what Easter means to them. Once the pupils have finished, make sure you display their work in the class.

ACTIVITY BOOK (Optional)

Assign the activities from the *Happy Easter* section of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

- **Aims:** to read and talk about Mother's Day
- **Vocabulary:** Mother, Mummy, Mum, happy, funny, sunny, love
- **Language focus**
Language in use: This is for you, Mum. Happy Mother's Day!
- **Extra materials:** sheets of paper (Ex. 4)

This unit is optional. It is designed to be taught just before Mother's Day.

BEGINNING THE LESSON

Greet the pupils as they arrive. Write the date of the Mother's Day celebration on the board and encourage the pupils to guess why that date is special. Have a general discussion about how they usually celebrate Mother's Day.

PRESENTATION & PRACTICE

(Activities to present the concept of Mother's Day.)

1 Let's sing!

Write a big 134 on the board and ask the pupils to open their books at page one hundred and thirty-four. Go through the song and explain any unknown words. Play the audio. The pupils listen and sing along. Play the audio again, encouraging the pupils to sing along with the accompanying actions.

I love you, Mummy, (put hand on heart)

I really do!

You're always happy (mime painting a big smile on your face)

And funny, too!

When it is sunny, (draw a sun in the air with both index fingers)

I think of you! (tap side of forehead with index finger)

I love you, Mummy, (put hand on heart)

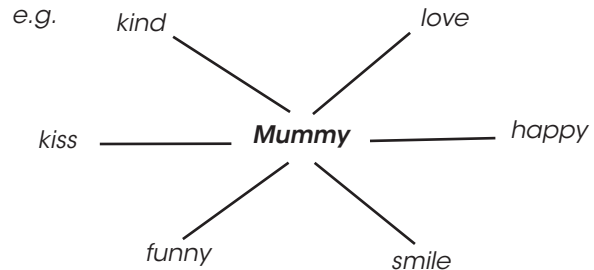
You love me, too! (point outward and then back to self)

2 My mummy!

(An activity to practise writing skills and vocabulary.)

Refer the pupils to the spidergram and brainstorm what the word *Mummy* means to them. Ask them to close their eyes and picture their mummy standing in front of them. Encourage them to tell you what words they think of and write them on the board. This is a

good opportunity to teach some new words, as you may have to translate from L1. Explain the task. The pupils write the words that remind them of their mother in their notebooks.



3 What's the secret message? Use the code to find out.

Explain the task. Go through the code with the pupils. Allow some time for the pupils to complete the task in their notebooks. Check the pupils' answers.

Answer: HAVE A WONDERFUL DAY!

4 Write a secret Mother's Day message in your notebook. Ask your friend to read it.

Ask the pupils to write their own secret message. In pairs, ask them to try and guess each other's messages.

4 Give your mum an award.

Refer the pupils to the award and read through it together. Have a discussion, in L1 if necessary, as to why each pupil thinks their mum is the greatest mum on Earth. Provide each pupil with a piece of paper and ask them to design an award for their mother. They can copy the wording and decorate their own award however they wish, then sign their name.

5 Portfolio: What other special holidays do you know? Make a calendar. Present it to the class.

Explain the task. Ask pupils to think of another special holiday and make a calendar showing the date and decorate it any way they wish.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Invite the pupils to show their awards to the rest of the class. Practise how to say *This is for you, Mum. Happy Mother's Day!* As each pupil is leaving the classroom, have them practise individually, with you in the role of Mum.

Round-up

- **Objectives:** to consolidate the key vocabulary of the course
- **Vocabulary:** schoolbag, ghost, postman, sing, guitar, pencil, armchair, three, sofa, green, wall, policeman, pencil case, bathroom, fireman, happy, blue, lorry, door, ruler, bath, bed, helicopter, cushions, purple, bookcase, board, ten, flower, phone, camera, fridge, car, wardrobe, radio, mirror

Note: Round-up aims to consolidate the key vocabulary of the course.

PROCEDURE

Have a class discussion. Hold up your book, point to an item, *e.g. armchair* and ask: *What colour is it?* Elicit: *Green*. Then ask: *What is it?* Elicit: *An armchair*. Continue with as many items as you feel necessary. If you wish, you can ask the pupils to write the words in their notebooks.



Talk with your friend.

Read the instructions and explain the task. Read out the example. In pairs, the pupils play the game.

As an alternative, ask the pupils to look at the pictures and coordinates and memorise them. Then, in pairs or in teams, they play the memory game. One pupil/team says an item and the other pupil/team says the coordinates. The pupil/team with the most points wins.

e.g. Pupil/Team A: happy

Pupil/Team B: 4C

Teacher: Correct! (Pupil/Team B gets one point.)

Extension

As an extension, play **I SPY...** with the pupils. Ask the pupils to look at the pictures. Divide the class into two teams, A and B. Explain the game. You say a letter and the pupils, in teams, take turns finding an item that begins with that letter. The team with the most points wins.

e.g. Teacher: I spy with my little eye, something beginning with a 'b'.

Pupil 1 Team A: Blue!

Teacher: Correct! 1 point for Team A. etc

Instruments for Evaluation

Evaluation is an essential part in the learning process. It helps the learners realise their progress in the target language, how much they have achieved and what areas need further practice. The learners' attitude towards their own learning experience is positively influenced as they participate in the whole process. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is basically divided into three parts: *initial evaluation* at the beginning of the course, *formative evaluation*, which is done on a daily basis, and *cumulative evaluation* upon finishing a Module.

Initial Evaluation

This evaluation centres mainly on the pupils' reports from the previous school year. The teacher can assess the pupils' level, work already covered, work needed to be covered, strengths, weaknesses, etc.

Formative Evaluation

Any exercise a pupil does can be used for this type of evaluation. The results are then recorded on the pupils' *Formative Evaluation Chart*.

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (*e.g. the dialogues, songs, craft activities, and so on*) and write the marks obtained with the help of the following code (*using colours if you wish*):

c (*competence - green*): the pupil has a full understanding of the task and responds appropriately

w (*working on - yellow*): the pupil has an understanding of the task but the response is not fully accurate

n (*non-competence - red*): the pupil does not understand the task and is unable to respond appropriately

Cumulative Evaluation

In order to obtain reliable information, the cumulative evaluation takes into account the work the pupils have done throughout the module as well as their participation and attitude. The course is accompanied by two forms of cumulative evaluation:

- *Pupil's Self-Assessment Forms*
The pupils give their personal opinion about their own results upon completion of each *Modular Revision and Assessment*. They file these forms in their *Language Portfolio*.
- *Progress Report Cards*
The teacher completes them, one per pupil, after each test and they are given to the pupils to file in their *Language Portfolio*.

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:




Module: Unit: Course:

Pupils' name:	Mark and comments
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	




Evaluation criteria: c (green) w (yellow) n (red)

• Pupil's Self-Assessment Forms

Pupil's Self-Assessment Form




Name:							Module 1		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• Hi, Lee. I'm Mona. Hi, Mona. Nice to meet you.									
• Hi, I'm Jack. What's your name? Nia. How do you spell it? N-I-A.									
• Who's that? That's Alvin.									
• How old are you? I'm eight.									
• What's this? It's a book.									
• Look at Alvin's hats! They're so funny!									
Draw how you feel!   									

Pupil's Self-Assessment Form




Name:							Module 2		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• Who's this? She's my mum, Erika.									
• Are you a policeman? Yes, I am.									
• What are these? They're teddy bears! They're really nice!									
• Happy Birthday, Sam. Here's your present. Wow! A car! Thank you. You're welcome!									
Draw how you feel!   									

Cumulative Evaluation

Pupil's Self-Assessment Form


Name:							Module 3		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
<ul style="list-style-type: none"> What colour is his TV? Blue. 									
<ul style="list-style-type: none"> Where's the picture? It's next to the bookcase. 									
<ul style="list-style-type: none"> Is there a fridge in your kitchen? Yes, there is. It's next to the cupboards. 									
Draw how you feel!   									

Pupil's Self-Assessment Form


Name:							Module 4		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
<ul style="list-style-type: none"> What's Lee like? He's got dark hair and brown eyes. 									
<ul style="list-style-type: none"> Have I got a big nose? Yes, you have. 									
<ul style="list-style-type: none"> Can you play the piano? Yes, I can. 									
<ul style="list-style-type: none"> Can you see the glasses? 									
Draw how you feel!   									

Cumulative Evaluation

Pupil's Self-Assessment Form

Name:							Module 5		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• I'm wearing my new shirt.									
• It's raining.									
• Look at the hippos. What are they doing? They're eating. Eating? Cool!									
Draw how you feel! 									

Pupil's Self-Assessment Form

Name:							Module 6		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• Do you like carrots? Yes, I do. Yummy!/No, I don't. Yuk!									
• What time is it? It's eight o'clock. Eight o'clock? Yes. It's breakfast time!									
• Are there any tomatoes? Yes, there are.									
• Does Emma get up at six o'clock? No, she doesn't. She gets up at seven.									
• What's your favourite season? Spring. What do you do in spring? I fly my kite.									
Draw how you feel! 									

Cumulative Evaluation

- Progress Report Cards

Progress Report Card

..... (name) can:			Module 1
	very well	OK	not very well
introduce him/herself and greet others			
count from 1-10			
say the colours			
write about him/herself			
talk about school items			
talk about possession			
give and follow commands			
write about school things			

Progress Report Card

..... (name) can:			Module 2
	very well	OK	not very well
count to 20			
identify members of a family			
talk about jobs			
write about his/her family			
talk about toys			
offer presents			
make birthday wishes			
write a birthday card			

Progress Report Card

..... (name) can:			Module 3
	very well	OK	not very well
talk about possession			
talk about location			
write about his/her room			
talk about things in a house/room			
write about his/her house			

Cumulative Evaluation

Progress Report Card

..... (name) can:		Module 4	
	very well	OK	not very well
identify parts of the body			
talk about appearance			
write about his/her favourite cartoon character			
talk about abilities			
write about what he/she can do			

Progress Report Card

..... (name) can:		Module 5	
	very well	OK	not very well
talk about clothes			
talk about the weather			
write about his/her magic moments			
talk about animals			
write a letter			

Progress Report Card

..... (name) can:		Module 6	
	very well	OK	not very well
talk about food			
talk about likes and dislikes			
tell the time			
write about his/her favourite meal			
talk about everyday activities			
talk about Environment Day			
say the days of the week			
write about his/her favourite day			

Activity Book (Key & Instructions)

MODULE 1

Unit 1a - Hello!

1 Circle and match.

Revise the characters' names. Point to each character in turn and elicit his/her name. Then, ask a pupil to read out the name that is circled: *Erlina*. Explain the task and allow the pupils some time to find all the names.

B	(E)	R	L	I	N	(A)
O	J	A	B	V	O	N
I	(L)	(M)	O	N	(A)	W
A	E	P	L	D	F	N
B	(E)	M	M	(A)	L	C
P	(H)	A	R	R	(Y)	B

2 Read and find the stickers!

Revise the greetings and introduction phrases from the unit. Read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in the appropriate spaces.

- 1 Hello, Mona! 3 Hello, Lee.
2 I'm Emma.

3 Draw and write.

Tell the pupils to draw two of the characters meeting each other. Ask them to write an exchange using the dialogues in Ex. 2 as a model. Then, have the pupils act out their dialogues in pairs.

Unit 1b - The Magic Forest!

1 How many? Count and write.

Revise numbers 1 to 10. Ask the pupils to look at the picture and count the number of balls. Ask: *How many balls are there?* Elicit the correct answer: *one*. Do the rest of the exercise orally then allow the pupils time to complete the task. Check their answers.

- 2 four 4 4 two 2 6 six 6
3 seven 7 5 four 4

2 Write.

Practise addition by writing some simple sums on the board and eliciting the correct answers. Ask the pupils to look at the pictures and elicit the age of each child. Then have the pupils complete the exercise in writing. Check their spelling.

- 2 nine 3 eight 4 ten

3 Listen and write a name.

Read the instructions and explain the task. Tell the pupils they have to listen carefully and write a name with the correct spelling. Play the audio, twice if necessary, and allow the pupils to complete the exercise. Check their answers.

- 1 Alex 2 Ann 3 Lucy

AUDIOSCRIPT

Narrator: Listen and write a name.

- 1 **Man:** Hello, what's your name?
Boy: Alex.
Man: How do you spell it?
Boy: A-L-E-X.
- 2 **Man:** Hello, what's your name?
Girl: Ann.
Man: Ann? How do you spell it?
Girl: A-N-N.
- 3 **Man:** And you? What's your name?
Girl: Lucy.
Man: How do you spell it?
Girl: L-U-C-Y.
Man: Nice to meet you all.

4 Join the dots. Then write.

Read the instructions and explain the task. The pupils join the dots and write the name of each character in the space provided.

Erlina Willow

Unit 1c - Colours

1 Write. Then colour.

Revise colours. Hold up a red pencil and ask the pupils to say the correct word, e.g. *red*. Then, ask them to spell the word chorally, e.g. *R - E - D*. Read the instructions and explain the task. The pupils complete the words then colour the rainbow.

- 1 red 3 yellow 5 blue
2 orange 4 green 6 purple

Activity Book (Key & Instructions)

2 Read and colour.

Point to each item in the picture and read the appropriate phrase, e.g. *a red ball*. Have the pupils repeat chorally and individually. Tell them to take out their red, blue, green, purple, black and white coloured pencils. The pupils read the phrases and colour the picture.

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

No Yes

4 Read and write.

Read through each text, pausing for the pupils to fill the gaps orally with the words provided. Allow some time for them to complete the task in writing then check their answers.

- | | | |
|---------|---------|--------|
| 1 John | 4 white | 7 fish |
| 2 eight | 5 Anna | 8 blue |
| 3 cat | 6 seven | |

Unit 2a – Time for school!

