

MINISTERUL EDUCAȚIEI NAȚIONALE

Comunicare în limba modernă 1 - limba engleză

Clasa I
Partea I

Fairyland 1A



Teacher's Book

Jenny Dooley – Virginia Evans



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Manual de Limba Engleză

Clasa I
Semestrul I

Fairyland 1A

Teacher's Book
Jenny Dooley – Virginia Evans

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Inspectoratul școlar

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Fairyland 1A

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Module 1	1 Hello! pp. 4-13	1.1 Respond appropriately to short, simple questions in a clear and concise way. 1.2 Recognise the basic location (<i>left, right, here, there</i>) of objects in the surrounding environment. 1.3 Develop interest and general comprehension of films and songs in the English language. 2.3 Participate in communication games and reproduce or create rhymes/short messages. 4.1 Participate in group/class projects and create and write short texts.	<ul style="list-style-type: none"> Colours 	<ul style="list-style-type: none"> Hello, I'm ... It's yellow. 	Hello!
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Introduction

Fairyland 1A is a course specially designed to introduce young pupils to the English language. Young learners will be captivated by the adventures of *Woody* and *Frosfy* as they enter the Magic Forest and meet *Erlina*, *Willow* and *Alvin*. Through an array of activities such as stories, songs, games and craftwork, the pupils will be introduced to the English alphabet, theme-oriented vocabulary and some simple structures. In this way, the pupils will find the learning process enjoyable as they embark on their journey to discover the English language.

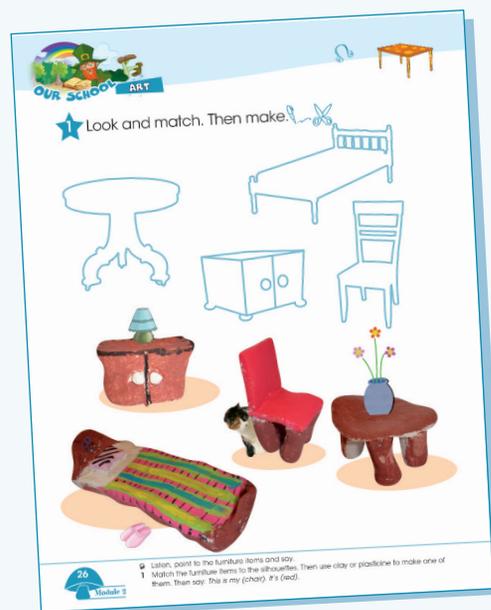
★ Pupil's Book

The *Pupil's Book* has been designed to appeal to, as well as involve, the pupils in language learning. New language is presented in a clear and effective way by means of lively dialogues, songs, games and listening activities. The two modules, comprised of four units, contain interesting and captivating topics for young learners, reinforced by meaningful activities, which encourage children to think and speak in English. Each page promotes active participation and interaction on their part, as well as the development of their receptive and productive skills.



- **Our School**

The *OUR SCHOOL* section in the *Pupil's Book* presents the new language with *cross-curricular* material. The pupils use English to complete the tasks related to other subject areas, such as *Art*, *Maths*, *Science*, etc. This reinforces their language learning and promotes learner independence and peer cooperation.



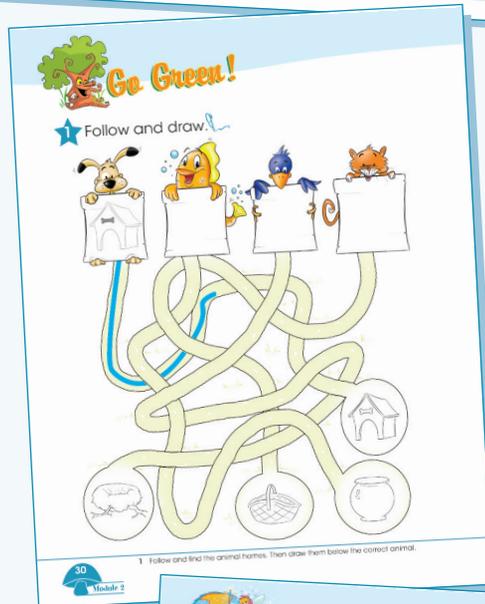
- **Dialogues**

Pupils consolidate the language learnt in simple, yet meaningful and appealing dialogues.



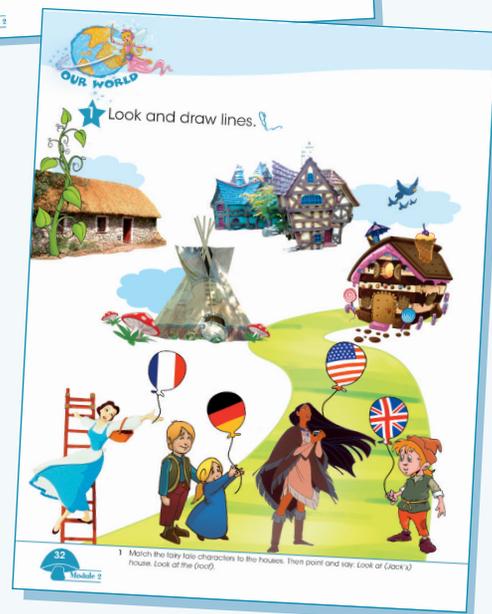
- **Go Green!**

The *GO GREEN* section gives pupils the opportunity to learn about the environment in a fun and creative way.



- **Our World**

The pupils are familiarised with culture and ways of life in other countries through the *OUR WORLD* section.



Introduction

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

I Special Days (Season's Greetings!)

There is an optional unit at the back of the book, containing activities for Christmas which can be covered as a lead-up to the holiday.

II Fun Time!

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

★ Digital Book

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

★ Activity Book

The *Activity Book* is in full colour and contains fun activities, which consolidate the language taught in each unit. The *Activity Book* can be used either in the class or for homework.



The **Activity Book** also includes:

I Stickers

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 whenever the teacher feels that the pupils should be praised, which is all the time!

II Board Games

There are four **board games**, one per module. The aim of the board games is to provide an atmosphere of relaxation while consolidating the language learnt.

How to play the board games

Divide the class into two teams, A and B, or into pairs. Ask the pupils to use a coin, a pencil sharpener, a rubber, etc, as a marker and place it on the **Start** sign. Teams or

pairs take it in turns to select a number by throwing 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 pupils to stay where they are, whereas an incorrect one means that they must move one square backwards. If they land on an *Oh no!* square, they must go back to the beginning. If they land on a *Great!* square, they play again.

III Characters' Cut-outs

There are five full-body cut-outs 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 keep material that the pupils collect and 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.

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.

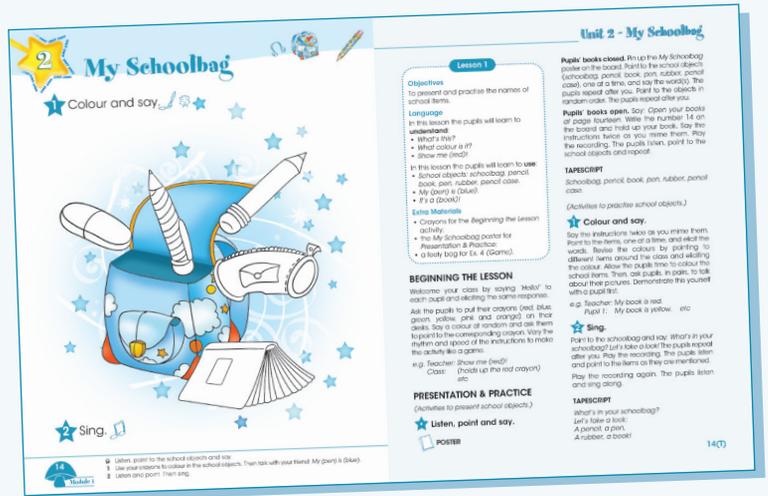
In practice, *Language Portfolios* may include project work, memory sticks (with work or drawings completed inside or outside the class), DVDs (with the pupils' favourite story or with performances of songs, school plays, etc), certificates, reports from teachers, or even a collection of objects or pictures. 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 Junior Language Portfolio

During the first lesson, explain to the pupils that they should bring in a dossier 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 dossiers. 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 tapescripts for the listening activities.



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

Instruments for Evaluation

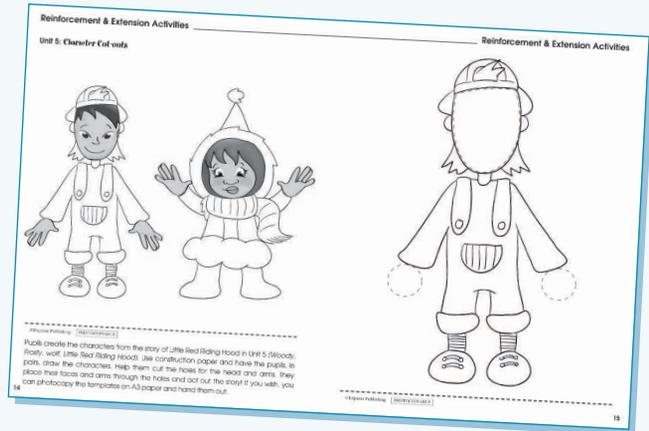
Evaluation is an essential part of the learning process. It helps the learners become aware of their progress in the target language, how much they have achieved and what areas need further practice. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types 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.
- *Cumulative Evaluation Chart*: The teacher uses the chart to evaluate the pupils at the end of each module and writes the marks obtained with the help of a code.

★ 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.



Fairyland 1 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 Extras

These extra activities can be done whenever the teacher finds fit. There are also activities designed for Christmas and Mother's Day 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 practising the English alphabet.

V Alphabet Worksheets

There is one worksheet for each unit.

VI Checkpoint section

The teacher has the opportunity to recycle and further consolidate any language items through the *Checkpoint* section of each module.

★ Picture Flashcards

The picture flashcards illustrate the new vocabulary items and enable the teacher to use them for the presentation of key words, revision, additional practice and memory games. Flashcards enable the pupils to make the connection between the visual prompts and the spoken word and help teachers avoid the use of translation or lengthy explanations.

Introduction

★ Posters

There are four double-sided posters accompanying *Fairyland 1A*. On the first side, there is the vocabulary of the first spread as well as the picture accompanying the song. On the second side there is the dialogue for those teachers who wish to present or practise the dialogue with books closed. 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 CD

The Class CD includes all the recordings for the listening activities in the *Pupil's Book*.

★ Typical layout of a module

Each module consists of two units, each of which consists of five lessons.

• 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

The pupils are introduced to short dialogues, aimed at gradually improving their receptive skills. The dialogues feature the new language and can be used for pupils to act out in the classroom.