1 Read and colour.

Ask the pupils to take out their red, green, purple, yellow, blue and orange pencils. Point to each item and elicit the correct word. Read each phrase and have the pupils repeat chorally, e.g. *a red rubber*. The pupils then colour the school objects.

2 Circle and match.

Point to each item in turn and elicit the correct word. Start the puzzle together by asking the pupils to find and circle the word *aeroplane*. Then, allow the pupils some time to find the rest of the words before checking their answers.

d	e	s	k	a	b	c	d	e	f
g	a	e	r	o	p	l	a	n	e
h	i	j	k	r	e	m	l	o	p
g	u	r	s	a	n	b	c	w	x
b	o	o	k	n	c	z	y	b	k
d	f	i	j	g	i	s	t	u	w
e	y	h	k	e	l	l	m	n	p
r	u	b	b	e	r	p	q	u	s

3 Look, ask and answer. Then write.

Revise the different uses of *this* and *that*. Read through the example and explain the task. The pupils complete the exercise in writing in class. Check their answers.

- | | |
|-------------------|------------|
| 2 ... that | 4 ... this |
| ... an aeroplane | ... a pen |
| 3 ... that | |
| ... a pencil case | |

4 Find the stickers!

Revise school objects using realia in the classroom. Read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in the appropriate spaces.

- | | |
|---------------|-------------|
| 1 book | 4 rubber |
| 2 pencil case | 5 schoolbag |
| 3 pencil | 6 pen |

Unit 2b – It's a magic pen!

1 Look at the pictures. Read the letters. Write the words.

Write some school object anagrams on the board and ask the pupils to solve them. Read the instructions and explain the task. The pupils complete the exercise by writing the correct word. Check their answers.

- | | |
|-------------|-------------|
| 1 notebook | 4 ruler |
| 2 teacher | 5 classroom |
| 3 sharpener | 6 chair |

2 Count and write.

Read the instructions and explain the exercise. The pupils write the words in the spaces provided. Check their answers.

- | | |
|-----------|-------------|
| 2 rubbers | 4 boards |
| 3 chairs | 5 notebooks |

3 Look and write.

Revise *it is (it's)* and *they are (they're)*. Read through the example and the instructions. Read the sentences and have the pupils complete the exercise orally first, then in writing. Check their answers.

- | | | |
|-----------|----------|---------|
| 2 Harry's | 3 Mona's | 4 Lee's |
| They're | It's | They're |

Activity Book (Key & Instructions)

4 Listen and draw a line. There is one example.

Point to each item in turn and elicit the correct word. Tell the pupils they have to listen carefully and draw lines to match the objects with their owners. Play the audio, twice if necessary, and allow the pupils time to complete the exercise.

pencil case – Kim sharpener – Ben
notebook – Tom

AUDIOSCRIPT

Narrator: *Listen and look. There is one example.*

1 Woman: *Whose rubber is this?*

Boy: *Rubber?*

Woman: *Yes, whose is it?*

Boy: *It's Jill's rubber.*

Woman: *Jill? It's Jill's rubber?*

Boy: *Yes.*

Narrator: *Can you see the line? Now you listen and draw lines.*

2 Woman: *Whose pencil case is this?*

Boy: *It's Kim's pencil case.*

Woman: *Kim's pencil case?*

Boy: *Yes, it's Kim's pencil case.*

3 Woman: *Whose notebook is this?*

Boy: *Notebook? Oh! It's Tom's notebook.*

Woman: *It's Tom's notebook?*

Boy: *Yes, it's Tom's notebook.*

4 Woman: *Whose sharpener is this?*

Boy: *It's Ben's sharpener.*

Woman: *Ben?*

Boy: *Yes, it's Ben's sharpener!*

Unit 2c – Let's do it!

1 Look, read and draw lines.

Read through the classroom instructions and ask the pupils to mime an appropriate action. Then draw their attention to the example and explain the task. The pupils match the pictures to the statements. Check their answers.

2 Sing!

4 Listen!

3 Sit down!

5 Open your book!

2 Find and write.

Read the instructions and explain the task. Read the example and ask the pupils to repeat. The pupils match the school objects to a character and write an appropriate paragraph using the model provided. Check their answers.

This is Emma's schoolbag. It's yellow. Yellow is her favourite colour.

This is Mona's book. It's red. Red is her favourite colour.

This is Harry's ruler. It's green. Green is his favourite colour.

Modular Revision and Assessment 1

Do a quick revision of what the pupils have learnt in this module. Praise their efforts during this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 16 and 17 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupils' Self-Assessment Form* for Module 1 and help them to complete it. Now, the pupils are ready to take *Module Test 1* in the *Teacher's Resource Pack*.

1 Look, read and circle.

1 green **2** red **3** pink

2 Count and write.

1 three aeroplanes **3** four sharpeners

2 five desks **4** five rubbers

3 Look and write.

1 That is a kite.

2 This is an umbrella.

3 That is an aeroplane.

4 Read and choose.

1 b **2** a **3** a **4** b

5 Listen and write a name or a number.

1 (nine) 9

2 Tom

3 (five) 5

Activity Book (Key & Instructions)

AUDIOSCRIPT

Narrator: Look at the picture. Listen and write a name or a number. There is one example.

Man: Hello. Are you the girl in this picture?

Girl: Yes. My name's Kim.

Man: And how do you spell your name?

Girl: K-I-M

Narrator: Can you see the answer? Now you listen and write a name or a number.

One

Man: And how old are you, Kim?

Girl: I'm nine.

Man: Nine?

Girl: Yes!

Two

Man: Is this your friend in the picture with you?

Girl: Yes, it is.

Man: What's his name?

Girl: Tom.

Man: How do you spell that?

Girl: T-O-M

Three

Man: Is Tom in your class at school?

Girl: Yes! We're in class five.

Man: Which class?

Girl: In class five.

6 Look and read. Then write.

1 be 2 Open 3 read 4 write

MODULE 2

Unit 3a – My family!

1 Look, read and write yes or no.

Read the instructions and explain the task. The pupils complete the exercise by writing yes or no in the spaces provided. Check their answers.

2 no 3 yes 4 no

• Memory Game.

Read the instructions and explain the game. Have a pair of pupils read out the dialogue. Ask the pupils to take one last look at Lee's family tree, and then tell them to close their books. The pupils play the game in pairs, asking and answering questions about Lee's family, as in the example.

2 Look and match. Then write.

Revise the short forms of the verb, 'to be'. Read the instructions and the example. Explain the task. The pupils match the sentences to the pictures then re-write each sentence using the short forms.

2 a – You're funny.

3 b – He's my brother.

4 c – She's a teacher.

3 Read and choose.

Read out the questions and both possible answers. Ask the pupils to tell you whether *a* or *b* is correct. Then, allow them some time to complete the exercise. Check their answers.

1 b 2 a 3 b 4 b

4 Write. Then draw lines.

Point to each of the numbers and ask individual pupils to say the word, e.g. *eleven*. Read the instructions. The pupils complete the words by filling in the missing letters then draw lines to match each word to its corresponding number. Check their answers.

sixteen	16	twelve	12
fifteen	15	thirteen	13
nineteen	19	eighteen	18
fourteen	14	twenty	20
		seventeen	17

Unit 3b – Grandma's here!

1 Read and write the names.

Point to the boy in the family tree. Tell your pupils that his name is Joe and this is his family. Point to each member of the family and elicit the correct phrase.

e.g. *Teacher: Who's this?*

Pupil: Joe's Grandpa.

Read through the sentences and explain the task. Allow some time for the pupils to write in the correct names.

grandpa – Ben **dad** – Rob **sister** – Mimi
grandma – Ann **mum** – Liz

2 Read and write.

Read the instructions and explain the task. The pupils write the sentences by putting the words in the correct order.

Activity Book (Key & Instructions)

- 2 We are happy 4 They are lovely
3 You are pretty

3 Read and answer.

Revise the interrogative form of the verb, 'to be' and the short answers. Ask the pupils to look at the pictures. Read through each question and elicit the correct answer. The pupils then complete the exercise in writing. Check their answers.

- 2 you aren't 4 they are 6 it isn't
3 she is 5 we are

4 Read and draw.

Read the sentences and explain the task. The pupils draw a smile or a frown on each picture.

Unit 3c – It's my job!

1 Find the stickers!

Revise the verbs from the unit. Read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in the appropriate spaces.

2 What are they? Follow the lines and write.

Revise jobs from the unit. Point to each item and elicit the corresponding job. Have the pupils complete the exercise orally, then in writing. Check their answers.

- 2 is a milkman 4 is a postman
3 is a fireman

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

No Yes

4 Listen and draw lines.

Ask the pupils to look at the picture of Tony and his family. Tell them they have to listen carefully and match the names to the people in the picture. Play the audio, twice if necessary, and allow the pupils time to complete the exercise. Check their answers.

- grandma** – Anna **mum** – Kelly
dad – Sam **sister** – Pat

AUDIOSCRIPT

Narrator: Look at the picture. Listen and look. There is one example.

Boy: Hi, my name's Tony. This is a picture of my family. Can you see my grandpa? His name is Nick.

Narrator: Can you see the line? Now you listen and draw lines.

Boy: My grandma's name is Anna. Can you see my mum and dad? My dad's name is Sam. My mum's name is Kelly. And that's my little sister, Pat. Isn't she cute?

5 Now read and write.

Read the instructions and explain the task. The pupils write the correct word in the spaces provided. Check their answers.

- 2 grandma 4 mum 6 sister
3 grandpa 5 dad

Unit 4a – At the toyshop!

1 Read and match.

Read the instructions and explain the task. The pupils match the words to the pictures. Check their answers.

- 2 c 3 a 4 b 5 d 6 f

2 Colour and answer.

Read through the example, pausing for the pupils to say the correct word, e.g. *cameras*. Explain the task and allow the pupils time to complete the exercise in writing. Check their answers then ask them to colour the pictures.

- 1 cameras 3 What are these
2 What are these They're robots
They're teddy bears They're really nice
They're really nice

3 Read and underline.

Revise *this, that, these* and *those*. Make sure the pupils understand when to use these words. Point to each picture and ask individual pupils to say the correct sentence, e.g. *That bike is great!* Allow them some time to underline the correct words then check their answers.

- 1 That 3 These 5 those
2 these 4 That 6 this

Activity Book (Key & Instructions)

Unit 4b – Open it and see!

1 Look and write.

Point to each picture and elicit the name of the toy/object. Ask individual pupils to come to the front and write the words on the board. Encourage the rest of the class to help with spelling. Allow the pupils some time to complete the crossword puzzle then check their answers.

- | | |
|---------------|------------|
| 1 glasses | 5 watches |
| 2 helicopters | 6 buses |
| 3 lorries | 7 presents |
| 4 cars | 8 boxes |

2 Read, draw and colour.

Read the prompts and make sure the pupils understand them. The pupils draw the objects and colour them according to the instructions provided. Ask the pupils to present their drawings to the class.

3 Listen and colour.

Ask the pupils to take out their green, brown, red and yellow pencils. Tell them to listen carefully to the audio. Explain that a man will tell them how to colour the picture. Play the audio, twice if necessary, and allow them to complete the exercise.

- | | |
|--------------------|----------------|
| camera – green | bus – red |
| teddy bear – brown | lorry – yellow |

AUDIOSCRIPT

Narrator: *Look at the picture. Listen and look. There is one example.*

- Man:** *Look at the roller-skates.*
Girl: *Yes.*
Man: *Right. Colour the roller-skates purple.*
Girl: *Pardon?*
Man: *Colour the roller-skates purple.*

Narrator: *Can you see the purple roller-skates? This is an example. Now you listen and colour.*

One

- Man:** *Now look at the camera.*
Girl: *The camera? Oh, yes.*
Man: *Colour the camera green.*
Girl: *OK. The camera is green.*

Two

- Man:** *Look at the teddy bear.*
Girl: *Sorry?*

- Man:** *The teddy bear. Colour it brown.*
Girl: *The teddy bear? Brown?*
Man: *Yes.*

Three

- Man:** *Now look at the bus.*
Girl: *OK. What colour is the bus?*
Man: *Red.*
Girl: *Red?*
Man: *Yes. Colour the bus red.*

Four

- Man:** *Now look at the lorry.*
Girl: *Pardon?*
Man: *The lorry. Colour the lorry yellow.*
Girl: *Yellow?*
Man: *Yes. That's right! Well done! This is a lovely picture.*

4 Read and circle.

Draw the pupils' attention to the illustrations and have a picture discussion. Read through the sentences and explain the task. The pupils complete the exercise by circling the correct letter.

- 1 B 2 D 3 A 4 C

Unit 4c – Happy Birthday!

1 Find the stickers!

Revise toys and other personal items. Read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in the appropriate spaces.

2 These are my presents!

Put the pupils into pairs. Read through the example and demonstrate the game. One pupil picks a picture at random and describes it to his/her partner. The other pupil listens carefully and tries to identify the number of the picture being described.

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

- No Yes

Activity Book (Key & Instructions)

4 Read. Then fill in the card.

Read the information above the card and ask the pupils some questions to check their understanding. Then, read through the card, pausing for them to fill in the gaps orally. Allow them some time to complete the task in writing. Ask individual pupils to read out their completed cards.

Dear **Kenny**,
You are **eleven** today!
Happy Birthday!
Love,
Erica

Modular Revision and Assessment 2

Do a quick revision of what the pupils have learnt in this module. Praise their efforts during this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 30 and 31 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupils' Self-Assessment Form* for Module 2 and help them to complete it. Now, the pupils are ready to take *Module Test 2* in the *Teacher's Resource Pack*.

1 Look, read and circle.

- | | | |
|--------------|--------------|---------|
| 1 helicopter | 3 teddy bear | 5 lorry |
| 2 car | 4 bus | |

2 Look, read and write *These* or *Those*.

- | | | |
|---------|---------|---------|
| 1 These | 3 Those | 5 Those |
| 2 Those | 4 These | |

3 Read and choose.

- | | | | |
|-----|-----|-----|-----|
| 1 b | 3 b | 5 b | 7 b |
| 2 a | 4 a | 6 b | |

4 Read and match.

- | | |
|------------------|-------------------|
| 1 She's fifteen. | 3 You're welcome. |
| 2 It's a vase. | 4 They're bikes. |

5 Who are the presents from? Listen and draw lines.

Lines should be drawn between:

- Pat** – lorry
Lucy – roller-skates
Tim – guitar

AUDIOSCRIPT

Girl: *Come and look at my birthday presents.*

Boy: *Wow! A bike! Who is it from?*

Girl: *It's from Mary.*

Boy: *From Mary? It's really nice!*

Narrator: *Can you see the line? Now you listen and draw lines.*

Girl: *And this lorry is from Pat.*

Boy: *From Pat? It's a lovely lorry!*

Girl: *Yes, I love it!*

Boy: *Are these roller-skates from Tim?*

Girl: *No they aren't. They're from Lucy.*

Boy: *From Lucy?*

Girl: *Yes. These roller-skates are from Lucy.*

Boy: *Then this guitar is from Tim, right?*

Girl: *Yes, it is from Tim.*

Boy: *It's fantastic.*

6 Look and read. Then, write their names.

- | | | |
|---------|----------|---------|
| 1 Bill | 3 Jane | 5 Peter |
| 2 Fiona | 4 George | 6 Sue |

MODULE 3

Unit 5a – Hide!

1 Find the stickers!

Brainstorm with the pupils. Elicit the names of some objects that they have in their bedrooms. Then, read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in the appropriate spaces.

- | | |
|------------------|------------|
| 1 bed | 4 phone |
| 2 TV | 5 radio |
| 3 computer games | 6 computer |

Activity Book (Key & Instructions)

2 Read and underline.

Point to each picture and ask individual pupils to say the correct sentence, e.g. *This is Sam. His TV is big.* Allow them some time to underline the correct words then check their answers.

1 His 2 my 3 Their 4 Our

3 Read and write.

Revise all of the possessive adjectives. Read the examples and do the rest of the exercise orally before asking the pupils to fill in the missing words. Check their answers.

3 her 5 my 7 their 9 their
4 their 6 her 8 his 10 his

Unit 5b – Come out!

1 Look at the pictures and read the letters. Write the words.

Read the instructions and explain the task. The pupils complete the exercise by writing the correct word. Check their answers.

1 table 3 clock 5 armchair
2 bookcase 4 cupboard 6 wardrobe

2 Look, read and write *in, on, under, behind, next to.*

Revise prepositions of place. Point at the pictures, one by one, and ask: *Where's Sammy?* Elicit the correct answer, e.g. *Sammy is behind the computer.* Allow the pupils time to read the sentences and write in the correct word. Then, check their answers.

2 on 4 under 6 under
3 in 5 next to

3 Listen and draw lines.

Point to each item in turn and elicit the correct word. Tell the pupils to listen to the audio carefully. Explain that a woman will tell them where to put each item. The pupils draw lines as directed by the audio.

TV – on the cupboard
computer games – under the chair
radio – in the cupboard
clock – next to the lamp

AUDIOSCRIPT

Narrator: Listen and look. There is one example.

Woman: Put the computer on the desk.

Boy: Pardon? Put the computer where?

Woman: On the desk.

Boy: Right.

Narrator: Can you see the line? This is an example. Now you listen and draw lines.

One

Woman: Put the TV on the cupboard.

Boy: Sorry? Put the TV where?

Woman: On the cupboard.

Boy: OK.

Two

Woman: Now put the computer games under the chair.

Boy: The computer games?

Woman: Yes. Put the computer games under the chair.

Boy: All right.

Three

Woman: And now, please put the radio in the cupboard.

Boy: Where?

Woman: Put the radio in the cupboard.

Boy: OK.

Four

Woman: Now the clock! Put the clock next to the lamp.

Boy: Where?

Woman: Put the clock next to the lamp.

Boy: OK.

4 Look, read and answer.

Read the instructions and explain the task. The pupils read the questions, look at the picture and write the answers in the spaces provided. Check their answers.

2 Books 4 teddy bear 6 ball
3 wardrobe 5 clock

Unit 5c – Where's Alvin?

1 Look and answer.

Read out the names of the children. Then, ask the pupils to tell you where each child is.

e.g. Teacher: *Where's Beth?*

Pupils: *She's in the cupboard.*

Activity Book (Key & Instructions)

The pupils then read through the questions and write their answers in the spaces provided.

- 2 behind the sofa
- 3 under the bed
- 4 behind the bookcase
- 5 in the wardrobe
- 6 under the table

2 Rhyme time! Where are the fairies? Read and complete.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers. Ask individual pupils to say the rhymes and check their pronunciation.

- 2 bed 3 radio 4 armchair

3 Read and colour.

Ask the pupils to read through the text then colour the picture. Check their completed work.

- bed** – yellow **vase** – purple
wardrobe – blue **flowers** – orange
clock – red

• Now answer the questions.

Read through the questions and elicit the correct answer from individual pupils. Allow them time to write the answers in the spaces provided. Then, put the pupils into pairs and have them practise the question/answer dialogue.

- 1 (The bed is) yellow
- 2 (The flowers are) in the vase
- 3 A clock and a vase (with flowers)
- 4 (The wardrobe is) blue

Unit 6a – In the old house!

1 Find the stickers!

Revise rooms with the pupils. Read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in the appropriate spaces.

2 There are ghosts in the house! Look and complete.

Ask the pupils to look at the picture and read through the example. Elicit similar sentences for

the other rooms. Check for correct use of *there is/there's* and *there are*. Have the pupils complete the exercise in writing.

- 2 **There are five ghosts** in the living room.
- 3 **There are four ghosts** in the bedroom.
- 4 **There's one ghost** in the kitchen.

3 Spot the differences.

Revise *there is/there are*. Ask the pupils to look at the two pictures and elicit some of the differences. Read the example answer and explain the task. The pupils use the prompts to produce similar sentences. Check their answers.

- 2 In Harry's living room there are two mirrors. In Lee's living room there is one mirror.
- 3 In Harry's living room there is one lamp. In Lee's living room there are two lamps.
- 4 In Harry's living room there are two armchairs. In Lee's living room there are three armchairs.
- 5 In Harry's living room there is one table. In Lee's living room there are two tables.

Unit 6b – Where's Missy?

1 Read and circle the odd one out.

Read the instructions and explain the task. The pupils circle the odd one out. Ask them to justify their answers.

- 2 bath 4 ghost 6 bed
3 water 5 TV

2 How many? Find and colour.

Explain the task. The pupils colour the picture according to the prompts provided.

• Now ask and answer.

Put the pupils into pairs. Read the example and explain the task. Allow them to practise in pairs. Ask some pairs to perform their exchanges for the class.

- 2 **A:** How many fridges are there?
B: There's one.
- 3 **A:** How many spiders are there?
B: There's one.
- 4 **A:** How many tables are there?
B: There are three.
- 5 **A:** How many frogs are there?
B: There are five.

Activity Book (Key & Instructions)

3 Read and correct.

Read the example and explain the task. Ask the pupils to correct the sentences in the spaces provided. Then check their answers.

- 2 No, there aren't. There is one frog.
- 3 No, there isn't. There are two radios.
- 4 No, there aren't. There is one table.

4 Read and match.

Read the instructions and explain the task. The pupils match the two halves of the exchange by drawing lines. Check their answers.

- 2 a 3 c

Unit 6c – Welcome!

1 Read and write yes or no.

Ask the pupils to look at the picture. Make some statements and encourage the pupils to respond by saying *yes* if the statement is true and *no* if the statement isn't true. Then, read through the sentences and elicit *yes/no* answers. The pupils complete the task in writing.

- 2 no 3 no 4 no 5 yes

2 Read and colour.

The pupils colour the picture according to the instructions provided. Check their completed work.

- yellow** – curtains, cooker, cupboard, cushions, clock, carpet, computer
- blue** – sofa, spider
- red** – bed, books, bookcase
- green** – fridge, frog
- black** – phone, picture

3 Listen and tick (✓) the box.

Ask the pupils to look at the pictures and have a picture discussion.

*e.g. Teacher: Where is the ghost in this picture?
Pupils: In the (kitchen).*

Tell the pupils to listen carefully to the audio and tick one box in each row. Play the audio, twice if necessary. Check their answers.

- 1 2nd picture 3 3rd picture
- 2 1st picture

AUDIOSCRIPT

Narrator: Look at the pictures. Now listen and tick the box.

One

Where's the ghost?

Boy: Is there a ghost in the kitchen?

Girl: No, there isn't. There's one in the living room.

Boy: Pardon? In the bathroom?

Girl: In the living room. There's a ghost in the living room!

Boy: No!!!

Two

What's in Anna's bedroom?

Woman: Is there a carpet in your bedroom, Anna?

Anna: Yes, there is.

Woman: And are there pictures on the wall?

Anna: No, there aren't.

Three

Where are the spiders?

Man: Where are the spiders?

Boy: In the kitchen.

Man: Are they in the fridge?

Boy: No, they're in the sink.

Modular Revision and Assessment 3

Do a quick revision of what the pupils have learnt in this module. Praise their efforts during this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 44 and 45 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupils' Self-Assessment Form* for Module 3 and help them to complete it. Now, the pupils are ready to take *Module Test 3* in the *Teacher's Resource Pack*.

1 Look, read and choose.

- 1 A 2 B 3 B 4 B

2 Look, read and underline.

- 1 on 3 on
- 2 in 4 next to

Activity Book (Key & Instructions)

3 Now look again and answer.

- 1 No, there aren't. 3 No, there isn't.
2 Yes, there is.

4 Read and choose.

- 1 a 2 a 3 a 4 b

5 Listen and draw lines.

Lines should be drawn between:

- CD** – in the cupboard
computer game – under the table
phone – next to the radio
cushion – on the armchair
mirror – on the sofa

AUDIOSCRIPT

Narrator: Listen and look. There is one example.

Woman: Put the vase on the bookcase.

Boy: Sorry? Put the vase where?

Woman: On the bookcase!

Boy: Right.

Narrator: Can you see the line? Now you listen and draw lines.

One

Woman: Put the CD in the cupboard.

Boy: Pardon? Where?

Woman: In the cupboard.

Boy: OK.

Two

Woman: Now put the computer game under the table.

Boy: Sorry? Put the computer game where?

Woman: Put it under the table.

Three

Woman: And now please put the phone next to the radio.

Boy: The phone?

Woman: Yes! Put it next to the radio.

Boy: All right. I'm drawing that line now.

Four

Woman: Now the cushion! Put it on the armchair.

Boy: Where?

Woman: Put the cushion on the armchair.

Boy: OK.

Five

Woman: And now put the mirror on the sofa.

Boy: Sorry? Put the mirror where?

Woman: Put it on the sofa.

Boy: Yes. OK.

6 Look and read. Then write a number.

bathroom	one
bedroom	three
armchair	two
bookcase	one
kitchen	one

MODULE 4

Unit 7a – It's so cute!

1 Read and colour.

The pupils read the text and colour the picture. Ask the pupils to present their completed picture to the class so you can check their work.

hair – fair **eyes** – green **mouth** – pink
nose – red **ears** – yellow

2 Write the letter.

Revise adjectives (*big, small*) and facial features. Point to each picture in turn and ask the pupils to describe the potato figures. Read through the descriptions and explain the task. The pupils complete the exercise by writing in the correct letter.

1 C 2 E 3 A 4 B 5 D

3 Follow the lines and write.

Read the example and explain the task. The pupils follow the lines and write sentences using the model provided. Check their answers.

- 2 I've got a camera.
3 We've got a ring.
4 They've got an aeroplane.
5 She's got a computer.
6 You've got a watch.

4 What are they like? Ask and answer.

Read through the example and have the pupils repeat it chorally. Next, ask individual pupils to describe the children in the other pictures. Finally, tell the pupils to complete the exercise in writing using the example as a model.

- 2 **A:** What's Martha like?
B: She's got dark hair and brown eyes.
3 **A:** What's Liam like?
B: He's got red hair and dark eyes.
4 **A:** What's Sam like?
B: He's got brown hair and green eyes.

Activity Book (Key & Instructions)

Unit 7b – We're all wet!

1 Look and write.

Revise singular and plural forms. Point to each picture in turn and elicit the correct word. Allow the pupils time to complete the crossword then check their answers.

Across

- 1 FEET
- 4 MEN
- 5 CHILDREN

Down

- 2 TEETH
- 3 WOMEN

2 Read and correct.

Read through the example sentences and write them on the board. Read through the other sentences and elicit a suitable correction orally. Ask the pupils to write their own correction sentences in the spaces provided then check their answers.

- 2 No! Cats haven't got one ear. They've got two ears.
- 3 No! Horses haven't got six legs. They've got four legs.
- 4 No! Rabbits haven't got long tails. They've got short tails.
- 5 No! Mice haven't got five heads. They've got one head.
- 6 No! Kangaroos haven't got short tails. They've got long tails.

3 Read and write the questions. Then colour.

Read through the example. Then, read the answer sentences and elicit the most appropriate question. The pupils complete the exercise in writing then colour the horse. Check their answers.

- 2 Has it got
- 4 Has it got
- 3 Has it got
- 5 Has it got

4 Read and find the stickers.

Revise animals and their appearance. Read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in the appropriate spaces.

Unit 7c – I'm so sweet!

1 Make sentences.

Read the instructions and explain the task. The pupils re-order the words and write correct sentences. Check their answers.

- 2 Have you got fair hair?
- 3 I haven't got a brown cat.
- 4 Has the mouse got a long tail?
- 5 His kitten has got blue eyes.
- 6 He has got big feet.

2 Listen and circle.

Point to each picture and have some picture discussion. Elicit the names of the animals and some description of their appearance. Tell the pupils to listen carefully to the audio and circle A or B. Play the audio, twice if necessary. Check their answers.