III Activities

There is a great variety of activities catering for all types of learners and learning styles: colouring, pair and group work, matching, games, craftwork, 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 OUR SCHOOL

In the *OUR SCHOOL* section, 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 matter.

VI Go Green!

The *Go Green!* section promotes an affinity with nature and makes the pupils more aware of the environment we live in.

VII OUR WORLD

Through the *OUR WORLD* section, the pupils have the opportunity to explore aspects of life in other countries.

Teaching Young Learners

Teaching young learners is an enjoyable experience. The teacher can take his/her time and repeat an activity as many times as he/she feels is necessary for the pupils to understand and have fun with it! Moreover, pupils at this level do not have many inhibitions and can be very imaginative. They are naturally inquisitive, enthusiastic and receptive to new input.

A teacher at this level should always have the following in mind:

- I Encouragement:** Pupils need to be reassured all the time. Go around as they carry out the various activities and praise them. Do not over-emphasise their mistakes. Just repeat the correct word or phrase. Criticism can be discouraging and produce poor results.
- II Activities:** At the first level, the activities should be simple, as pupils are still developing their eye-hand coordination. On the other hand, pupils should acquire some basic language structures. Therefore, in the early stages, our objective should be to provide an environment of fun and enjoyment for the young learners. This is best achieved by a thematic approach to language teaching.
- III The fantasy element:** Young pupils' imaginations are very vivid and they have the ability to immerse themselves in a fantasy world, often creating imaginary friends and sometimes pretending to be fictional characters (e.g. Superman, Tinker Bell or a more modern character for kids, etc). This rich imagination can be captured and encouraged by the teacher in order to act out the dialogues from the units in **Fairyland 1A**. Pupils are very quick to repeat dialogues that they have heard and this ability should be utilised to its full capacity.

Introduction

- IV Social Skills:** Young pupils prefer to play on their own. The sense of being in a social group and obeying rules is not yet fully developed. Thus, the games promote the development of social skills.
- V Pupils' need for attention:** Young learners will constantly demand your attention. In order to meet their needs, the teacher should go around and talk to them about what they are doing and, at the same time, elicit some vocabulary and language patterns. This is also a good time to see if they have understood everything they have been told or whether there are things which need further explanation.
- VI Attention span:** A pupil's attention span is very short, so there is a need for a variety of activities. The best way to hold their attention is by changing activities every five to ten minutes. At the same time, they tend to love what is familiar. Thus, you should let a favourite activity go on for as long as they are actively engaged.
- VII The 'silent' period:** It is possible that young pupils will not produce anything in the target language during the initial stages. This is a period of adjustment and should not alarm teachers. What we should bear in mind is that pupils are absorbing the new language and will reproduce it naturally in their own time.
- VIII Pronunciation:** Young pupils are better at pronunciation than older pupils. That is because they are keener listeners and they are not afraid to make mistakes. Thus, it is vital that teachers speak clearly, but at a **normal** pace. The class should be drilled as a group before moving on to individual practice. In this way, teachers can correct any pronunciation errors without embarrassing individual pupils, while at the same time giving them time to get used to the new sounds.

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, 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*, etc. 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 instructions. The teacher should give or read the instructions. He/She reads them at a slower pace, providing examples and eliciting examples from the pupils so he/she can be sure that they know what to do.

★ 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 CD and invite the pupils to move and clap to the rhythm or hum to the melody. If there are lyrics frequently repeated, pupils 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 or realia 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:** As pupils are quite young, it is recommended that all work be done in class. However, it is up to the teacher's discretion.
- b Evaluation Chart:** After the pupils have completed the *Checkpoint* section of each unit, the teacher can fill out the *Evaluation Chart*. This enables the teachers to record the pupils' progress in English.

★ 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 hand-outs.

- **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 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.

►► Module 1 (Units 1 & 2)

In this module pupils will ...

talk about ...

- greetings
- colours
- school objects
- numbers 1-5

listen to ...

- the characters introducing themselves
- a song welcoming pupils to the Magic Forest
- a song consolidating colours
- a dialogue with the characters meeting for the first time
- a song practising school objects
- a dialogue about Woody and Frosty's first day at school

learn how to ...

- introduce themselves and greet others
- identify colours
- say what their favourite colour is
- identify school objects
- count from 1 to 5

CRAFTWORK

Pupils will ...

- cut out the characters' stick puppets and use them for role-play

OUR SCHOOL

Pupils will ...

- colour a picture of Frosty (Art)
- count school objects and circle the correct number (Maths)

GO GREEN!

Pupils will ...

- talk about colours in nature
- talk about living and non-living things

PORTFOLIO

Pupils will ...

- draw a picture of themselves and use their favourite colour
- draw a picture of their favourite school objects

OUR WORLD

Pupils will talk about ...

- colours used for public amenities in the UK and Germany
- school playground games in the UK and Cuba

LANGUAGE FOCUS

Structures

- Hello, I'm ...
- My favourite colour is ...
- What's this? It's a ...

Vocabulary

- names of the characters
- colours: red, blue, green, yellow, pink, orange
- school objects: schoolbag, pencil, book, pen, rubber, pencil case
- numbers 1-5

► Module 2 (Units 3 & 4)

In this module pupils will ...

talk about ...

- parts of a house
- furniture
- toys
- numbers 6-10
- size (*big - small*)

listen to ...

- a song practising parts of a house
- a song presenting and practising prepositions of place and furniture
- a dialogue about Woody and Frosty's tree house
- a song practising toys
- a song practising numbers 1-10
- a dialogue about the characters playing with their toys

learn how to ...

- identify parts of a house
- talk about location
- identify toys
- talk about their toys
- count from 1 to 10
- talk about size

CRAFTWORK

Pupils will ...

- make a house
- make number finger puppets

OUR SCHOOL

Pupils will ...

- make furniture items out of clay or plasticine (Art)
- do sums and find the toys (Maths)

GO GREEN!

Pupils will ...

- talk about animals and their homes
- talk about reusing coffee cans

PORTFOLIO

Pupils will ...

- draw a picture of their room
- draw a picture of their favourite toy

OUR WORLD

Pupils will talk about ...

- fairytale characters and their houses
- toys from the UK and Russia

LANGUAGE FOCUS

Structures

- This is the roof. It's red.
- Little Woody's on the chair.
- Where's the blue book? On the table.
- Here's a doll.
- One train, four cars.
- I've got a brown teddy bear.
- A big ball, a small ball.

Vocabulary

- parts of a house: roof, window, floor, wall, door
- furniture: table, chair, bed, cupboard
- toys: doll, ball, car, train, plane, teddy
- numbers 6-10
- size: big, small

▶▶ Season's Greetings!

In this unit pupils will ...

- sing a Christmas song
- offer gifts to the characters
- make a card for the holidays

▶▶ Fun Time!

In this section pupils will ...

- consolidate the key vocabulary of the course

Lesson 1

Objectives

To introduce the characters. To practise greetings and introductions.

Language

In this lesson the pupils will learn to **understand**:

- *Who's this?*
- *This is (Willow).*
- *Open/Close your books.*
- *Who is it?*
- *What's your name?*

In this lesson the pupils will learn to **use**:

- *Yes/No*
- *Hello, I'm (Kelly).*
- *Goodbye, (Sue).*

Extra Materials

- The *Hello!* poster for *Presentation & Practice*;
- characters' cut-outs for Ex. 3.

BEGINNING THE LESSON

Welcome your class by saying *Hello!* several times. Point to yourself and say: *I'm (Mrs Smith).*

Ask the pupils to look at the cover of their book and invite them to comment on it, in L1. What can they see? Read the title and explain what it means. Tell the pupils that they are going to learn about a magic forest with special creatures.

Note: Use this opportunity to trigger the pupils' interest in their book, and the English they are going to learn.

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with the characters.)



POSTER

Pupils' books closed. Pin up the *Hello!* poster on the board. Point to the characters (*Willow, Erlina, Alvin, Woody, Frosty*), one at a time, and present them. The pupils repeat after you. Point to the characters in random order. The pupils listen and say *yes* or *no*. Demonstrate this yourself first.

e.g. Teacher: (pointing to Willow) *This is Erlina.*

Class: *No!*

Teacher: (pointing to Frosty) *This is Frosty.*

Class: *Yes! etc.*

Pupils' books open. Say: *Open your books at page four.* Write the number 4 on the board and hold up your book. Ask the pupils to look at the picture and tell you what they can see in L1. Point to Willow and ask: *Who's this?* Elicit the answer. Repeat with the rest of the characters.



1 Listen and point.

Say the instructions twice as you mime them. Play the recording. The pupils listen and point to the characters. Then pupils point to the characters and say, e.g. *Hello, I'm Erlina.*

TAPESCRIPT

Hello, I'm Erlina.

Hello, I'm Willow.

Hello, I'm Alvin.

Hello, I'm Woody.

Hello, I'm Frosty.



2 Look and find.

(An activity to develop the pupils' pre-reading skills.)

Say the instructions twice as you mime them. Do the first one with them as an example. Point to Erlina's mouth and say: *Who is it? Let's see. Is it Alvin?* Elicit the response: *No.*

Unit 1 - Hello!

Say: *Is it Erlina? Who is it?* Ask a pupil to give the answer. Ask them to circle Erlina's mouth in the picture. Help them by holding up your book and drawing an imaginary circle over Erlina's mouth. Allow the pupils some time to look at the picture and complete the activity. Check the pupils' answers.

(Activities to practise greetings.)

3 Make and play.

Say the instructions twice as you mime them. Refer the pupils to the picture and explain the activity. Ask the pupils to go to their *Activity Books* and cut out the stick puppets. Provide any necessary help. With the help of a pupil demonstrate the following short dialogue:

e.g. Teacher: (in the role of Erlina) Hello, I'm Erlina.
Pupil 1: (in the role of Alvin) Hello, I'm Alvin.

The pupils choose a character and go around the class meeting and greeting the rest of the characters.

Extension

The pupils sit in a circle. Explain the activity. One of the pupils sits in the centre and covers his/her eyes. Choose a pupil from the centre to say: *Hello, (Tina)*. The pupil in the centre has to guess who it is and respond by saying: *Hello, (Kelly)*. If (Tina) guesses correctly, (Kelly) goes in the centre. If not, they must try with another person from the circle.

e.g. Kelly: Hello, Tina!
Tina: Hello, Kelly! etc

4 Sing.

Say the instructions twice as you mime them. Point to the characters, one at a time, and say: *Hello, Magic Forest! Hello, Magic Friends! Hello, (Willow)!* The pupils repeat after you. Explain what *magic forest* and *magic friends* mean.