- 1 B
- 2 A
- 3 A
- 4 B

AUDIOSCRIPT

One

- Woman: Has Sue got a pet frog?
- Girl: Yes, she has.
- Woman: Is it a green and yellow frog?
- Girl: No, it's a green and black frog.

Two

- Woman: Has she got a cat?
- Girl: She's got two cats.
- Woman: Have they got blue eyes?
- Girl: Yes, they have!

Three

- Woman: Has she got a mouse?
- Girl: Oh, yes. She's got a white mouse.
- Woman: A white mouse?
- Girl: Yes.

Four

- Girl: Sue's got a dog too.
- Woman: Has it got long ears?
- Girl: No, it's got very short ears.

3 Choose a word. Write the correct word next to numbers 1-7. There is one example.

Ask the pupils to point at each prompt picture and say the word. Then, read through the text and pause for them to fill in the gaps orally. Explain the task and allow them to complete it in writing. Check their answers.

Activity Book (Key & Instructions)

- 2 eyes 4 house 6 milk
3 tail 5 fish 7 sofa

Unit 8a – Talent show!

1 Find the stickers!

Revise abilities and the verb 'can' (particularly in the third person). Read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in the appropriate spaces.

2 What can they do? Write sentences.

Read the instructions and the example sentences. The pupils match the character to an activity then write their own sentences based on the model provided.

- 2 Emma can draw.
3 Harry can swim.
4 Mona can ride a bike.

3 Listen and put a tick (✓) or a cross (X).

Ask the pupils to look at the pictures and have some picture discussion. Tell them that they are going to listen to Alvin talking about what he can do. The pupils put a tick or a cross in the box. Play the audio, twice if necessary. Check their answers.

- 1 X 2 ✓ 3 ✓ 4 ✓

AUDIOSCRIPT

- Girl:** Can you dance, Alvin?
Alvin: Yes, I can.
Girl: Can you swim?
Alvin: Swim? Oh, yes.
Girl: Can you play the piano?
Alvin: No! I can't play the piano.
Girl: Can you draw?
Alvin: Oh, yes! I can draw very well!

4 What can Tim do? Ask and answer. Then write.

Read through the prompts and the example. Do the exercise orally first, then allow the pupils to write exchanges based on the prompts and the model provided. Check their answers. Have the pupils practise the exchanges in pairs.

- 2 Can he jump
No, he can't

- 3 Can he dance
Yes, he can
4 Can he ride a horse
No, he can't
5 Can he play the piano
No, he can't
6 Can he swim
Yes, he can

Unit 8b – Abracadabra!

1 Look, read and match.

Read the instructions and explain the task. The pupils match the pictures to the speech bubbles. Check their answers.

- 1 c 2 a 3 d 4 b

2 Make sentences.

Read through the example sentence. Then, elicit similar sentences about the other animals using the prompts provided. Ask the pupils to complete the exercise in writing. Check their answers.

- 2 Frogs can jump and swim, but they can't draw.
3 Spiders can run and jump, but they can't swim.

3 Look, read and circle.

Read the instructions and the example. Point to each picture in turn and ask the question, e.g. *Can he dance?* Elicit the correct answer from the pupils: *Yes, he can.* Allow the pupils time to complete the exercise. Check their answers.

- 2 Yes, he can. 5 No, it can't.
3 No, she can't. 6 Yes, she can.
4 Yes, he can.

4 You are a famous magician! What can you do? Draw and write.

Tell the pupils to imagine that they are a famous magician with magical powers. Brainstorm some ideas about the abilities they might have. The pupils then draw a picture to show what they can do and write about it.

(Suggested answer)

I'm **Verlin** the magician! I can **do magic card tricks** and I can **make a rabbit jump out of a hat**.

Activity Book (Key & Instructions)

Unit 8c – Watch me go!

1 Draw lines to match.

Read the instructions and explain the task. The pupils draw lines to match up the words and form complete sentences. Ask them to read out their sentences so you can check their answers.

Draw lines to make sentences as follows:

- 1 I can ride a bike. 3 I can fly a plane.
2 I can play the piano. 4 I can drive a car.

2 Read and write.

Read through the speech bubbles and make sure the pupils understand them. Pause to allow them to fill in the gaps orally. The pupils then write in the correct word. Check their answers.

- 1 fast 2 fly, on 3 drive

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

- Yes No

4 Read, choose and fill in.

Read through the text and pause to allow the pupils to fill in the gaps orally. The pupils then write in the correct word. Check their answers.

- 2 His 4 a 6 can't
3 has 5 can

Modular Revision and Assessment 4

Do a quick revision of what the pupils have learnt in this module. Praise their efforts during this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 58 and 59 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupils' Self-Assessment Form* for Module 4 and help them to complete it. Now, the pupils are ready to take *Module Test 4* in the *Teacher's Resource Pack*.

1 Look and write.

- 1 eye 3 hand 5 arm
2 ear 4 leg 6 mouth

2 Look, read and circle.

- 1 woman 3 child
2 man 4 teeth

3 Read and underline.

- 1 feet 2 nose 3 has 4 run

4 About you! Read and answer.

- 1 Yes, I can./No, I can't.
2 Yes, I have./No, I haven't.
3 Yes, I can./No, I can't.
4 Yes, I have./No, I haven't.
5 Yes, I can./No, I can't.

5 Listen and colour and draw.

Colour the dog:

- head – yellow legs – red
body – orange tail – green

Draw a spider under the dog and colour it black.

AUDIOSCRIPT

Narrator: Listen and look. There is one example.

Woman: Can you see the dog's ears? Colour the dog's ears brown!

Boy: Brown ears? The dog's got brown ears?

Woman: Yes!

Boy: OK!

Narrator: Can you see the dog's brown ears? Now you listen and colour.

1 **Woman:** Now look at the dog's head.

Boy: What colour is the head?

Woman: The head is yellow.

Boy: A yellow head! That's funny.

2 **Woman:** Can you see the dog's body?

Boy: Yes! What colour is it?

Woman: Orange! The dog's got an orange body!

Boy: An orange body? OK!

3 **Woman:** Find the dog's legs.

Boy: The dog's legs. Right.

Woman: Colour the legs red.

Boy: That's easy! Red legs!

Activity Book (Key & Instructions)

- 4 Woman:** Colour the tail green.
Boy: Is the tail green?
Woman: Yes. The tail is green!
Boy: OK!
- 5 Woman:** Now draw a spider under the dog.
Boy: Pardon? Draw what under the dog?
Woman: Draw a spider under the dog and colour it black.
Boy: OK, a black spider under the dog.

6 Read and fill in.

- 1 Fluffy 3 a long 5 jump
2 a small 4 big

MODULE 5

Unit 9a – My new clothes!

1 Look, read and tick (✓).

Revise clothes. Read the instructions and explain the task. The pupils read the word and tick the correct picture. Check their answers.

- 2 B 3 B 4 A

2 Read and write the letter.

Have a picture discussion. Point to each picture in turn and ask the pupils to tell you what the child is wearing. The pupils then read the sentences and match them to the correct picture.

- 2 f 3 b 4 a 5 e 6 c

3 Write.

Revise the present continuous tense. Read the instructions and explain the task. The pupils re-order the words and write correct sentences. Check their answers.

- 2 Ken is playing in the park.
3 Mary is picking flowers.
4 We are going to school.
5 They are playing in the garden.
6 You are singing my favourite song.

4 What are you and your friend wearing today? Draw and colour.

Ask individual pupils to tell you what they are wearing. Then, ask them to describe what their friend is wearing. Check for correct use of the present continuous, e.g. *I am wearing, He/She is*

wearing etc. Tell the pupils to draw clothes on the silhouettes and colour them.

Unit 9b – A lovely day!

1 Find the stickers!

Revise weather conditions. Read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in the appropriate spaces.

2 Write.

Read the example and explain the task. The pupils write these verbs in the present continuous tense. Check their answers and spelling.

- 2 reading 5 playing 8 swimming
3 hopping 6 running 9 flying
4 dancing 7 riding 10 driving

3 Draw lines to match.

Read the instructions and explain the task. The pupils match the sentences to the pictures. Check their answers.

- 1 f 3 d 5 a 7 h
2 c 4 b 6 g 8 e

4 Read and write.

Read through the text and pause for the pupils to fill in the gaps orally. Then allow them time to write the correct form of the verb in brackets. Check their answers.

- 2 is shining 5 are sitting
3 am wearing 6 is playing
4 am walking

Unit 9c – Who's wearing...?

1 Look and write.

Point to each picture in turn and elicit the correct word. Explain the task. Allow the pupils time to complete the puzzle before checking their answers.

Across

- 2 TRAINERS
4 BOOTS
5 GLASSES

Down

- 1 JACKET
3 SHORTS
6 SOCKS

Activity Book (Key & Instructions)

2 Listen and tick (✓) the box.

Ask the pupils to look at the pictures and have a picture discussion.

e.g. Teacher: *What's the boy wearing in the first picture?*

Pupils: *A white shirt.*

Tell the pupils to listen carefully to the audio and tick one box in each row. Play the audio, twice if necessary. Check their answers.

- 1 1st picture 3 2nd picture
2 3rd picture

AUDIOSCRIPT

Narrator: *Look at the pictures. Listen and look. There is one example.*

What's Adam wearing?

Woman: *Are you wearing a T-shirt, Adam?*

Boy: *No, I'm wearing a shirt.*

Woman: *Is it a white shirt?*

Boy: *No, it's a purple shirt.*

Narrator: *Can you see the tick? Now you listen and tick the box.*

One

What's the weather like?

Woman: *What's the weather like today?*

Boy: *It's snowing.*

Woman: *Is it windy, too?*

Boy: *No, but it's very cold.*

Two

What is Emily wearing?

Woman: *What is Emily wearing?*

Boy: *A dress.*

Woman: *Is it a pink dress?*

Boy: *No, it's an orange dress.*

Three

What is Peter wearing?

Woman: *Are you wearing blue shorts, Peter?*

Boy: *No, I'm wearing blue trousers.*

Woman: *And are you wearing white trainers?*

Boy: *Yes, I am.*

3 Look, read and fill in.

Ask the pupils to look at the pictures and have a picture discussion. Then, read through the texts, pausing for the pupils to fill in the gaps. Check their answers.

- 2 hot, riding, purple, green
3 raining, playing, pink, pink
4 snowing, pink, green

Unit 10a – At the animal park!

1 Read and match.

Read the instructions and explain the task. The pupils match the words to the pictures.

- 1 e 2 d 3 c 4 b 5 a

2 Read and write.

Read through the text and pause for the pupils to do the exercise orally. Then allow them time to write the present continuous form of the verb in brackets. Check their answers.

- 2 is playing 5 Are you having
3 is eating 6 'm having
4 is drinking

3 Read and circle.

Look at the pictures and have a picture discussion. Then, read out the questions and elicit the correct response. The pupils complete the exercise by circling the correct answer.

- 1 Yes, she is. 4 Yes, we are.
2 No, they aren't. 5 Yes, he is.
3 No, she isn't.

4 Read, draw and colour.

The pupils read the text, draw a kite and an umbrella and colour the pictures. Check their work.

Unit 10b – Wild things!

1 Find the stickers!

Revise animals. Read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in the appropriate spaces.

2 Correct the sentences.

Ask the pupils to look at the picture and then read through the example. Read the other statements and elicit some corrections from the class. Allow the pupils time to write correct sentences. Check their answers.

Activity Book (Key & Instructions)

- 2 No! Debbie isn't dancing! She's painting.
- 3 No! Ralph isn't writing. He's reading.
- 4 No! Mandy isn't eating. She's playing the guitar.
- 5 No! Scott isn't playing with his plane. He's playing with his boat.

3 Listen and draw a line.

Point to the children in the picture and ask the pupils to tell you what they are doing. Then explain that they must listen carefully to the audio and draw lines to match the names to the children in the picture. Play the audio, twice if necessary. Check the pupils' answers.

Lines should be drawn between:

Tina – girl picking flowers

Mark – boy sleeping

Lisa – girl riding horse wearing yellow hat

AUDIOSCRIPT

Narrator: *Look at the picture! There is one example.*

Anna: *Can you see Jim?*

Girl: *No, where is he?*

Anna: *He's eating an apple.*

Girl: *Oh yes, he's eating an apple.*

Narrator: *Can you see the line? Now you listen and draw lines.*

Anna: *Can you see Tina?*

Girl: *Tina? Is she picking flowers?*

Anna: *Yes, she is.*

Girl: *Where is Mark?*

Anna: *He's sleeping, can you see him?*

Girl: *Yes.*

Anna: *Look, Lisa is riding a horse, can you see her?*

Girl: *Is Lisa wearing a yellow hat?*

Anna: *Yes, she's riding a horse and wearing a yellow hat.*

4 Look and say.

Point to the picture and ask the pupils to tell you what the animals are doing. Read through the example. Demonstrate the exchange with several pupils then put them into pairs so that they can practise the dialogue. Ask some pairs to report back to the class.

(Suggested answers)

A: What are the lions doing?

B: They're drawing.

A: Drawing? Cool!

A: What are the elephants doing?

B: They're jumping.

A: Jumping? Cool!

A: What are the crocodiles doing?

B: They're singing.

A: Singing? Cool!

A: What are the seals doing?

B: They're playing the piano.

A: Playing the piano? Cool!

Unit 10c – Two funny rabbits!

1 Where are the children? Look and write.

Point to each animal in turn and elicit the correct word. Allow the pupils time to complete the puzzle then check their answers. Ask them if they can tell you where the children are?

- | | |
|-------------|-----------|
| 1 SEAL | 6 CHICKEN |
| 2 ANT | 7 SHEEP |
| 3 GIRAFFE | 8 GOAT |
| 4 ZEBRA | 9 RHINO |
| 5 CROCODILE | 10 DUCK |

The children are at the **safari park**.

2 Make sentences.

Read the instructions and explain the task. The pupils re-order the words and write correct sentences. Check their answers.

- 2 Is the cow eating
- 3 The cats aren't sleeping in the house
- 4 We are drinking milk
- 5 Stella is swimming next to the boat
- 6 Are you going home

3 Look at the pictures and read the questions. Write one-word answers.

Read through the examples and explain the task. The pupils read the questions and write one-word answers.

- | | | |
|-----------|--------|----------|
| 3 running | 5 cake | 7 eating |
| 4 table | 6 box | |

Activity Book (Key & Instructions)

Modular Revision and Assessment 5

Do a quick revision of what the pupils have learnt in this module. Praise their efforts during this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 72 and 73 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupils' Self-Assessment Form* for Module 5 and help them to complete it. Now, the pupils are ready to take *Module Test 5* in the *Teacher's Resource Pack*.

1 Look and write.

- 1 skirt 3 jacket 5 shoes
2 trousers 4 shorts

2 Look and match.

- 1 g 3 a 5 b 7 h
2 d 4 c 6 f

3 Read and write.

- 1 is picking 3 are you doing
2 is playing 4 am making

4 Read and answer.

- 1 snowing 2 sunny 3 raining

5 Listen and tick (✓) the box.

- 1 3rd picture 3 1st picture
2 1st picture

AUDIOSCRIPT

Narrator: *Look at the pictures. Now listen and look. There is one example.*

What's Laura wearing?

Woman: *Is Laura wearing a skirt?*

Girl: *No, she's wearing a dress.*

Woman: *Is it a purple dress?*

Girl: *No, it's a red dress.*

Narrator: *Can you see the tick? Now you listen and tick the box.*

One

What's Nick wearing?

Woman: *Is Nick wearing shorts?*

Girl: *No, he's wearing trousers.*

Woman: *Orange trousers?*

Girl: *No, Nick's wearing blue trousers.*

Two

What's the weather like?

Woman: *What's the weather like today?*

Girl: *It's very cold.*

Woman: *Is it snowing too?*

Girl: *Yes, it is.*

Three

What's Tom doing?

Woman: *Is Tom in his bedroom?*

Girl: *No, he's in the kitchen.*

Woman: *Is he drinking milk?*

Girl: *No, he isn't. He's eating.*

6 Look and read. Write yes or no.

- 1 no 3 yes 5 no
2 no 4 yes

MODULE 6

Unit 11a - Lunchtime!

1 Look and write.

Read the instructions and explain the task. The pupils complete the exercise by writing the correct word. Check their answers.

- 2 hot dogs 4 sausages
3 sandwiches 5 chips

2 Read and match.

Ask pairs to read out the exchanges. The pupils match each exchange to the correct picture. Check their answers.

- 1 C 2 D 3 A 4 B

3 Look, read and write.

Read the examples and explain the task. Do the exercise orally first, then allow the pupils time to complete the task in writing. Check their answers.

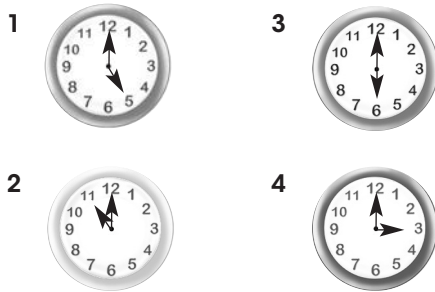
- 3 Yes, I do. Yummy!
4 Yes, I do. Yummy!
5 No, I don't. Yuk!
6 No, I don't. Yuk!

4 Read and draw the times.

Draw a clock on the board (without the hands). Say a time, e.g. *twelve o'clock*, then ask a pupil to come to the front and draw hands on the clock.

Activity Book (Key & Instructions)

Read the instructions and explain the exercise. Check the pupils' answers.



Unit 11b - Fairy cakes!

1 Look and circle the words.

Point to each item in turn and elicit the correct word. Read the instructions and explain the task. Allow the pupils some time to complete the puzzle. Check their answers.

S	A	N	D	W	I	C	H
A	B	J	U	I	C	E	A
U	U	R	X	M	E	A	T
S	R	I	Y	D	C	L	B
A	G	C	Q	B	R	T	R
G	E	E	J	Z	E	X	E
E	R	C	D	F	A	G	A
M	I	L	K	F	M	B	D

2 Read and write A or B.

Ask the pupils to look at the pictures and identify the food items. Have some picture discussion. Then, read the instructions and explain the task. Check their answers.

- 2 A 4 A 6 B 8 B
3 B 5 A 7 B

3 Some or any. Read and write.

Revise the different uses of **some** and **any**. Read the instructions then go through the text, pausing for the pupils to complete the exercise orally. Allow them some time to do the exercise in writing. Check their answers.

- 2 any 4 any 6 some
3 any 5 any

• Where are they? Look, read again and choose.

Read the instructions and explain the task. Refer the pupils to the menus and to the dialogue in Ex. 3. Allow the pupils some time to read and find the answer.

Answer: They are at Burger Hut.

Unit 11c - Listen to my tummy!

1 Find the stickers!

Revise food. Read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in the appropriate spaces.

2 Read and choose.

Read each question and elicit the correct response from the pupils. Allow them to complete the task by circling the correct letter. Check their answers.

- 1 a 3 b 5 b
2 b 4 a 6 a

3 What's in the fridge? Listen and put a tick (✓) or a cross (X).

Point to each item and elicit the correct word. Tell the pupils to listen carefully to the audio and tick only the items that are in the fridge. Play the audio, twice if necessary. Check their answers.

- fish X meat ✓
ice cream ✓ eggs ✓
tomatoes ✓ cheese X
carrots X sandwich ✓

AUDIOSCRIPT

Mum: Let's make some lunch, Tom. What's in the fridge? Is there any fish?

Tom: Well...no... there isn't any fish. But there's some meat and some eggs.

Mum: Oh, OK. Is there any cheese?

Tom: Hmm... No, there isn't any cheese. There's only a cheese sandwich.

Mum: I see. And are there any carrots?

Tom: No, there aren't any carrots, but there are some tomatoes.

Mum: I see. What else is there?

Tom: There is some ice cream! Yum! Can I have ice cream for lunch, Mum? Pleeese!

Activity Book (Key & Instructions)

Mum: No, Tom, you cannot! Come on, let's cook.

Tom: Oh, Mum!

4 Read and fill in: *meal, you, do.*

The pupils read and complete the poem. Ask the pupils to read their poem out loud.

2 do 3 you

5 What's your favourite meal? Write your poem!

Read the instructions and explain the task. Allow the pupils some time to read and complete the poem. Check their answers. Ask individual pupils to report back to the class.

(Suggested answers)

My favourite **meal is breakfast.**

I **love breakfast, I do!**

I like **eggs and sausages for breakfast.**

What **about you?**

Unit 12a – Alvin's day!

1 Look, read and match.

Read the instructions and explain the task. The pupils match the phrases to the pictures. Check their answers.

2 c 4 e 6 h 8 d
3 a 5 b 7 g

2 Write.

Read the example and explain the task. The pupils write these verbs in the third person (present simple). Check their answers and spelling.

2 walks 5 gets 8 plays
3 does 6 has 9 eats
4 listens 7 watches 10 rides

3 Read and circle.

Read through the example. Then, read the other sentences, pausing for the pupils to select the correct form of the verb. The pupils then circle the correct option. Check their answers.

2 listens 5 Does 8 goes
3 have 6 do 9 Does
4 doesn't 7 doesn't

4 Look, read and write *yes or no.*

Read the example and explain the task. The

pupils complete the exercise orally first, then in writing. Check their answers.

2 yes 4 yes 6 no
3 no 5 no

• Now ask and answer.

Ask a pair of pupils to read out the exchange. Demonstrate some similar exchanges with the pupils. Put them into pairs and have them practise exchanges based on Ex. 4 and the model provided.

(Suggested answers)

A: What does Kelly do in the afternoon?

B: She watches TV.

A: What does Kelly do in the evening?

B: She does her homework.

A: What does Alex do in the morning?

B: He goes jogging in the morning.

A: What does Alex do in the afternoon?

B: He plays the piano.

A: What does Alex do in the evening?

B: He listens to music.

Unit 12b – Environment Day!

1 Look and write.

Point to each season in turn and ask the pupils to tell you what season they think it is. Explain the task. The pupils solve the anagrams and write the correct word in the space provided.

spring summer winter autumn

2 Read, choose and complete.

Draw the pupils' attention to the bullet point answers below the drawing. Read through the text and pause to allow the pupils to fill in the gaps orally. Allow them some time to complete the exercise in writing. Check their answers.

2 In summer, we swim all day

3 No, we don't

4 They ski down the branches of trees

3 Read and match.

Read the instructions and explain the task. The pupils match the two columns to form complete sentences. Check their answers.

2 d 3 e 4 b 5 c 6 a

Activity Book (Key & Instructions)

4 Write the questions.

Read the instructions and explain the task. The pupils re-order the words and write the correct questions. Check their answers, then ask the pupils to practise these exchanges in pairs.

- 2 Does he fly planes
- 3 Do they like chocolate
- 4 Do they grow in winter
- 5 Does she go to school
- 6 Do you go jogging in the evening

Unit 12c – Another lovely day!

1 Read and tick (✓).

Revise the affirmative, negative and interrogative forms of the present simple tense. Read the example and explain the task. The pupils select the correct sentence and tick the box. Check their answers.

- 2 B 3 B 4 A

2 Listen and write the days.

Revise the days of the week. Point to each picture and elicit the activity. Tell the pupils they are going to listen to a girl talking about what she does during the week. Tell them they have to listen carefully and write the correct day under each picture. Play the audio, twice if necessary, then check their answers.

- | | |
|-------------|------------|
| 1 Tuesday | 4 Thursday |
| 2 Friday | 5 Monday |
| 3 Wednesday | 6 Saturday |

AUDIOSCRIPT

Woman: *What do you do on Mondays Sally?*

Sally: *On Mondays I go jogging in the morning.*

Narrator: *Can you see the answer? Now you listen and write the days.*

Woman: *And what do you do on Tuesdays?*

Sally: *Well, every Tuesday I have a piano lesson at home.*

Woman: *A piano lesson? What about Wednesdays?*

Sally: *Mmm... on Wednesdays I go swimming. I love swimming!*

Woman: *Mm, that's nice! And what about Thursdays?*

Sally: *Every Thursday I play football with my friends. And on Fridays I go to the cinema with my mum and dad.*

Woman: *So what do you do on Saturdays then?*

Sally: *Saturday is my favourite day! I meet my friends and we play in the park all day!*

3 Read and find the stickers!

Read through the text and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in the appropriate spaces.

Modular Revision and Assessment 6

Do a quick revision of what the pupils have learnt in this module. Praise their efforts during this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 86 and 87 orally in class. Then, allow pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupils' Self-Assessment Form* for Module 6 and help them to complete it. Now, the pupils are ready to take *Module Test 6* in the *Teacher's Resource Pack*.

1 Look, read and match.

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 g | 3 d | 5 i | 7 j | 9 a |
| 2 f | 4 b | 6 e | 8 c | |

2 Read and fill in.

- | | | |
|--------|------|----------|
| 1 has | 3 in | 5 dinner |
| 2 work | 4 TV | 6 to |

3 Read and write *some* or *any*.

- | | | |
|--------|--------|-------|
| 1 some | 3 some | 5 any |
| 2 some | 4 some | |

4 Read and answer.

- 1 No, I don't. Yuk! 2 Yes, I do. Yummy!

5 Listen and draw the times.

Pupils should draw the following times on the clocks:

- 1 eight o'clock
- 2 seven o'clock
- 3 ten o'clock

Activity Book (Key & Instructions)

AUDIOSCRIPT

Narrator: Listen and look. There is one example.

Woman: What time do you get up, Anna?

Anna: I get up at seven o'clock.

Woman: Seven o'clock?

Anna: Yes.

Narrator: Can you see the example? Now you listen and draw the times.

One

Woman: What time do you have breakfast?

Anna: At eight o'clock.

Woman: You have breakfast at eight o'clock?

Anna: Yes, that's right.

Two

Woman: What time do you have dinner?

Anna: I have dinner at seven o'clock in the evening.

Woman: At seven o'clock?

Anna: Yes!

Three

Woman: So, when do you go to bed, Anna?

Anna: I always go to bed at ten o'clock.

Woman: Ten o'clock. OK.