Point to and say: HELLO. Play the recording.

The pupils listen and point to the characters as their names are mentioned.

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

TAPESCRIPT

*Hello, Magic Forest,
Hello, Magic Friends!
Hello, Frosty! Hello, Woody!
Hello, hello again!*

*Hello, Magic Forest,
Hello, Willow, too!
Hello, Erlina! Hello, Alvin!
Hello, hello to you!*

Extension

Assign the roles of *Frosty, Woody, Willow, Erlina* and *Alvin* to various pupils. They can hold the corresponding cut-outs. The rest of the class are in the *Magic Forest* and are meeting them. Play the song. The pupils move around the class singing and waving hello to the characters. The pupils who play the characters wave back.

ENDING THE LESSON

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

Point to the characters on the *Hello!* poster, one by one. Say and wave: *Goodbye, (Willow)*. The pupils repeat after you.

Address a pupil and ask: *What's your name?* The pupil responds. Then the rest of the class says goodbye to him/her. Repeat the procedure with the rest of the class. Demonstrate this yourself first.

e.g. Teacher: *What's your name?*
Pupil 1: *Sue.*
Class: *Goodbye, Sue!*

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.



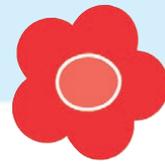
3 Make and play.



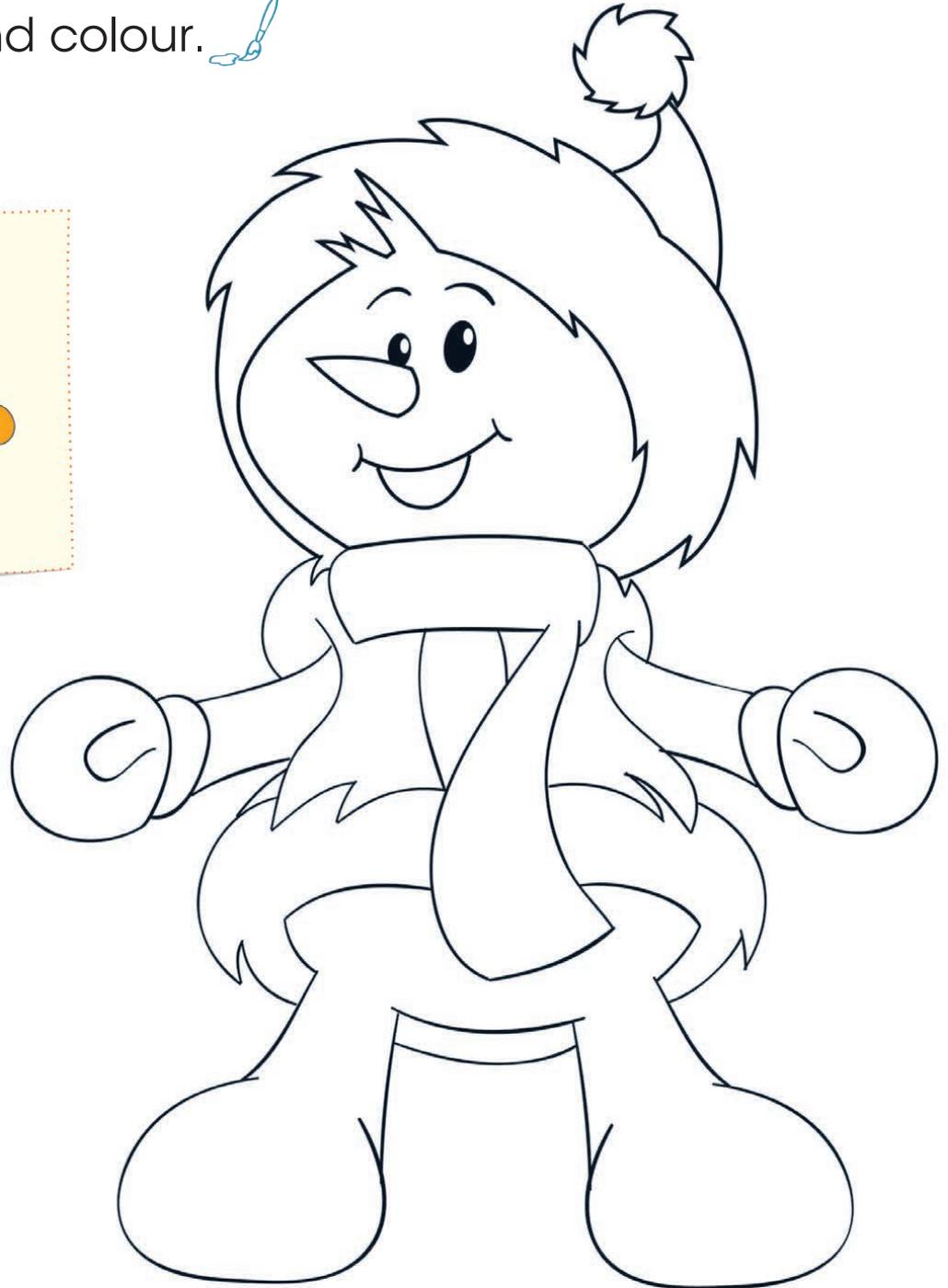
4 Sing.



- 3 Cut out the stick puppets. Use them to talk with your friend: *Hello, I'm (Willow). Hello, I'm (Frosty).*
- 4 Listen and sing.



1 Look and colour. 



Lesson 2

Objectives

To present and practise colours. To explore other subject areas: Art.

Language

In this lesson the pupils will learn to **understand**:

- *What is your favourite colour?*
- *Who's this?*
- *What colour is this?*

In this lesson the pupils will learn to **use**:

- *Colours: red, blue, green, yellow, pink, orange.*
- *(It's) orange.*

Extra Materials

- Coloured crayons for *Presentation & Practice*;
- coloured ribbons for Ex. 3 (*Extension*).

BEGINNING THE LESSON

Play the recording for Ex. 1 from the previous lesson and pause before the name of each character. Ask the pupils to say who it is and greet them.

*e.g. Teacher: (plays the recording with Erlina talking) Hello, I'm ...
Class: Erlina! Hello, Erlina! etc*

PRESENTATION & PRACTICE

(Activities to present and practise colours.)

★ Listen, point and say.

Pupils' books closed. Show the red crayon and say: *red*. The pupils repeat after you. Repeat with the rest of the colours (*blue, green, yellow, pink, orange*). Put the crayons on your desk in random order. Ask a pupil to come to the front of the class. Say: *yellow*. The pupil picks up the corresponding crayon, shows it to the class and says: *yellow*. Ask the

rest of the class for verification. Repeat with as many pupils as you think is necessary.

Pupils' books open. Say: *Open your books at page six*. Write the number 6 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point to the colours and repeat.

Address a pupil and ask as you point to the colours: *What's your favourite colour?* Elicit a response: (*Blue*). Ask pupils to point to and say their favourite colours.

TAPESCRIPT

Red, blue, green, yellow, pink, orange.

★ 1 Look and colour.

Say the instructions twice as you mime them. Elicit the name of the character and the colours. Say: *Who's this? What colour is this?* Explain the activity. The pupils look at the coloured picture and colour the big picture accordingly. Check the pupils' answers by asking them to point to and say the colour, *e.g. (It's) orange*.

Unit 1 - Hello!

★ 2 Sing.

Point to the globe and say: *world*. The pupils repeat after you. Say as you point to the red ribbon: *Colour my world red*. The pupils repeat after you. Say as you point to the blue ribbon: *Colour my world blue*. The pupils repeat after you. Repeat with the rest of the colours (*pink, yellow, green*).

Play the recording. The pupils listen and point to the coloured ribbons. Play the recording again. The pupils listen and sing along.

TAPESCRIPT

*Colour my world,
Colour my world,
Colour it red and blue!*

*Colour my world,
Colour my world,
Colour it yellow, too!*

*Colour my world,
Colour my world,
Colour it pink and green!*

*Colour my world,
Colour my world,
Colour my world for me!*

Extension

Before going into class

Bring sets of coloured ribbons, one per 5 pupils.

Divide the class into groups of five. Hand a set of coloured ribbons to each group. Help them tie the ribbons together. Play the recording. The pupils, in groups, walk in a circle as they sing along.

★ 3 Let's Play!

Invite the pupils to colour in any five squares on their Bingo card in any combination of colours. Then call out the colours (*red, blue, yellow, green, orange, pink*) in random order. As you call out, the pupils cross out the corresponding colour on their card (*only one square each time*). The first pupil to cross out his/her squares calls out *BINGO* and is the winner.

ENDING THE LESSON

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

Say a colour, e.g. *blue*. The pupils whose favourite colour is blue stand up and leave the class. Encourage them to say *Goodbye!* as they leave. Repeat with the rest of the colours and until all the pupils have left the class.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3 and 4 from the *Activity Book* during this lesson or the next one.



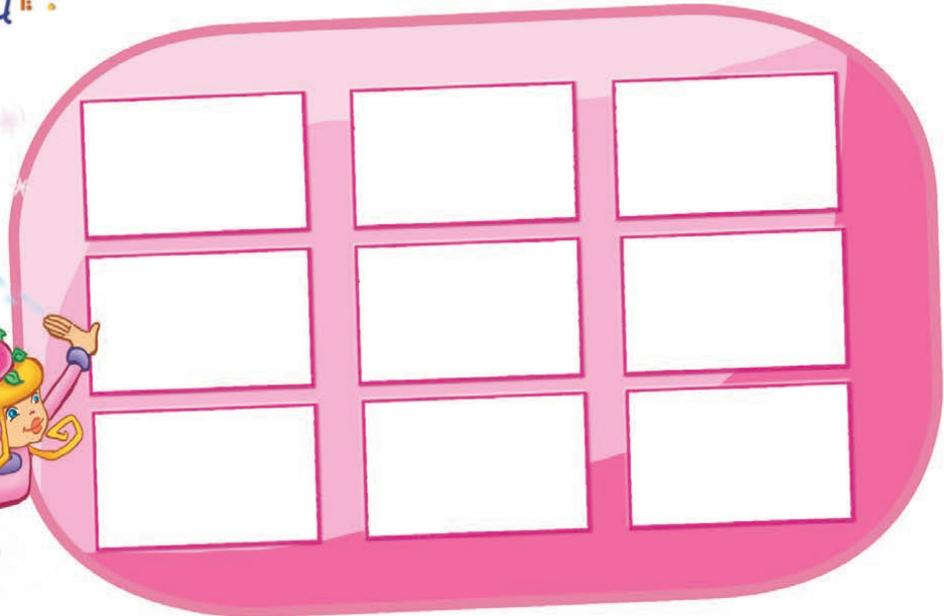
Hello!