6 Read and look. Write yes or no.

- | | | |
|------|-------|-------|
| 1 no | 3 no | 5 yes |
| 2 no | 4 yes | 6 no |

Board Game 1

- Pupil counts to ten.
- It's
- aeroplane
- Pupil's own answers.
- Pupil goes back to Start.
- schoolbag
- old
- Pupil goes back to Start.
- Pog, Trog, Popsie
- Pupil goes back to Start.
- rubber
- meet
- Welcome
- Missy
- pencil case
- Pupil goes back to Start.
- name
- Pupil sings the song.
- apple

Board Game 2

- a bus/two red lorries/a big car
- You're
- lorry
- Pupil sings the song.
- Pupil goes back to Start.
- helicopter
- They're
- Pupil goes back to Start.
- suggested answers: plastic, glass, paper, bottles, cans, bags
- Pupil goes back to Start.
- toyshop
- This is/It's
- Happy
- suggested answers: policeman, fireman, milkman, postman, teacher
- bike
- Pupil goes back to Start.
- Open
- suggested answers: mum, dad, grandma, grandpa, brother, sister
- roller-skates

Board Game 3

- suggested answers: cooker, sink, fridge, cupboard, table
- Where's
- curtains
- suggested answers: bedroom, bathroom, kitchen, living room
- Pupil goes back to Start.
- armchair
- my
- Pupil goes back to Start.
- Pupil sings the song.
- Pupil goes back to Start.
- bookcase
- are
- is
- Pupil's own answers.
- mirror
- Pupil goes back to Start.
- there
- suggested answers: ant, spider, ladybird, butterfly, bee, worm
- wardrobe

Activity Book (Key & Instructions)

Board Game 4

- 1 suggested answers: jump, sing, run, walk, dance, read, write
- 2 got
- 3 cat/kitten
- 4 Pupil sings the song.
- 5 Pupil goes back to Start.
- 6 dance
- 7 can
- 8 Pupil goes back to Start.
- 9 Pupil's own answers.
- 10 Pupil goes back to Start.
- 11 leg
- 12 like
- 13 can't
- 14 suggested answers: nose, eyes, ear, mouth
- 15 swim
- 16 Pupil goes back to Start.
- 17 has
- 18 Pupil sings the song.
- 19 body

Board Game 5

- 1 suggested answers: cow, sheep, chicken, turkey, horse, duck
- 2 doing
- 3 trousers
- 4 suggested answers: shoes, boots, trainers, socks
- 5 Pupil goes back to Start.
- 6 monkey
- 7 wearing
- 8 Pupil goes back to Start.
- 9 Pupil sings the song.
- 10 Pupil goes back to Start.
- 11 shirt
- 12 aren't
- 13 having
- 14 Pupil's own answers.
- 15 jacket
- 16 Pupil goes back to Start.
- 17 like
- 18 Pupil's own answers.
- 19 giraffe

Board Game 6

- 1 suggested answers: breakfast, lunch, dinner
- 2 time
- 3 cereal
- 4 Pupil sings the song.
- 5 Pupil goes back to Start.
- 6 ice cream
- 7 do
- 8 Pupil goes back to Start.
- 9 Pupil's own answers.
- 10 Pupil goes back to Start.
- 11 milk
- 12 in
- 13 some
- 14 Monday, Tuesday... etc
- 15 bread
- 16 Pupil goes back to Start.
- 17 any
- 18 suggested answers: carrot, lettuce, corn, peas, potato, mushrooms
- 19 orange juice

Suggestions on how to teach the plays

Each play can be covered in approximately two to three lessons including the performance.

In the first lesson present or revise the language to be used, the songs and the setting of the scene as suggested in the *Before the play* section.

In the second lesson, play the audio of the whole play while the pupils follow the lines in their books. Ask the pupils questions to see if they understood the plot of the story. Play the audio again, pausing at the end of each line to allow the pupils to repeat. This will help the pupils to practise intonation and pronunciation. Allocate roles and ask the pupils to read the play aloud in class. Repeat this step until every pupil has had an opportunity to read. At the end of the lesson assign each pupil a role to learn for homework. Give the same role to more than one pupil. All pupils must have roles.

In the third lesson split the class in two groups. Make sure that each group has at least one complete cast of characters needed to perform the play. Ask them to rehearse their lines within their groups. The pupils who are not taking character roles in this final rehearsal can be the audience. Select a group to perform the play. You can perform the play as many times as the pupils like. Good luck!

Note: If you wish, you can use the plays for stage performance with the pupils playing the role of the characters.

Play 1 - The Magic Forest!

✿ Outline:

Emma, Harry, Mona and Lee meet the characters from the Magic Forest: Willow the Guardian, Alvin and Erlina. The four children discover the magical element in the forest through their interaction with the trees, flowers, etc.

✿ Characters:

Emma	Alvin
Harry	Erlina
Mona	Orange tree
Lee	Nut tree
Willow the Guardian	Audience

✿ Structures/Functions:

Greetings

- Hello!
- Goodbye!

Introductions

- Who's that?
- What's your name?
- Who are you?
- My name's ...
- This is ...
- Talking about age
- How old are you?
- I'm ...

Identifying items

- What's that?
- It's a(n) ...

Asking about quantity

- How many ... ?

Useful phrases

- Welcome to ...
- This is really great!
- Let's ...
- Wow!
- Time to go!

✿ Vocabulary:

Colours

- purple
- blue
- red
- green
- orange
- yellow

Numbers

- 1-10

Other words

- look
- flowers
- Magic Forest
- all
- sing
- count
- orange
- nut
- tree
- everyone

✿ BEFORE THE PLAY

(Warm up for a group who don't know one another yet.)

- 1 The pupils sit in a circle. One pupil throws a ball to a pupil in the circle as he/she is asking him/her his/her name. The pupil who catches the ball answers. Repeat the procedure as many times as you think is necessary.

e.g. Pupil 1: (throwing the ball) What's your name?

Pupil 2: (catching the ball) My name's Julie. (throwing the ball) What's your name?

Pupil 3: My name's Alex. etc

(Activities to present the characters.)

- 2 Present the characters with the use of puppets.

e.g. Teacher: (holding up Emma) This is Emma! Who is it?

Class: Emma! etc

- 3 Hand out the puppets. Call out a character. The pupil who has got the corresponding puppet stands

up and presents himself/herself in the role. Invite the rest of the class to greet him/her.

e.g. Teacher: Mona!

Pupil: Hello, I'm Mona.

Class: Hello, Mona.

Variation

The pupils sit in a circle. Hand out the characters and play some music. The pupils pass the characters around the circle. Pause the music. The pupils who have got the puppets introduce themselves in the role.

Game: Find a partner.

- 4 Explain the game. The pupils walk around the class. They ask one another about their age in order to find a partner. Demonstrate this yourself first.

e.g. Pupil 1: How old are you?

Pupil 2: I'm eight. How old are you?

Pupil 1: I'm eight, too! (the pupils form a pair)

Play 1 - The Magic Forest!

(An activity to present/consolidate and activate the rainbow song.)

Before going into class

Prepare as many strips of paper as the pupils in your class. Make sure each strip is one of the colours practised in the rainbow song.

- 5 Hold up strips of paper and revise colours. Put up your set of strips of paper on the board. Present the song by pointing to the strips and inviting the pupils to name the colours.

e.g. Teacher: Hello, ...

Class: purple

Teacher: Hello, ...

Class: blue etc

- 6 Play the song. Point to the strips of paper every time the corresponding colours are mentioned. Then hand out the strips, one per pupil. Play the song again. Invite the pupils to raise their strips of paper every time the colour on their strip is mentioned. Play the song again. The pupils listen and sing along.

Note: Shy pupils can just join in with the song whenever they feel confident.

Script & Stage Directions

The Magic Forest!

Scene 1

(Emma enters the forest stage right. She is happy and she's looking at all the flowers. Willow is standing stage left, next to the olive tree.)

Emma: (humming to herself) Look!
Flowers! Hello purple, hello blue.
Red for me and green for you.
Hello orange, yellow, too. Red for
me and green for you!

(She addresses the audience)

Emma: Sing with me, everyone!

Emma & Audience: (singing) Hello purple, hello blue.
Red for me and green for you.
Hello orange, yellow, too. Red for
me and green for you!

Willow: Hello!

Emma: (addressing the audience)

Who's that?

Audience: Willow!

Emma: Who?

Audience: Willow!

Emma: (talking to Willow) Who are you?

Willow: I'm Willow the Guardian. What's
your name?

Emma: My name's Emma.

Willow: (talking to Emma) Welcome to
the Magic Forest!

(Emma stands next to the apple
tree.)

(Mona enters stage left, looking for
Emma.)

Mona: Emma! Emma! (stands by
Willow) Oh! (addresses the
audience) Who's that?

Audience: Willow!

Mona: Who?

Audience: Willow!

Mona: (talking to Willow) Who are you?

Willow: I'm Willow the Guardian. What's
your name?

Mona: My name's Mona.

Willow: (talking to Mona) Welcome to
the Magic Forest!

(Mona goes to stand with Emma)

(Lee enters stage right, looking for
Emma.)

Lee: Emma! Emma! (stands by the
Willow) Oh! (addresses the
audience) Who's that?

Audience: Willow!

Lee: Who?

Audience: Willow!

Lee: (talking to Willow) Who are you?

Willow: I'm Willow the Guardian. What's
your name?

Play 1 - The Magic Forest!

Lee: My name's Lee.
Willow: *(talking to Lee)* Welcome to the Magic Forest!
(Lee goes to stand with Emma and Mona.)
(Harry enters stage left, looking for Emma.)
Harry: Emma! Emma! *(stands by Willow)* Oh! *(addresses the audience)* Who's that?
Audience: Willow!
Harry: Who?
Audience: Willow!
Harry: *(talking to Willow)* Who are you?
Willow: I'm Willow the Guardian. What's your name?
Harry: My name's Harry.
Willow: *(talking to Harry)* Welcome to the Magic Forest!
(Harry goes to stand with Emma, Mona and Lee.)

(Alvin and Erlina enter simultaneously one from each end of the stage.)

Alvin: Hello, Willow.
Willow: Hello, Alvin.
Erlina: Hello, Willow.
Willow: Hello, Erlina. This is Emma *(Emma comes to the front of the stage)*, this is Mona *(Mona comes to the front of the stage)*, this is Harry *(Harry comes to the front of the stage)* and this is Lee! *(Lee comes to the front of the stage)*
Alvin & Erlina: Welcome to the Magic Forest!
Lee: Wow! This is really great!
Alvin: *(addresses the audience)* Let's all sing! *(They all join in the song together)* Hello purple, hello blue. Red for me and green for you! Hello orange, yellow, too. Red for me and green for you!

Scene 2

(Willow stands stage left next to the olive tree. Lee and Harry enter stage right.)

Orange tree: *(making a coughing sound)* Ahem!
Lee & Harry: What's that?
Willow: It's an orange tree!
Orange tree: Hello, Lee! Hello, Harry!
Lee & Harry: *(talking to the orange tree)* Oh, hello!
Orange tree: How old are you, Lee?
Lee: I'm ten.
Orange tree: How old are you, Harry?
Harry: I'm ten, too! How old are you?
Orange tree: Count my oranges!
Lee & Harry: *(standing next to the orange tree)* One... two...three...four...five!
(addressing the audience) How many oranges?
Audience: Five!
Lee & Harry: How many oranges?
Audience: Five!

(Harry and Lee stand next to the apple tree. Emma and Mona enter stage right.)

Nut tree: *(making a coughing sound)* Ahem!
Emma & Mona: What's that?
Willow: It's a nut tree!

Nut tree: Hello, Emma! Hello, Mona!
Emma & Mona: *(talking to the nut tree)* Oh, hello!
Nut tree: How old are you, Emma?
Emma: I'm nine.
Nut tree: How old are you, Mona?
Mona: I'm nine, too! How old are you?
Nut tree: Count my nuts!
Emma & Mona: *(standing next to the nut tree)* One... two... three...four...five...six...seven!
(addressing the audience) How many nuts?
Audience: Seven!
Emma & Mona: How many nuts?
Audience: Seven!

(Alvin and Erlina enter stage left.)

Erlina: Time to go now!
Alvin: Goodbye, Willow!
Willow: Goodbye! Goodbye!
Children: Goodbye!
Alvin: Let's sing, everyone! *(all sing as the characters leave the stage)* Goodbye purple, goodbye blue. Red for me and green for you. Goodbye orange, yellow, too. Red for me and green for you!

Play 2 - The toyshop!

✿ Outline:

Emma, Mona, Alvin and Lee find a toyshop. They go in looking for presents for Harry's birthday. They look through lots of different toys until they find the perfect birthday present for Harry! He coincidentally walks in on them at the toyshop and they give him his presents.

✿ Characters:

Alvin	Harry
Emma	Erlina
Lee	Audience
Mona	

✿ Structures/Functions:

Identifying items

- What are these?
- They're ...
- What are they?
- What is it?

Offering & accepting presents

- This is for you!
- Wow! A guitar, thank you!

Giving instructions

- Open it and see!

Useful phrases

- They're nice.
- Let's buy a present for ...
- What then?
- Happy Birthday ...

✿ Vocabulary:

Toys

- toyshop
- teddy bear
- bike
- roller-skates
- ball
- guitar
- aeroplane
- car

✿ BEFORE THE PLAY

(Activities to familiarise the pupils with the language of the play.)

Before going into class

Create 7 flashcards: *teddy bears, guitars, planes, cars, roller-skates, bikes, balls*. You can draw pictures or stick pictures from magazines.

- 1 Put the flashcards face down on your desk. Invite a pupil to come to the desk, choose a flashcard and turn it over. The pupil holds up the flashcard and asks the class: *What are these?* The class responds, (e.g. they're bikes). The pupil places the flashcard back on the desk and asks the class for verification: *What are they?* and the class responds again. Repeat the process until all the flashcards have been turned over.
- 2 Ask the pupils to take out a small piece of paper and write the name of a toy on it, e.g. *teddy bear*. Make sure that all the items presented are used. Then ask them to fold the piece of paper and stand in a circle. Choose one pupil to act as Harry and stand in the middle of the circle. Each pupil goes to Harry, one at a time, and hands him their piece of paper as though giving him a present. The pupil in the centre unfolds the paper, reads what his present is and thanks the pupil who gave it to him.

e.g. Pupil 1: (giving Harry the paper) *Happy Birthday, Harry. This is for you*

Pupil 2: (taking the paper) *What is it?*

Pupil 1: *Open it and see.*

Pupil 2: (unfolding and reading the paper) *Wow! An aeroplane! Thank you! etc*

(Activity to familiarise the pupils with the lyrics of the song.)

Before going into class

7 picture flashcards: *a birthday cake, a kite, a plane, a toy train, a ball, a car, a toy guitar*. You can either make simple drawings yourself or find pictures from magazines.

- 3 Put all the flashcards except the birthday cake on the board. As you sing the song, hold the birthday cake in your hands and point to each present as it is mentioned. Ask the pupils to listen and repeat the words after you.

e.g. ***It's my birthday today***, (pointing to birthday cake)

It's my birthday today! (pointing to birthday cake)

These are my presents, (pointing to all the flashcards)

It's my birthday today! (pointing to birthday cake)

Play 2 - The toyshop!