2 Sing. 

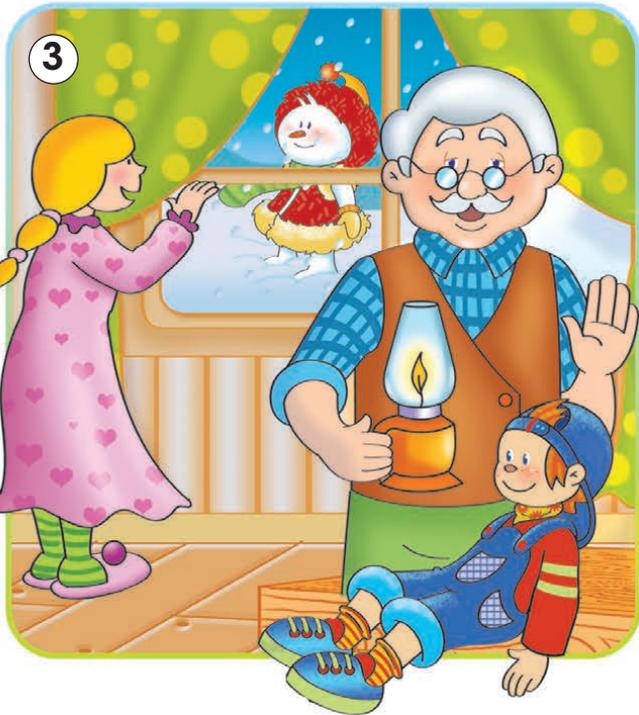


3 Let's play!



- 2 Listen and sing.
- 3 Play the *Colour Bingo* game.

1 Listen and look. 



1 Listen to the story and point to the pictures.

Lesson 3

Objectives

To listen to a story about how Frosty and Woody met Willow, Alvin and Erlina. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

Language

In this lesson the pupils will learn to **understand**:

- *Who's this?*

In this lesson the pupils will learn to **use**:

- *Hello, (Frosty).*
- *Goodnight.*
- *Hello, I'm (Frosty).*
- *Come with me!*
- *Welcome (to the Magic Forest)!*

Extra Materials

- The *Hello!* poster for *Presentation & Practice*.

BEGINNING THE LESSON

Show pupils a coloured pencil, e.g. *red*. Ask a pupil to say the colour. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

PRESENTATION & PRACTICE

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

1 Listen and look.



POSTER

Pupils' books closed. Use the *Hello!* poster to present the story. Point to Frosty in the first picture and ask: *Who's this?* Elicit: *Frosty*. Say as you wave: *Hello, Frosty*. The pupils repeat after you. Repeat with the rest of the pictures.

Explain to the pupils, in L1 if necessary, that Frosty is a snowman and Woody is a puppet. They both came to life magically and set out on a magical journey!

Pupils' books open. Say: *Open your books at page eight*. Write the number 8 on the board and hold up your book. Say the instructions twice as you mime them. Ask pupils to identify the characters they know.

e.g. *Pupil 1: (pointing to Frosty in Frame 1)*
(This is) Frosty! etc

Play the recording and ask the pupils to point to each picture in their book in turn. Show them what to do by holding up your book and pointing. Play the recording again with pauses for the pupils to listen and repeat chorally.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. *Teacher: Hello, ...*
Class: Frosty. etc

Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage him/her to say the dialogue. Ask the rest of the class for verification. Repeat with the rest of the pictures.

TAPESCRIPT

Frame 1

Girl: Hello, Frosty.

Frame 2

Man: Hello, Woody.

Frame 3

Man: Goodnight.

Frame 4

Woody: Hurray!

Unit 1 - Hello!

Frame 5

Frosty: Hello, I'm Frosty.

Woody: Hello. I'm Woody.

Frame 6

Woody: Come with me!

Frame 7

Willow: Hello, I'm Willow.

Frame 8

Erlina: Welcome!

Read the question at the bottom of page 9. Ask the pupils to draw a happy face or a sad face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Ask the pupils to draw their own Magic Forest. They can draw trees of different colours. Encourage them to present their Magic Forest to the class by saying: *Welcome to the Magic Forest!*

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 5 and 6 from the *Activity Book* during this lesson or the next one.



Hello!



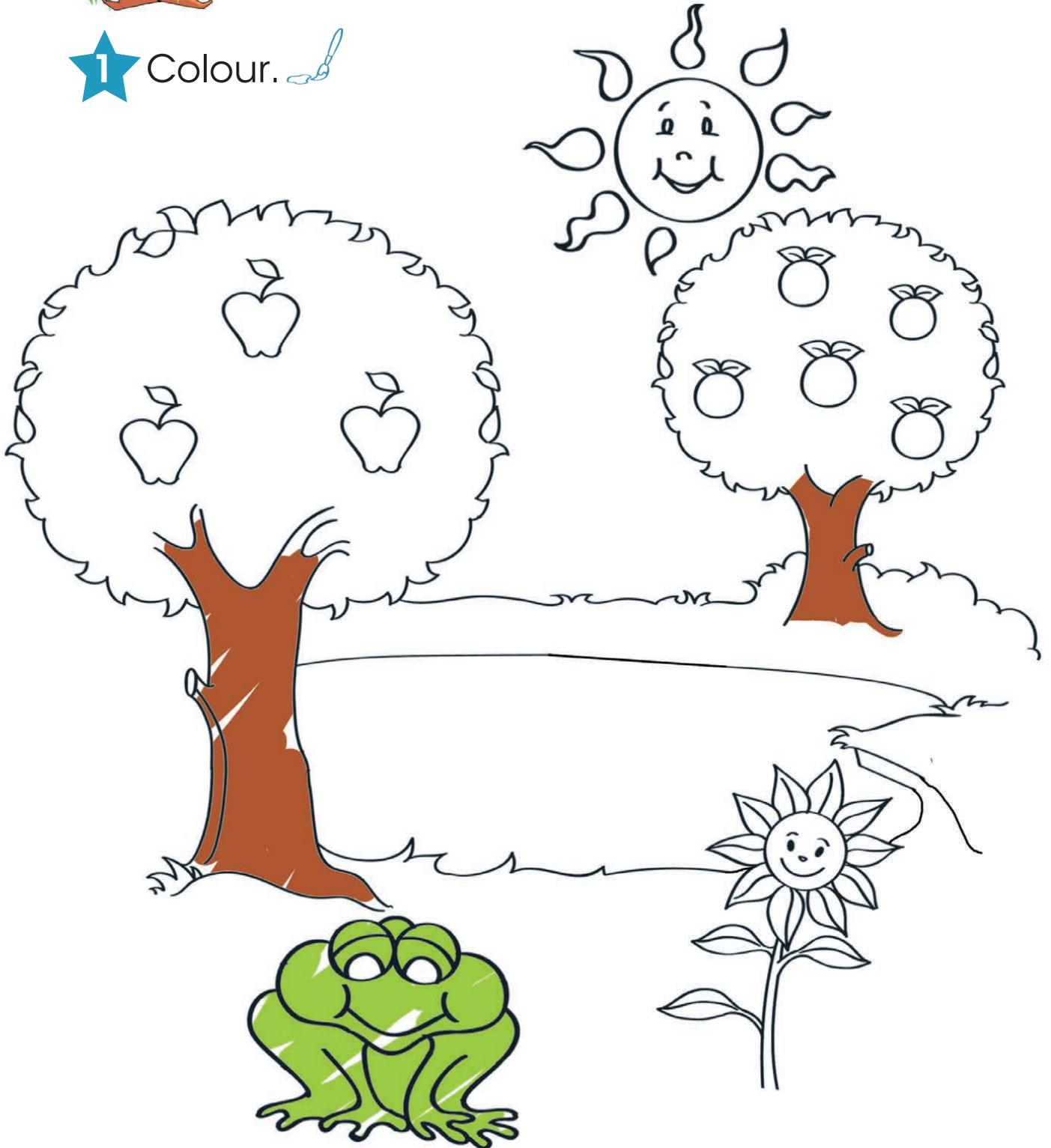
Do you like the story? Draw a face.





Go Green!

1 Colour. 



1 Nature is full of colours! Colour the picture. Then point and say: (Green).

Lesson 4

Objectives

To talk about colours in nature. To consolidate the language learnt in the unit. To draw a picture of oneself.

Language

In this lesson the pupils will learn to

understand:

- *What colour is the (sun)?*
- *sun, tree, apples, oranges, frog, flower*

In this lesson the pupils will learn to **use**:

- *(It's) green.*
- *Hello, I'm (Alvin).*
- *My favourite colour is ...*

Extra Materials

- None.

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow in their books.

PRESENTATION & PRACTICE

(Activities to talk about colours in nature.)

1 Colour.

Pupils' books closed. Draw a simple sketch of the sun on the board. Point to it and ask: *What colour is the sun? Red? Blue? What colour is it?* Elicit: *Yellow.* Follow the same procedure with the *apple, orange, frog* and *flower.*

Pupils' books open. Say: *Open your books at page ten.* Write the number 10 on the board and hold up your book. Tell pupils, in L1 if necessary, that nature is full of colours. Say the instructions twice as you mime them. Ask the pupils to colour in the items. Then pupils point to and say the colours.

e.g. Pupil 1: (pointing to the sun) It's yellow. etc.

Unit 1 - Hello!

★ Listen and circle.

(An activity to consolidate colours.)

Point to the buckets and elicit the colours. Say the instructions twice as you mime them. Play the recording, twice if necessary. The pupils listen and circle the correct colour.

TAPESCRIPT

Hello, I'm Alvin. My favourite colour is green.

Hello, I'm Erlina. My favourite colour is pink.

Hello, I'm Frosty. My favourite colour is orange.

Hello, I'm Woody. My favourite colour is blue.

Extension

Invite pupils to take the parts of Alvin, Erlina, Woody and Frosty. If you wish, they can use the characters' stick puppets. The pupils, in role, say what their favourite colour is.

e.g. Pupil 1: (in the role of Alvin) Hello, I'm Alvin. My favourite colour is green. etc

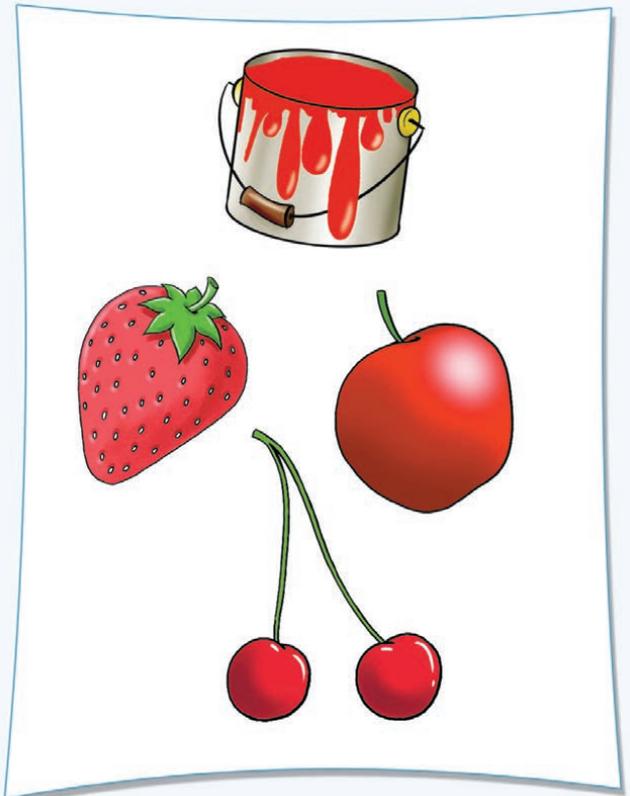
★ Portfolio: Draw and say.

(An activity to develop fine motor skills and consolidate the language of the unit.)

Point to the picture and elicit the colour. Then say: *Hello, I'm (Tom). My favourite colour is red.* Ask the pupils to draw a similar picture about themselves and their favourite colour and present it to the class. Make sure you display their work somewhere in the class. Then help them file their drawings in their *Junior Language Portfolios*.

ENDING THE LESSON

Ask the pupils in groups to choose a colour and make a collage of pictures/drawings with this colour. Make sure you display their work somewhere in the class.



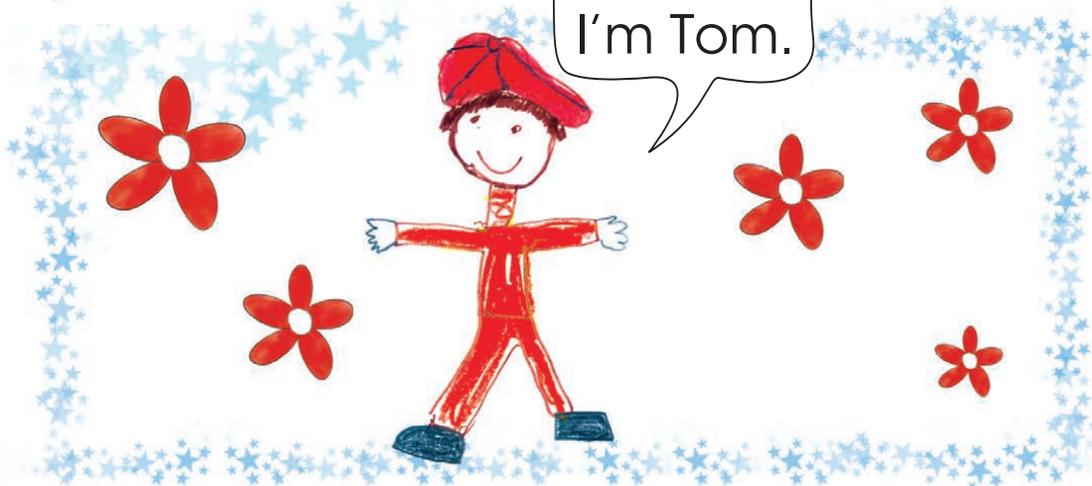


2 Listen and circle.  



3 Portfolio: Draw and say.

Hello!
I'm Tom.



- 2 Listen and circle the correct colour. Then say: *Hello, I'm (Alvin). My favourite colour is ...*
- 3 Draw a picture of yourself. Present it to the class: *Hello, I'm (Tom). My favourite colour is (red).*

1 Look, point and say.  



1 Look at the pictures. Point and say the colours.

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and German culture. To talk about things that are red/yellow in the UK/Germany.

Language

In this lesson the pupils will learn to **understand**:

- *UK, Germany.*
- *What colour is this?*
- *bus, mail box, tram*

In this lesson the pupils will learn to **use**:

- *(It's) red.*
- *My favourite colour is (red).*

Extra Materials

- A map of the world for Ex. 1 (*Optional*).

Point to the German flag and say: *Germany*. If you have a map of the world, put it up on the board and show where Germany is. Elicit the colour of the items (*yellow*).

Ask pupils to tell you what colour these items are in their country/city/town.

Optional Activity

Ask the pupils to find pictures of things in public places that are the same colour and bring them to class. Have a class discussion.

BEGINNING THE LESSON

Ask the pupils to present the drawing they made in the previous lesson.

OUR WORLD

(Activities to familiarise pupils with aspects of British and German culture and explore their own.)

1 Look, point and say.

Pupils' books open. Say: *Open your books at page twelve.* Write the number 12 on the board and hold up your book. Point to the British flag and say: *UK*. If you have a map of the world, put it up on the board and show where the UK is. Ask the pupils if they know anything about the UK and have a class discussion in L1 (*e.g. famous people, cities, etc.*). Explain to the pupils that in this section they will be learning a lot of interesting things about this country. Point to the items and elicit the colour (*red*). Explain that the mail boxes and the buses in London are red.

Unit 1 - Hello!

(Activities to consolidate the language of the unit.)

★ 2 Match. Then point and say.

Say the instructions twice as you mime them. Elicit the colours of the circles. Explain the activity. The pupils have to match the names to the characters. Allow them time to complete the activity. Then, pupils point to the pictures and say the names.

As an extension, name a character. Ask a pupil to tell you the colour of the circle.

e.g. Teacher: Willow!

Pupil 1: Yellow! etc

Answers

1 a 2 c 3 e 4 b 5 d

★ 3 Let's Play!

Ask the pupils to make six strips of paper and colour them (*red, blue, green, yellow, pink, orange*). Ask them to place the strips of paper in front of them. Explain the game. Play a song from the unit. Pause the song and say a colour, e.g. *blue*. The pupils have to raise the corresponding strip of paper.

ENDING THE LESSON

Do a survey. Pin up coloured pieces of paper (*red, blue, green, yellow, orange, pink*) on the board. Ask the pupils, one at a time, to come and tick (✓) their favourite colour and say: *My favourite colour is (red)*. Then, count the ticks and see which colour is the most favourite one. Say: *(Red) is our favourite colour*.

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



2 Match. Then point and say. 

- 1 Willow
- 2 Alvin
- 3 Erlina
- 4 Woody
- 5 Frosty



3 Let's play!



- 2 Match. Then point and say: Yellow – Willow,
- 3 Play the *Musical Colours* game.

My Schoolbag



1 Colour and say.   



2 Sing. 

 Listen, point to the school objects and say.

1 Use your crayons to colour in the school objects. Then talk with your friend: *My (pen) is (blue).*

2 Listen and point. Then sing.

Lesson 1

Objectives

To present and practise the names of school items.

Language

In this lesson the pupils will learn to **understand**:

- *What's this?*
- *What colour is it?*
- *Show me (red)!*

In this lesson the pupils will learn to **use**:

- *School objects: schoolbag, pencil, book, pen, rubber, pencil case.*
- *My (pen) is (blue).*
- *It's a (book)!*

Extra Materials

- Crayons for the *Beginning the Lesson* activity;
- the *My Schoolbag* poster for *Presentation & Practice*;
- a feely bag for Ex. 4 (*Game*).

BEGINNING THE LESSON

Welcome your class by saying 'Hello!' to each pupil and eliciting the same response.

Ask the pupils to put their crayons (*red, blue, green, yellow, pink and orange*) on their desks. Say a colour at random and ask them to point to the corresponding crayon. Vary the rhythm and speed of the instructions to make the activity like a game.

e.g. Teacher: Show me (red)!

*Class: (holds up the red crayon)
etc*

PRESENTATION & PRACTICE

(Activities to present school objects.)

★ Listen, point and say.



POSTER

Pupils' books closed. Pin up the *My Schoolbag* poster on the board. Point to the school objects (*schoolbag, pencil, book, pen, rubber, pencil case*), one at a time, and say the word(s). The pupils repeat after you. Point to the objects in random order. The pupils repeat after you.

Pupils' books open. Say: *Open your books at page fourteen.* Write the number 14 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point to the school objects and repeat.

TAPESCRIPT

Schoolbag, pencil, book, pen, rubber, pencil case.

(Activities to practise school objects.)

★ 1 Colour and say.

Say the instructions twice as you mime them. Point to the items, one at a time, and elicit the words. Revise the colours by pointing to different items around the class and eliciting the colour. Allow the pupils time to colour the school items. Then, ask pupils, in pairs, to talk about their pictures. Demonstrate this yourself with a pupil first.

e.g. Teacher: My book is red.

Pupil 1: My book is yellow. etc

★ 2 Sing.

Point to the *schoolbag* and say: *What's in your schoolbag? Let's take a look!* The pupils repeat after you. Play the recording. The pupils listen and point to the items as they are mentioned.

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

TAPESCRIPT

What's in your schoolbag?

Let's take a look:

A pencil, a pen,

A rubber, a book!

Extension

Ask the pupils to put their schoolbag, a pencil, a pen, a rubber and a book on their desks in random order. Play the recording again. The pupils point to the items in front of them in the order they hear them.

3 Trace and say.

Say the instructions twice as you mime them. Refer the pupils to the pictures and explain the activity. Ask the pupils to use their pencils to trace the pictures. The pupils can then colour the objects. Then, point to each object individually and ask pupils to say what it is.

e.g. Teacher: (pointing to book) What's this?

Pupil 1: It's a book.

Teacher: What colour is it?

Pupil 2: Red. etc

Extension

The pupils close their books. Point to different school objects around the class and elicit the words.

4 Let's Play!

Before going into class

Bring a feely bag into class and put different items the pupils know in it (*e.g. a pencil, a pencil case, a book, a rubber, etc*) without letting the pupils see what is in the bag.

Refer the pupils to the picture and explain the game. Ask individual pupils to put their hand in the feely bag and feel an object. Ask: *What's this?* The pupil says what the item is and then takes it out of the bag. Elicit the response: *It's a...* . Ask the rest of the class for verification. Demonstrate this yourself with a pupil first. As an extension, you can have individual pupils take your role and the game is repeated.