Here's a kite (pointing to the kite) **and a plane**, (pointing to the plane)
And a super toy train! (pointing to the train)
These are my presents, (pointing to all the flashcards)
It's my birthday today! (pointing to birthday cake)

Here's a ball (pointing to the ball) **and a car**, (pointing to the car)
And a new toy guitar! (pointing to the guitar)
These are my presents, (pointing to all the flashcards)
It's my birthday today! (pointing to birthday cake)

Script & Stage Directions

The toyshop!

Scene 1

(Emma, Mona and Lee enter stage right and Alvin enters stage left.)

Emma: Look, a toyshop! Let's buy a present for Harry's birthday!

Alvin: (pointing at teddy bears) What are these?

Emma: They're teddy bears.

Alvin: (addressing the audience) What are they?

Audience: Teddy bears!

Alvin: They are nice.

Lee: (shaking his head) No, not a teddy bear!

Alvin: (pointing at bikes) What are these?

Mona: Bikes!

Alvin: (addressing the audience) What are they?

Audience: Bikes!

Alvin: They are nice.

Lee: (shaking his head) No, not a bike!

Alvin: (pointing at roller-skates) What are these?

Emma: Roller-skates!

Alvin: (addressing the audience) What are they?

Audience: Roller-skates!

Alvin: They are nice.

Lee: (shaking his head) No, not roller-skates!

Alvin: (pointing at balls) What are these?

Mona: Balls!

Alvin: (addressing the audience) What are they?

Audience: Balls!

Alvin: They are nice.

Lee: (shaking his head) No, not a ball!

Mona & Emma: (talking to Lee sounding puzzled) What then?

Lee: (pointing at cars) Look at these cars! Cool!

Mona & Emma: Yes! Yes! A car for Harry!

Alvin: (he starts dancing up and down) Yes! Yes! A car for Harry!
(Harry enters the toy shop stage left.)

All: Oh, oh! (they all stand still, blocking the car) Hello, Harry!
(Harry looks at them all in surprise.)

Play 2 - The toyshop!

Scene 2

(Harry and Emma enter the stage simultaneously, one from each side. They stand towards the front of the stage. Emma is holding a guitar, wrapped side to the audience).

Emma: Happy Birthday, Harry. This is for you.
(The present is between Emma and Harry)

Harry: What is it?

Emma: Open it and see!
(Erlina enters stage left hovering over the guitar and addresses the audience.)

Erlina: What is it?

Audience: A guitar!
(Erlina goes off stage. Harry bends towards the floor pretending to open the present. Meanwhile the present is turned over and we can hear the sound of paper tearing, then both the present and Harry reappear. The guitar is now in front of Harry.)

Harry: Wow! A guitar! Thank you!

[Emma leaves the stage with the guitar. Mona enters stage right. She is holding a ball (wrapped side to the audience).]

Mona: Happy Birthday, Harry. This is for you.
(The present is between Mona and Harry)

Harry: What is it?

Mona: Open it and see!
(Erlina enters stage left hovering over the ball and addresses the audience.)

Erlina: What is it?

Audience: A ball!
(Erlina goes off stage. Harry bends towards the floor pretending to open the present. Meanwhile the present is turned over and we can hear the sound of paper tearing, then both the present and Harry reappear. The ball is now in front of Harry.)

Harry: Wow! A ball! Thank you!

Lee: Happy Birthday, Harry. This is for you.
(The present is between Lee and Harry.)

Harry: What is it?

Lee: Open it and see!
(Erlina enters stage left hovering over the aeroplane and addresses the audience)

Erlina: What is it?

Audience: An aeroplane!
(Erlina goes off stage. Harry bends towards the floor pretending to open the present. Meanwhile the present is turned over and we can hear the sound of paper tearing, then both the present and Harry reappear. The aeroplane is now in front of Harry)

Harry: Wow! An aeroplane! Thank you!

(Emma and Mona re-enter stage right and join Harry and Lee by the car.)

Emma, Mona

& Lee: Look! A car for you, Harry!

Harry: A car! Wow! Thank you.

Emma, Mona

& Lee: Happy Birthday, Harry!

(Alvin and Erlina enter stage left and address the audience.)

Alvin & Erlina: Let's sing, everyone!

All: *(the characters and the audience all sing together)*

It's my birthday today,
It's my birthday today!
These are my presents,
It's my birthday today!

Here's a kite and a plane,
And a super toy train!
These are my presents,
It's my birthday today!

Here's a ball and a car,
And a new toy guitar!
These are my presents,
It's my birthday today!

Play 3 - The old house!

✿ Outline:

Emma, Harry, Mona and Lee follow Missy into an old house. They meet the owner, Bertie the Bat and his friends.

✿ Characters:

Emma	Alvin
Harry	Erlina
Mona	Bertie the Bat
Lee	Ollie the Owl
Missy	Audience

✿ Structures/Functions:

Talking about parts of a house

- There is/there are ...
- What's in the kitchen?

Identifying characters

- Who are ...?

Useful phrases

- Let's look in the ...
- Help!
- Ugh!
- What's the matter?
- Don't worry.

✿ Vocabulary:

Parts of a house

- living room
- kitchen
- bathroom
- bedroom

Other words

- ghost
- frog
- mouse
- spider
- bat
- owl

✿ BEFORE THE PLAY

(Activities to familiarise the pupils with the language of the play.)

Before going into class

Prepare a bag with an assortment of items in it, e.g. pencils, a ball, an apple, rubbers, etc. Also, some pictures of animal cartoon characters, e.g. Mickey Mouse, Kermit the Frog, etc.

- 1 Invite a pupil to put his/her hand into the bag, without looking, and tell you what is in it.

e.g. Pupil 1: *There's a ball/there are pencils in the bag. etc*

Repeat until a number of pupils have had a turn. Then, ask the class to remember what items are in the bag.

e.g. Teacher: *What's in the bag?*

Pupil 1: *There's a ball in the bag. etc*

- 2 Show the pupils the pictures of the animal cartoon characters and ask them to tell you what animals they are:

e.g. Teacher: *What are Mickey and Minnie?*

Pupils: *They're mice!*

(Activity to familiarise the pupils with the lyrics of the song.)

- 3 Ask the pupils to listen and repeat the words after you. Play the song, encouraging the pupils to join in with the actions.

Welcome to my house. (mime opening a door to welcome someone)

My itzy bitzy house.

It's an itzy bitzy house for two! (point to yourself and to your partner)

There are pictures on the wall. (point to the wall)

There's a carpet on the floor. (point to the floor)

And curtains in the window, too! (make a square in the air with both index fingers)

There are pictures on the wall. (point to the wall)

There's a carpet on the floor. (point to the floor)

And cushions on the armchair, too! (mime sitting in an armchair)

Play 3 - The old house!

Script & Stage Directions

The old house!

Scene 1

(Missy enters and runs all the way across the stage right to left. She stops centre stage, pants and barks and then exits stage right.)

(Mona and Emma enter stage right looking for Missy.)

Mona & Emma: Missy, come back!

(Harry and Lee enter stage left.)

Harry: Look. This is a very old house!

Mona: But, where's Missy?

Lee: Let's look in the living room! *(Harry and Lee stand to the left of the living room and Emma and Mona stand to the right of it.)*

Emma: Ugh! There are spiders in the living room!

(Erlina hovers above the curtains in the centre of the stage and addresses the audience.)

Erlina: What's in the living room?

Audience: Spiders!

Erlina: Is Missy in the living room?

Audience: No!

Lee: Let's look in the kitchen! *(Harry and Lee stand to the left of the kitchen and Emma and Mona stand to the right of it.)*

Mona: Ugh! There's a frog in the kitchen!

(Erlina hovers above the curtains in the centre of the stage and addresses the audience.)

Erlina: What's in the kitchen?

Audience: A frog!

Erlina: Is Missy in the kitchen?

Audience: No!

Lee: Let's look in the bathroom! *(Harry and Lee stand to the left of the bathroom and Emma and Mona stand to the right of it.)*

Emma: Ugh! There are mice in the bathroom!

(Erlina hovers above the curtains in the centre of the stage and addresses the audience.)

Erlina: What's in the bathroom?

Audience: Mice!

Erlina: Is Missy in the bathroom?

Audience: No!

Lee: Let's look in the bedroom! *(Harry and Lee stand to the left of the bedroom and Emma and Mona stand to the right of it.)*

(Ollie the Owl makes a hooting sound from off stage.)

Ollie the Owl: Wooooow! Wooooow!

All: Help! There's a ghost in the bedroom! *(they all scream)*

Play 3 - The old house!

Scene 2

(Emma, Mona, Harry and Lee enter stage right. Missy enters stage left, followed by Bertie the Bat.)

Bertie the Bat: Hello! Is this your dog?

Mona: Yes! *(makes a fuss of Missy)*

Harry: Who are you?

Bertie the Bat: I'm Bertie the Bat. Welcome to my house!

(Emma stands to the right of the living room and Bertie the Bat stands to the left of it.)

Emma: There are spiders in the living room!

Bertie the Bat: Yes. Spike and Spud the spiders. My friends!

All: Aah!

(Erlina hovers above the curtains in the centre of the stage and addresses the audience.)

Erlina: Who are Spike and Spud?

Audience: The spiders!

Erlina: Where are they?

Audience: In the living room!

(Mona stands to the right of the kitchen and Bertie the Bat stands to the left of it.)

Mona: There's a frog in the kitchen!

Bertie the Bat: Yes. Freddy the Frog. My friend!

All: Aah!

(Erlina hovers above the curtains in the centre of the stage and addresses the audience.)

Erlina: Who is Freddy?

Audience: The frog!

Erlina: Where is he?

Audience: In the kitchen!

(Harry stands to the right of the bathroom and Bertie the Bat stands to the left of it.)

Harry: There are mice in the bathroom!

Bertie the Bat: Yes. Milly and Molly the mice. My friends!

All: Aah!

(Erlina hovers above the curtains in the centre of the stage and addresses the audience.)

Erlina: Who are Milly and Molly?

Audience: The mice!

Erlina: Where are they?

Audience: In the bathroom!

(Lee stands to the right of the bedroom and Bertie the Bat stands to the left of it.)

Lee: Help, there's a ghost in the bedroom!

Bertie the Bat: *(shaking his head)* No, there isn't a ghost. *(he calls out)* Ollie! Ollie!

Ollie the Owl: *(calls off stage)* Wooooow! Wooooow!

All: Help! A ghost!

(Ollie the Owl appears from above the stage and hovers in front of the bedroom)

Ollie the Owl: What's the matter?

Bertie the Bat: Don't worry, Ollie. Say hello to our new friends!

Ollie the Owl: *(makes a hooting sound)* Hello! Hello! *(Everyone laughs)*

(Erlina hovers above the curtains in the centre of the stage and addresses the audience.)

Erlina: Who is Ollie?

Audience: The owl!

Bertie the Bat: Welcome to my house!

Erlina: Let's sing everyone!

All: *(sing)*

Welcome to my house.

My itzy bitzy house.

It's an itzy bitzy house for two!

There are pictures on the wall.

There's a carpet on the floor.

And curtains in the window, too!

Welcome to my house.

My itzy bitzy house.

It's an itzy bitzy house for two!

There are pictures on the wall.

There's a carpet on the floor.

And cushions on the armchair, too!

Play 4 - In the park!

✿ Outline:

Katy the Kitten is in the park and introduces herself. Emma, Harry, Mona and Lee arrive at the park to have some fun.

✿ Characters:

Emma	Mona	Katy the Kitten
Harry	Lee	Audience

✿ Structures/Functions:

Describing parts of the body

- I've got hair on my head.

Talking about ability

- I can ride a bike.
- I can't fly.
- Can you sing?

Useful phrases

- Guess!
- Come on!
- Wait!
- Hurry up!
- Watch me go!

✿ Vocabulary:

Transport

- car
- plane
- bike
- bus

Parts of the body

- ears
- head
- tail
- legs
- hair
- feet
- tummy
- body
- teeth

Other words

- piano
- draw
- sing
- dance
- climb
- tree

✿ BEFORE THE PLAY

(Activities to familiarise the pupils with the language of the play.)

Before going into class

Flashcards/pictures of an assortment of animals, e.g. birds, fish, cats, dogs, etc.

- 1 Hold up one of the animal pictures and ask questions:
e.g. Teacher: *I'm a (cat)! What can I do? Can I walk?*
Pupils: *Yes, you can!*
Teacher: *Can I play the piano? etc*
- 2 Have the pupils move around the room (play the *I'm a kitten* song if possible). When the music stops, call out, e.g. *three noses!* The pupils have to get in groups of three with noses touching!
(Activity to familiarise the pupils with the lyrics of the songs.)
- 3 Ask the pupils to listen and repeat the words after you. Play the songs, encouraging the pupils to join in the actions.
 - 1 *I've got hair on my ears.* (rub ears)
I've got hair on my head. (rub head)
I've got hair on my tail. (wiggle an imaginary tail)
I've got hair on my legs! (rub legs)
I've got hair everywhere, (stretch up and
From my head to my feet! then bend down
and touch toes)

I've got hair everywhere,

I'm a kitten and I'm sweet! (look sweet and bat eyelashes)

I've got hair on my tummy. (rub tummy)

I've got hair on my feet; (rub feet)

And when I lick my body, (mime licking body)

I've got hair on my teeth! (open mouth wide and show teeth)

- 2 **Beep! Beep! Beep!** (mime beeping a horn)
I can drive my car (mime driving a car)
Seat belt on, watch me go! (mime putting on a seat belt)
Beep! Beep! Beep! (mime beeping a horn)
I can drive my car (mime driving a car)
Sometimes fast and sometimes slow!
Yeeow! Yeeow! Yeeow! (wave hands in air)
I can fly my plane (mime flying a plane-arms out to the side)
Seat belt on, watch me go! (mime putting on a seat belt)
Yeeow! Yeeow! Yeeow! (wave hands in air)
I can fly my plane (mime flying a plane-arms out to the side)
Sometimes fast and sometimes slow!
Ring! Ring! Ring! (mime ringing a bicycle bell)
I can ride my bike (mime riding a bike)
Helmet on, watch me go! (mime putting on a helmet)
Ring! Ring! Ring! (mime ringing a bicycle bell)
I can ride my bike (mime riding a bike)
Sometimes fast and sometimes slow!