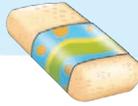
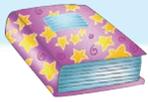
ENDING THE LESSON

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

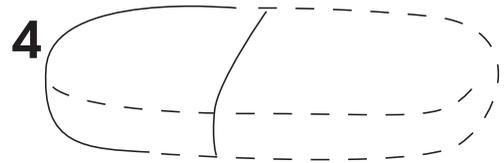
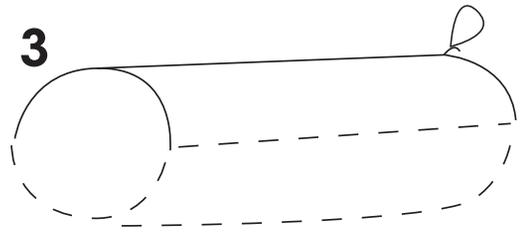
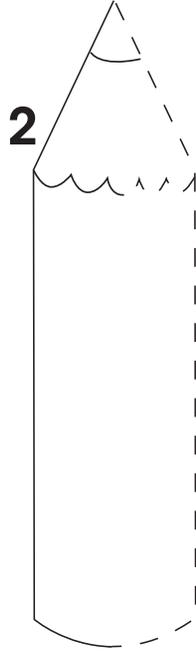
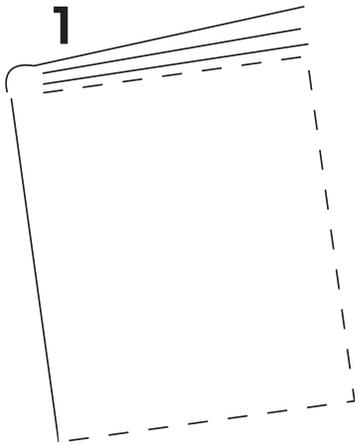
Tell the pupils they are going to play *Bingo*. Ask them to choose and draw four simple sketches (a schoolbag, pencil, book, pen, rubber or a pencil case) on different slips of paper and place them on their desks. Say the objects at random. The pupils listen and turn the corresponding slips of paper face down. When they have turned all their slips face down, they raise their hands. The game ends when you have said all the words and all the pupils have raised their hands.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.



3 Trace and say. 



4 Let's Play!



- 3 Complete the pictures. Then say: *It's a (book).*
- 4 Play the *Feely Bag* game.

1 Count and circle.



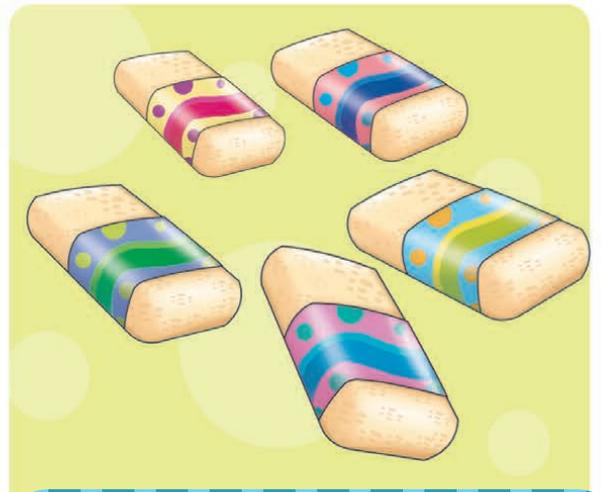
1 2 3 4 5



1 2 3 4 5



1 2 3 4 5



1 2 3 4 5

Lesson 2

Objectives

To present and practise numbers 1-5. To explore other subject areas: Maths.

Language

In this lesson the pupils will learn to **understand**:

- *Let's count!*
- *How many ...?*
- *Two flowers!*

In this lesson the pupils will learn to **use**:

- Numbers 1-5 (*one, two, three, four, five*).

Extra Materials

- None.

BEGINNING THE LESSON

Play the recording for Ex. 2 from the previous lesson and pause before each school item. Ask the pupils to say the school item.

e.g. Teacher: (plays the recording)

What's in your...

Class: schoolbag! etc

PRESENTATION & PRACTICE

(Activities to present and practise numbers 1-5.)

Listen, point and say.

Pupils' books closed. Hold up a finger and ask the pupils to do the same. All together say: *One*. Do the same for all five fingers. Next, invite the pupils to count aloud from 1 to 5, holding up their hands and counting on their fingers at the same time. Say: *Let's count!*

Extension

Say a number, e.g. *three*. Ask a pupil to show the corresponding number of fingers and repeat the number. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

Pupils' books open. Say: *Open your books at page sixteen*. Write the number 16 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point to the numbers and repeat.

TAPESCRIPT

One, two, three, four, five.

Extension

Collect different items and put them in groups (*e.g. 1 schoolbag, 2 rubbers, 3 pencil cases, 4 pens, 5 pencils*). Ask the pupils: *How many (pencils)?* and elicit responses [*e.g. Five (pencils)!*]. Repeat with as many pupils as necessary.

1 Count and circle.

Say the instructions twice as you mime them. Explain the activity. The pupils look at the pictures and circle the appropriate number according to each picture. Check the pupils' answers by asking them to point to and say the number of items, *e.g. One, two, three, four. Four (pens)!*

Answers: 3 books, 2 schoolbags, 5 rubbers

★ 2 Count and write. Then draw.

Say the instructions twice as you mime them. Draw 2 flowers on the board, point to them and say: *two flowers*. The pupils repeat after you. Write the number 2 underneath. Now draw 3 flowers, point and say: *three flowers*. The pupils repeat after you. Write the number 3 underneath. Now point to all the flowers and say: *five flowers*. The pupils repeat after you. Draw 5 flowers and write the number 5 underneath. Ask the pupils to repeat the same procedure and do the exercise. Allow them some time to complete the activity, check their answers and write them on the board.

Answers: $1 + 2 = 3$ (draw three flowers),
 $3 + 2 = 5$ (draw five flowers)

★ 3 Let's Play!

Refer the pupils to the picture. Tell the pupils they are going to play a game. Have the pupils stand in a circle, preferably with their chairs behind them. Choose a pupil to be Number 1 and he/she says the number out loud. The pupil on his/her left is Number 2, the next pupil is Number 3, etc. Pupils take turns and say their numbers out loud. The pupil who is Number 5 says his/her number out loud, introduces him/herself to the rest of the group (e.g. *5 - Hello, I'm Jack.*) and sits on his/her chair. The pupil next to him/her starts the game again by saying "One" and the game continues. The pupil who is already sitting on the chair is out of the counting process. The game continues until all the pupils sit down.

ENDING THE LESSON

(An activity to review numbers 1-5.)

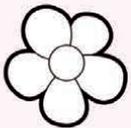
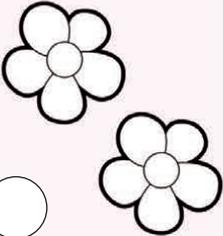
Provide the pupils with a sheet of paper. Ask them to draw as many pencils (up to five) as they wish and write the number below them. They hand in their drawings as they leave the classroom. Make sure you display their drawings in class so that the children can see them during the next lesson and feel proud of their work. While the pupils are drawing, feel free to play the song from the previous lesson.

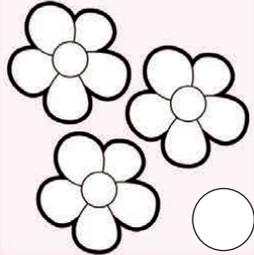
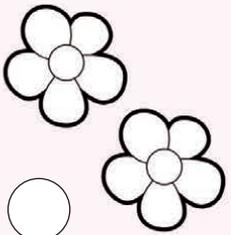
ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3 and 4 from the *Activity Book* during this lesson or the next one.



2 Count and write. Then draw. 

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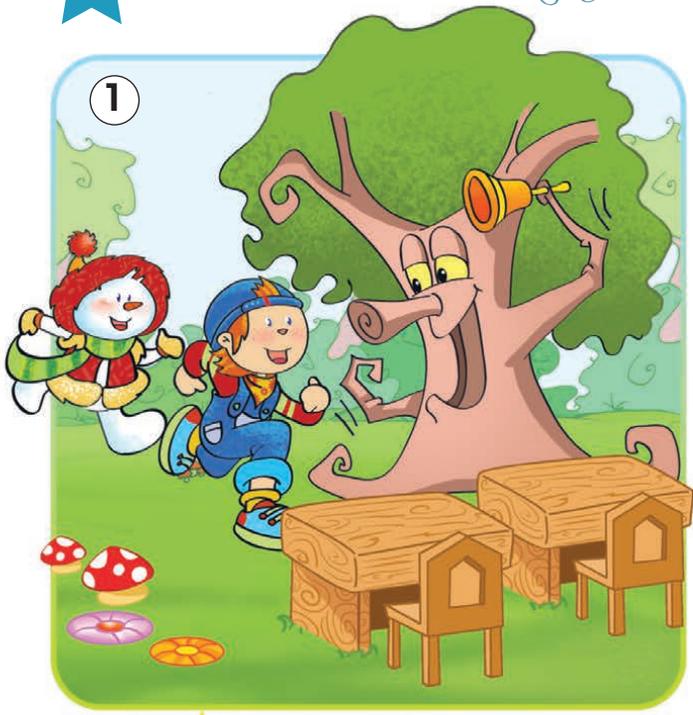
3 Let's play!



- 2 Count and write the numbers. Then draw the correct number of flowers.
- 3 Play the *Number* game.



1 Listen and look. 



1 Listen to the story and point to the pictures.

Lesson 3

Objectives

To listen to a story about Frosty and Woody's first day at school. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

Language

In this lesson the pupils will learn to **understand**:

- *How many ...?*
- *Time for school!*

In this lesson the pupils will learn to **use**:

- *What's this?*
- *It's a ...!*

Extra Materials

- The *My Schoolbag* poster for *Presentation & Practice*.

BEGINNING THE LESSON

Draw some school items on the board (e.g. 2 pens, 4 rubbers, 1 schoolbag, 3 books, 5 pencils). Ask individual pupils to tell you how many items of each kind they can see and ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

e.g. *Teacher: How many pens?*
Pupil 1: Two (pens)! etc

PRESENTATION & PRACTICE

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



1 Listen and look.



POSTER

Pupils' books closed. Use the *My Schoolbag* poster to present the story. Explain to the pupils, in L1 if necessary, that it's Frosty and Woody's first day at school. Erlina is their teacher and she uses magic to teach them

new and exciting things. Point to Willow in the first picture and ask: *Who's this?* Elicit: *Willow*. Say as you mime ringing the bell: *Time for school!* The pupils repeat after you. Point to Erlina in the second picture and say: *Hello!* The pupils repeat after you. Repeat with the rest of the pictures.

Pupils' books open. Say: *Open your books at page eighteen.* Write the number 18 on the board and hold up your book. Say the instructions twice as you mime them. Ask pupils to identify the characters they know.

e.g. *Pupil 1: (pointing to Woody in Frame 1) (This is) Woody! etc*

Play the recording and ask the pupils to point to each picture in their books in turn. Show them what to do by holding up your book and pointing. Play the recording again. The pupils listen and repeat, chorally and/or individually.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. *Teacher: Time for ...*
Class: school! etc

Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage him/her to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

TAPESCRIPT

Frame 1

Willow: Time for school!

Frame 2

Erlina: Hello!

Frame 3

Erlina: What's this?

Frosty: It's a pen!

Frame 4

Erlina: No, it isn't. Look again!

Unit 2 - My Schoolbag

Frame 5

Erlina: What's this?

Woody: It's a book!

Frame 6

Erlina: No, it isn't. Look again!

Frame 7

Erlina: 1, 2, 3 ...

Frame 8

Woody: Magic schoolbags!

Read the question at the bottom of page 19. Ask the pupils to draw a happy face or a sad face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Ask the pupils to draw their own school. They can draw items of different colours. Encourage them to present their school to the class by saying *Time for school!*



Do you like the story? Draw a face.





Go Green!

1 Look and colour. 



Lesson 4

Objectives

To talk about living and non-living things.
To consolidate the language learnt in the unit. To draw a picture of school objects.

Language

In this lesson the pupils will learn to **understand**:

- *living things/non-living things*
- *eat, breathe, have babies, grow*
- *ant, bat, tree*

In this lesson the pupils will learn to **use**:

- *This is my (pencil). It's (yellow).*

Extra Materials

- None.

Pupils' books open. Say: *Open your books at page twenty.* Write the number 20 on the board and hold up your book. Say the instructions twice as you mime them. Point to the pictures at the bottom of the page and explain the actions shown, which are typical of living things (*have babies, eat, breathe, grow*). Ask the pupils to look at the picture and colour the living things using the colours they already know. Allow them time to complete the activity and check their answers by having them point to and name the colour they have used.

e.g. Pupil 1: (pointing to the bat) It's (red).

Answers: ants, bat, flowers, tree

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow in their books.

PRESENTATION & PRACTICE

(Activities to talk about living and non-living things.)

1 Look and colour.

Pupils' books closed. Draw a simple sketch of a book and a bat on the board. Point to the book and ask: *What's this?* Elicit: *It's a book.* Follow the same procedure with the bat. Explain to the pupils that a *book* is a non-living thing, whereas a *bat* is a living thing. Tell pupils, in L1 if necessary, that living things can eat, breathe, grow, have babies.

★ 2 Listen and circle.

Point to the pictures and elicit the school objects. Say the instructions twice as you mime them. Play the recording, twice if necessary. The pupils listen and circle the number of items they hear on the recording. Then point to each group and ask: *How many?* Have individual pupils respond, e.g. *five (books)*.

The pupils circle: 5 books, 3 pens, 2 rubbers

TAPESCRIPT

*Five books.
Three pens.
Two rubbers.*

★ 3 Portfolio: Draw and say.

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

Point to the picture and elicit the items. Then say: *This is my pencil. It's yellow.* Ask the pupils to draw a similar picture of their school objects and present it to the class. Make sure you display their work somewhere in the class. Then help them file their drawings in their *Junior Language Portfolios*.

ENDING THE LESSON

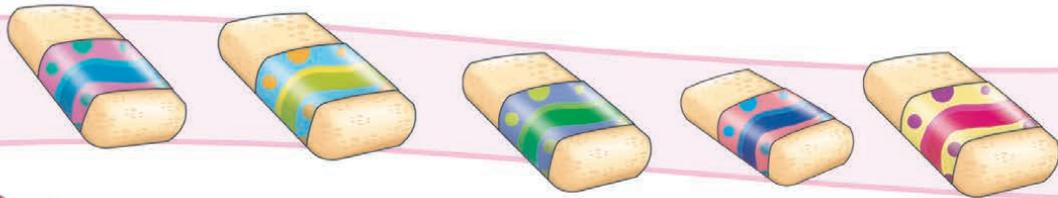
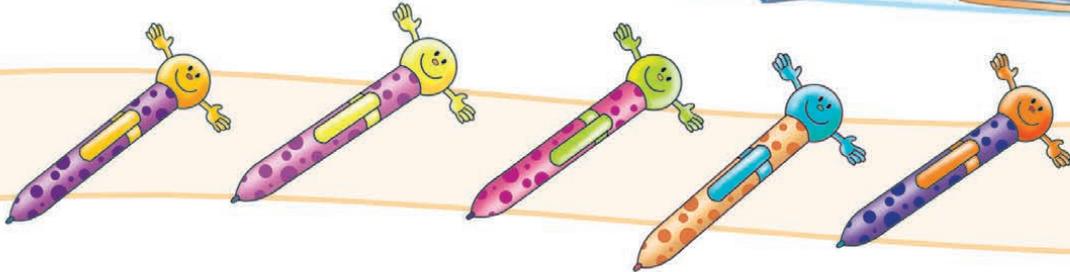
Ask the pupils in groups to make a collage of living and non-living things. Make sure you display their work somewhere in the class.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 5 and 6 from the *Activity Book* during this lesson or the next one.



2 Listen and circle.  



3 Portfolio: Draw and say.

My Favourite School Things



- 2 Listen and circle. Then say: *Five books, ...*
- 3 Draw a picture of your school objects. Present them to the class. Say: *This is my (pencil). It's (yellow) ...*



1 Look, listen and do. 



1 Look at the pictures. Listen to the song. Then play a playground game popular in the UK.

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and Cuban culture. To talk about playground games in the UK/Cuba.

Language

In this lesson the pupils will learn to **understand**:

- *UK, Cuba*
- *playground games (tug of war, hopscotch)*
- *Correct! One point for Team A!*

In this lesson the pupils will learn to **use**:

- *Go to school! School is cool! Say your name and go to school! (Ma-ri-a)!*

Extra Materials

- Flashcards (1-6) for Ex. 3 (*Game*);
- slips of paper with numbers 1-5 for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Ask the pupils to present the drawings they made in the previous lesson.

OUR WORLD

(Activities to familiarise pupils with aspects of British and Cuban culture and explore their own.)

1 Look, listen and do.

Pupils' books closed. Ask the pupils, in L1 if necessary, what games they usually play at school during the break. Explain to them that today they are going to learn about popular *playground games* in the UK and Cuba and talk about playground games in their country.

Pupils' books open. Say: *Open your books at page twenty-two. Write the number 22 on the*

board and hold up your book. Point to the British flag and say: *UK*. Repeat the same procedure with the flag of *Cuba*. Point to the pictures and ask the pupils if they know the games. Point to the first picture and say: *Tug of war*. Explain the game if they do not know it. *(Two parallel lines are drawn or painted on the grass. The rope is laid perpendicular to these lines. A cloth flag is tied to the middle of the rope. The two teams position themselves along the rope on either side of one of the lines. The referee makes certain the flag is positioned precisely mid-way between the two lines. On his own command, he releases the flag and shouts, "Go!" Both teams then pull on their end of the rope. The aim is to pull the flag over the team's goal line.)*

Repeat the procedure with *hopscotch*. *(The game starts with the player throwing the marker to square number 1. The player then hops from square to square in sequence, skipping the square with the marker. The player should hop with only one foot in each square at any one time.)*

Play the recording. The pupils listen to the chant and sing. Explain the game. Two pupils stand in the middle and clap hands together and then clap their partner's hands forming an archway. The rest of the class passes under the archway as they chant.

TAPESCRIPT

<i>Go to school!</i>	<i>Go to school!</i>
<i>School is cool!</i>	<i>School is cool!</i>
<i>Say your name</i>	<i>Say your name</i>
<i>And go to school!</i>	<i>And go to school!</i>
<i>Ma-ri-a!</i>	<i>John-a-than!</i>

Optional Activity

Ask the pupils to find or draw pictures of popular playground games and bring them to class. Have a class discussion.

Unit 2 - My Schoolbag

(Activities to consolidate the language of the unit.)

2 Match. Then point and say.

Say the instructions twice as you mime them. Elicit the colours of the circles. Explain the activity. The pupils have to match the words to the items. Allow them time to complete the activity. Then, pupils point to the pictures and say the words.

Answers

1 c 3 a 5 e
2 f 4 b 6 d

Extension

Name a colour. Ask a pupil to tell you the object in that circle.

e.g. Teacher: *Green.*

Pupil 1: *Rubber! etc.*

3 Let's Play!



FLASHCARDS (1-6)

Pin up five of the six flashcards on the board. Write a number 1-5 below each one. Allow the pupils some time to look at the school objects carefully and memorise their place on the board before they close their eyes. Then, flip the flashcards over so they face the board. Divide the class into two teams, A and B. Say a number. Ask a pupil from Team A to tell you which school object corresponds to that number. Flip the card over and ask the rest of the class for verification. If the pupil finds the correct item, Team A gets one point. If not, the point goes to Team B. The team with the most correct answers wins the

game. Rearrange the school items on the board and repeat the game as many times as you wish.

e.g. Teacher: 2

Pupil 1 Team A: *A rubber!*

Teacher: *Correct! One point for Team A! etc.*

ENDING THE LESSON

Before going into class

Write the numbers 1 to 5 on separate slips of paper.

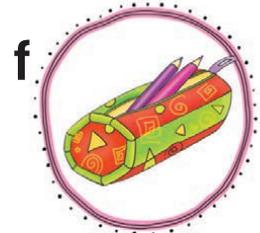
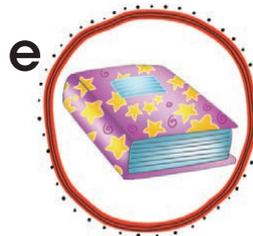
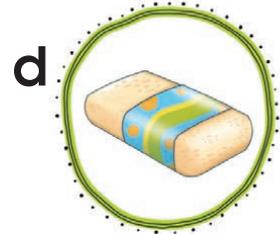
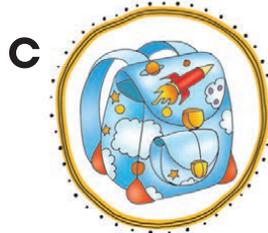
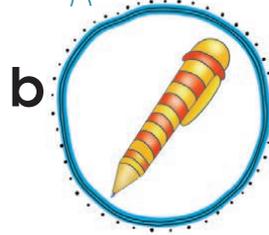
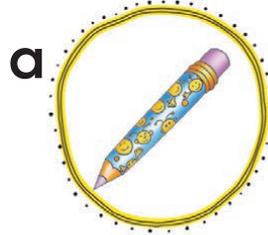
Hand out the slips to five pupils at random. Invite the pupils to come to the front and tell them to arrange themselves in a line from 1 to 5, depending on the number they are holding. Then ask the whole class to count from 1 to 5. The pupil holding the number raises his or her slip when they hear the number.