Play 4 - In the park!

Script & Stage Directions

In the park!

Scene 1

(Katy the Kitten enters stage left and addresses the audience.)

Katy the Kitten: Hello, everybody!

Audience: Hello!

Katy the Kitten: I'm Katy the Kitten! What can I do?
Guess! Can I play the piano?

Audience: No!

Katy the Kitten: No, I can't play the piano. Can I fly?

Audience: No!

Katy the Kitten: No, I can't fly. Can I draw?

Audience: No!

Katy the Kitten: No, I can't draw. Can I drive a car?

Audience: No!

Katy the Kitten: No, I can't drive a car. But I can sing!
Can you sing?

Audience: Yes!

Katy the Kitten: Can you dance?

Audience: Yes!

Katy the Kitten: Sing and dance with me!

All: I've got hair on my ears.
I've got hair on my head.
I've got hair on my tail.
I've got hair on my legs!

I've got hair everywhere
From my head to my feet!
I've got hair everywhere
I'm a kitten and I'm sweet!

I've got hair on my tummy.
I've got hair on my feet;
And when I lick my body,
I've got hair on my teeth!

(Mona, Emma, Harry and Lee are talking off stage)

Harry: Come on, everyone. Hurry up!

Mona, Lee &

Emma: OK, Harry. Wait!

Katy the Kitten: Oh, dear! Time to go. I know – I can climb this tree! *(climbs the tree)*

Scene 2

(Harry enters stage right.)

Harry: It's a great day for the park! Look! A red bus, a blue bike, a yellow plane and a green car! Wow!

(Mona enters stage left and stands above the car on the carousel)

Mona: Look! A car. I can drive the car!

(Harry addresses the audience.)

Harry: Can Mona drive the car?

Audience: Yes, she can!

Mona: Yes, I can! Watch me go! Come on everyone, sing!

(Mona, Harry and the audience sing.)

All: Beep! Beep! Beep!

I can drive my car

Seat belt on, watch me go!

Beep! Beep! Beep!

I can drive my car

Sometimes fast and sometimes slow!

(Emma enters stage left and stands above the plane on the carousel)

Emma: Look! A plane. I can fly the plane!
(Harry addresses the audience.)

Harry: Can Emma fly the plane?

Audience: Yes, she can!

Emma: Yes, I can! Watch me go! Come on everyone, sing!

(Emma, Harry and the audience sing.)

All: Yeeow! Yeeow! Yeeow!

I can fly my plane

Seat belt on, watch me go!

Yeeow! Yeeow! Yeeow!

I can fly my plane

Sometimes fast and sometimes slow!

(Lee enters stage left and stands above the bike on the carousel)

Lee: Look! A bike. I can ride the bike!
(Harry addresses the audience.)

Play 4 - In the park!

Harry: Can Lee ride the bike?

Audience: Yes, he can!

Lee: Yes, I can! Watch me go! Come on everyone, sing!
(Lee, Harry and the audience sing.)

All: Ring! Ring! Ring!
I can ride my bike
Helmet on, watch me go!
Ring! Ring! Ring!
I can ride my bike
Sometimes fast and sometimes slow!

Emma, Lee &

Mona: It's fun in the park!

Harry: Come on. It's time to go home!
(All characters approach the front of the stage addressing the audience)

All: Goodbye, everyone!

Audience: Goodbye!

Play 5 - Farmer Freddy's animals!

🌸 Outline:

Emma, Mona, Lee, Harry and Alvin are at Freddy's farm. It starts to rain and the children run for shelter.

🌸 Characters:

Emma	Lee	two rabbits	Audience
Harry	Alvin	two ducks	
Mona	Farmer Freddy	two sheep	

🌸 Structures/Functions:

Describing actions

- I'm picking flowers.

Talking about the weather

- It's raining.

Useful phrases

- Oh, no!
- Don't be sad!
- Come with me!
- No thanks!

🌸 Vocabulary:

Animals

- duck
- sheep
- rabbit

Actions

- sit
- pick
- fly
- run
- hop
- play football

Other words

- apples
- flowers
- sun
- funny

🌸 BEFORE THE PLAY

(Activities to familiarise the pupils with the language of the play.)

- 1 Say to the pupils: *It's a lovely day today. The sun is shining. What am I doing?* Mime sitting in the sun, picking flowers, etc. You can make this into a game and have the pupil who guesses correctly take the next turn – whisper the action you want them to do.
- 2 Sit the pupils in a circle. Go around and give each one a role: *rabbit, duck or sheep*. Explain to them that the rabbits must hop, the sheep must run and the ducks must fly (*arms out to sides*). Give them time to practise if you wish! Then call out one of the animals, e.g. *duck*. All the children who are ducks have to go clockwise around the circle (*flying*) and sit back in their seats. The last one to sit down must pay a forfeit (*sing a song, name an item of vocabulary, etc*).

(Activity to familiarise the pupils with the lyrics of the song.)

- 3 Ask the pupils to listen and repeat the words after you. Play the song, encouraging the pupils to join in with the actions.

Two funny rabbits (pretend to be a rabbit hopping)

**Are hopping away,
Hopping away, hopping away.**

**Two funny rabbits
Are hopping away,
Hopping away today!**

Two funny ducks (pretend to be a duck flying)

**Are flying away,
Flying away, flying away.**

**Two funny ducks
Are flying away,
Flying away today!**

Two funny sheep (pretend to be a sheep running)

**Are running away,
Running away, running away.**

**Two funny sheep
Are running away,
Running away today!**

Play 5 - Farmer Freddy's animals!

Script & Stage Directions

Farmer Freddy's animals!

Scene 1

(Enter Lee and Harry stage right. Lee calls to Alvin off stage.)

Lee: *(looking off stage)* Hey, Alvin! Come on!

(Alvin enters stage right.)

Harry: Let's play football!

Alvin: *(Stays stage right)* No, thanks!

Harry: Oh, Alvin! The sun is shining! Don't be sad!

Lee: I'm picking apples. Come with me!

Alvin: No, thanks!

(Emma and Mona enter stage left)

Emma: I'm picking flowers. Come with me!

Alvin: No, thanks!

Mona: I'm sitting in the sun. Come with me!

Alvin: No, thanks!

(We can hear the sound of thunder and rain.)

Mona: Oh, no! It's raining!

Lee: Come on, everyone! Run!

(Mona, Emma, Harry and Lee run stage left and stand in front of the barn. Alvin remains by the rock stage right. Farmer Freddy enters stage left)

All: Oh, hello, Farmer Freddy!

Farmer Freddy: Hello, children! Is it raining?

All: Yes!

Farmer Freddy: Well, come in, children!

(Emma, Mona, Harry and Lee exit stage left)

Scene 2

Alvin: What are you doing, Farmer Freddy?

Farmer Freddy: I'm looking for my animals. Now, where are my rabbits?
(He looks around, then addresses the audience)

Farmer Freddy: Help me call them! Everyone shout: 'Robbie, Rusty!'

Audience: Robbie! Rusty!
(Two little rabbits appear stage right and hop to Farmer Freddy)

Farmer Freddy: Oh, good! Here you are!

Alvin: Cool! The rabbits are hopping!
(addresses the audience) Look! I'm hopping, too! *(starts to hop)* Come on, everyone! Sing with me!

Alvin & Audience: Two funny rabbits
Are hopping away,
Hopping away, hopping away.
Two funny rabbits
Are hopping away,
Hopping away today!

(The rabbits hop away stage left.)

Farmer Freddy: Now, where are my ducks? *(He looks around, then addresses the audience)* Help me call them!
Everyone shout: 'Dolly, Donny!'

Audience: Dolly! Donny!
(Two little ducks appear stage left and fly to Farmer Freddy)

Farmer Freddy: Oh, good! Here you are!

Alvin: Cool! The ducks are flying!
(addresses the audience) Look! I'm flying, too! *(pretends to fly)* Come on, everyone! Sing with me!

Alvin & Audience: Two funny ducks
Are flying away,
Flying away, flying away.
Two funny ducks
Are flying away,
Flying away today!
(The ducks fly away stage right)

Play 5 - Farmer Freddy's animals!

Farmer Freddy: Now, where are my sheep?
(He looks around, then addresses the audience)

Farmer Freddy: Help me call them! Everyone shout:
'Shelly! Shaggy!'

Audience: Shelly! Shaggy!
(Two little sheep appear stage left and run to Farmer Freddy)

Farmer Freddy: Oh, good! Here you are!

Alvin: Cool! The sheep are running!
(addresses the audience) Look! I'm running, too! *(running backwards and forwards)* Come on, everyone! Sing with me!

Alvin &

Audience: Two funny sheep
Are running away,
Running away, running away.
Two funny sheep
Are running away,
Running away today!
(The sheep run away stage right)

(The children enter stage left)

Lee: Hooray! The sun is shining again!

Harry: Let's play!

All: Bye, Farmer Freddy! *(they all exit stage right)*

Farmer Freddy: Bye, children. Bye, Alvin!

Play 6 - A day at the shops!

✿ Outline:

Emma, Mona, Lee and Harry decide to meet in the shopping centre at four o'clock.

✿ Characters:

Emma	Mona	Audience
Harry	Lee	

✿ Structures/Functions:

Telling the time

- What time is it?
- It's four o'clock.

Talking about location

- Where are they?
- In the pet shop?

Asking about food

- Are there any burgers?

Useful phrases

- Oh, dear!
- There you are!
- I'm hungry
- Listen to my tummy

✿ Vocabulary:

Shops

- toyshop
- pet shop
- clothes shop

Food

- burgers
- peas
- chicken
- cheese
- apples
- eggs
- chocolate
- bread
- ice cream
- chips

Other words

- Saturday

✿ BEFORE THE PLAY

(Activities to familiarise the pupils with the language of the play.)

Before going into class

Prepare flashcards/pictures of: *burgers, peas, chicken, cheese, apples, eggs, chocolate, bread.*

- 1 Put the food flashcards on the board. Elicit what each item is. Ask about the food on the board, e.g. *Is there any cheese? Are there any apples? etc.* Play a game: have the pupils close their eyes, remove a food item and then ask them to open their eyes and guess what's missing.
- 2 Draw a large clock on the board and practise the time with the pupils.

e.g. *Teacher: (pointing to one o'clock) What time is it?*

Class: One o'clock. etc

(Activity to familiarise the pupils with the lyrics of the songs.)

- 3 Put the food flashcards on the board. Ask the pupils to listen and repeat the words after you. Play the song, pointing to the corresponding food items on the board and encouraging the pupils to join in the actions.

Are there any burgers? (point to each flashcard in turn)

Are there any peas?

Is there any chicken?

Is there any cheese?

Listen to my tummy, (rub tummy)

Glipper, glapper, glupper!

Listen to my tummy,

I'm ready for my supper! (lick lips)

Are there any apples? (point to each flashcard in turn)

Are there any eggs?

Is there any chocolate?

Is there any bread?

Play 6 - A day at the shops!

Script & Stage Directions

A day at the shops!

Scene 1

(Emma and Mona enter stage left)

Emma: What time is it, Mona?

Mona: It's four o'clock.

Emma: Where are Harry and Lee?

Mona: Are they in the pet shop? Let's look!
(they move past the pet shop and exit stage right)

(Harry and Lee enter stage right)

Lee: What time is it, Harry?

Harry: It's four o'clock.

Lee: Where are Emma and Mona?

Harry: Are they in the clothes shop? Let's look!
(they move past the clothes shop, and exit stage left)

(Emma and Mona enter stage right)

Emma: They're not in the pet shop. Where are they?

Mona: *(to audience)* Where are Harry and Lee?

Audience: In the clothes shop!

Emma: The clothes shop? Let's look!

(Emma and Mona move past the clothes shop, and exit stage left. Harry and Lee enter stage right.)

Harry: They're not in the clothes shop. Where are they?

Lee: *(to audience)* Where are Emma and Mona?

Audience: In the clothes shop!

Lee: Oh, no, they're not!

Audience: Oh, yes, they are!

(Emma and Mona enter stage left. They all meet centre stage)

All: Oh, there you are! *(everyone laughs)*

Scene 2

(The characters are standing centre stage)

Harry: Let's go to the pet shop!

Lee: It's five o'clock! The pet shop closes at five on Saturdays!

Harry: OK, let's go to the toyshop!

Mona: It's five o'clock! The toyshop closes at five on Saturdays!

Harry: Let's go to the clothes shop then!

Emma: It's five o'clock! The clothes shop closes at five on Saturdays, too!

Harry: Oh, dear!

Lee: Look! 'Snacky's' is open! It doesn't close at five o'clock on Saturdays!

Emma & Mona: Oh, yes! Snacky's!
(they all move Stage left to 'Snacky's')

Emma: I'm hungry!

Lee: I'm hungry, too!

Mona: Burgers! Chips! Ice cream! I'm hungry, too!

Harry: *(to audience)* Are you hungry?

Audience: Yes!

All: *(to audience)* Come on, everyone! Let's sing!

All & audience: Are there any burgers?

Are there any peas?

Is there any chicken?

Is there any cheese?

Listen to my tummy,
Glipper, glapper, glupper!

Listen to my tummy,
I'm ready for my supper!

Are there any apples?

Are there any eggs?

Is there any chocolate?

Is there any bread?

Harry: What time is it Lee?

Lee: It's six o'clock.

Emma: It's time to go.

Mona: Yes, it's time to say goodbye.

All: *(to audience)* Goodbye! Goodbye, everyone!

Audience: Goodbye!
(they all exit stage left)

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