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



2 Match. Then point and say. 

- 1** schoolbag
- 2** pencil case
- 3** pencil
- 4** pen
- 5** book
- 6** rubber



3 Let's play!

		
1	2	3
		
4	5	

- 2** Match. Then point and say: *Yellow - pencil, ...*
- 3** Play the *Memory* game.

Lesson 1

Objectives

To present parts of a house. To revise colours.

Language

In this lesson the pupils will learn to

understand:

- *What's this?*
- *What colour is the (door)?*

In this lesson the pupils will learn to **use**:

- *Parts of a house: house, roof, window, floor, wall, door.*
- *(This is the) roof.*
- *This is my house.*
- *The (window) is (green).*

Extra Materials

- The My Home poster for *Presentation & Practice*;
- the house template from the *Teacher's Resource Pack* for Ex. 4 (*Craftwork*);
- flashcards (7-12) for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Ask a pupil to come to the board. Say a school object. The pupil draws a rough sketch of the object on the board. Ask the rest of the class for verification. Repeat with school objects from the previous lesson.

Review the numbers by saying a number and having a pupil write it on the board. Ask the rest of the class for verification. Repeat with as many pupils as necessary.

PRESENTATION & PRACTICE

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



POSTER



Listen, point and say.

Pupils' books closed. Pin up the *My Home*

poster on the board. Point to the parts of the house (*house, roof, window, floor, wall, door*) one at a time, and present them. The pupils repeat after you.

Point to the different parts in random order and ask questions. The pupils name them. Demonstrate this yourself first.

e.g. Teacher: (pointing to the roof) What's this?

Class: (This is the) roof. etc

Pupils' books open. Say: *Open your books at page twenty-four.* Write the number 24 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point and repeat.

TAPESCRIPT

House, roof, window, floor, wall, door.



1 Colour and say.

Say the instructions twice as you mime them. Revise the colours. Elicit the names of the different parts of a house by pointing and asking: *What's this?* Explain the activity. The pupils look at the picture and colour it in using any combination of colours they like. Once they finish, ask the pupils to describe their pictures by saying: *This is the (door). It's (brown).* etc



2 Sing.

Point to the tree house and say: *This is my house.* The pupils repeat after you. Play the recording. The pupils listen and point to the parts of the house. Play the recording again. The pupils listen and sing along.

TAPESCRIPT

This is my house.

This is my house.

This is the roof.

This is the roof.

This is the window.

This is the wall.

This is the door.

This is the floor.

Extension

Mime the actions for the song:

This is my house. (make a square with your hands)

This is the roof. (hands together and pointing upwards over your head)

This is the window. (mime opening a window)

This is the door. (mime opening a door)

This is my house. (make a square with your hands)

This is the roof. (hands together and pointing upwards over your head)

This is the wall. (mime touching a wall)

This is the floor. (look down and stamp your feet)

Repeat again and this time ask the class to join in with the actions.

3 Look and match.

Point to the drawings and elicit the names. Explain the activity. The pupils look and match the missing parts of the house.

4 Make and say.

Before going into class

Photocopy the house template from the *Teacher's Resource Pack*, one per pupil.

Tell the pupils that they are going to make a house. Show them your model. Guide them through the cutting and colouring of their templates. Go round the class as the pupils make their houses and ask questions about the colours the pupils have used.

Upon completion of their craftwork, the pupils work in pairs and talk about their houses, e.g. *The window is green.* etc Then they hand in their projects to be displayed.

ENDING THE LESSON

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

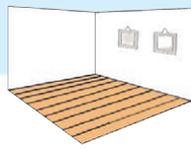


FLASHCARDS (7-12)

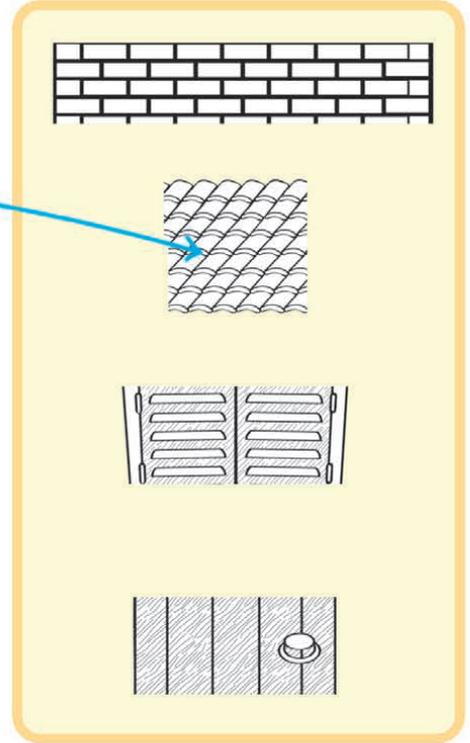
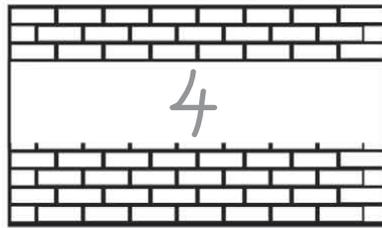
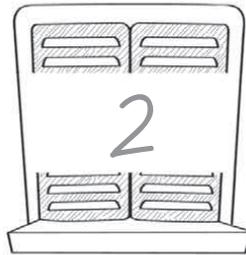
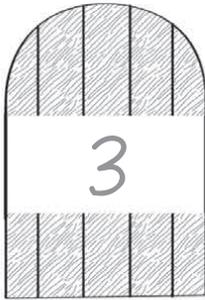
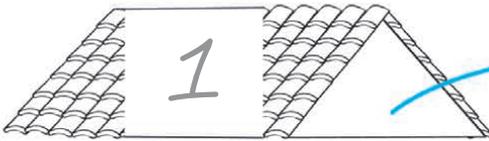
Take out the flashcards (*house, roof, window, floor, wall, door*). Shuffle the five flashcards and show them to the pupils, one at a time, without looking at them as you say, e.g. *This is the roof.* If you guess correctly, the pupils raise their hands and you put the flashcard aside. Otherwise, you shuffle it back into the pack. Continue playing until you have guessed all the flashcards.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.



3 Look and match. 



4 Make and say.  

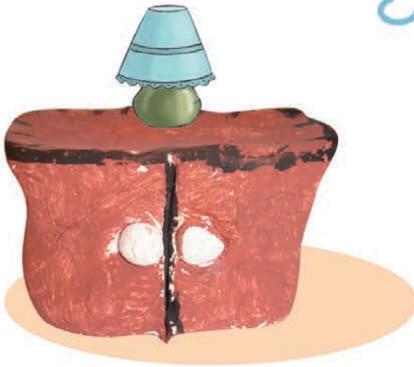
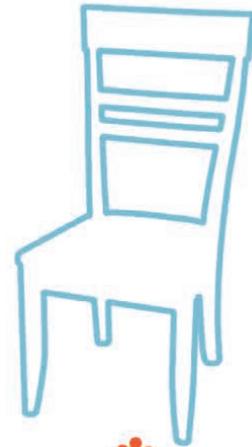
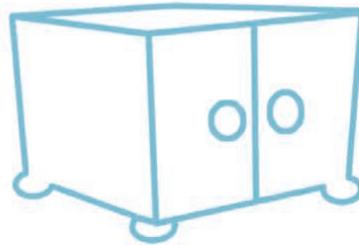
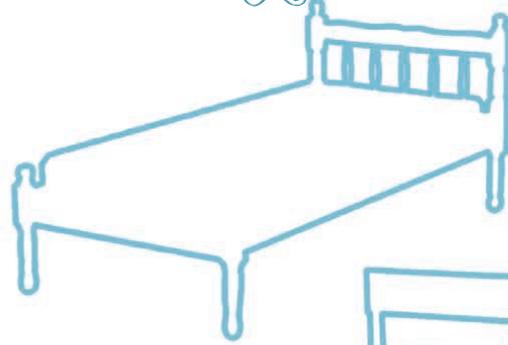
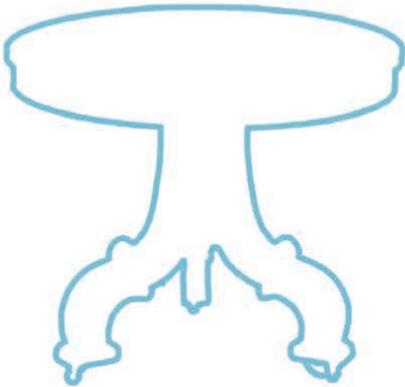


3 Draw lines to match.

4 Use the template to make your house. Then talk with your friend: *This is my house. The (wall) is (green).*



1 Look and match. Then make.  



 Listen, point to the furniture items and say.

1 Match the furniture items to the silhouettes. Then use clay or plasticine to make one of them. Then say: *This is my (chair). It's (red).*

Lesson 2

Objectives

To present pieces of furniture. To talk about location. To explore other subject areas: Art.

Language

In this lesson the pupils will learn to **understand**:

- *What's this?*
- *Where's the pencil?*
- *Where's (Woody)?*

In this lesson the pupils will learn to **use**:

- *Furniture: table, chair, bed, cupboard.*
- *It's a (table).*
- *This is my (chair). It's (red).*
- *Woody's on the (table).*
- *Woody's in the (cupboard).*

Extra Materials

- Flashcards (13-16) for *Presentation & Practice*;
- clay or plasticine for Ex. 1.

BEGINNING THE LESSON

Draw a half-finished sketch of a house on the board. Ask individual pupils to come to the board and finish the sketch by drawing *a roof, a window, a floor, a wall, a door*. Then point to the sketch of the roof and ask: *What's this?* Elicit: *This is the roof.* etc

PRESENTATION & PRACTICE

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

 **Listen, point and say.**



FLASHCARDS (13-16)

Pupils' books closed. Pin up the flashcards on the board, one at a time. Point to the pieces of furniture (*table, chair, bed, cupboard*) and

present them. The pupils repeat after you. Point to the pieces of furniture in random order and ask questions. Elicit the responses from different pupils. Demonstrate this yourself first.

e.g. Teacher: (pointing to the table) What's this?

Class: (It's a) table. etc

Pupils' books open. Say: *Open your books at page twenty-six.* Write the number 26 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point and repeat.

TAPESCRIPT

Table, chair, bed, cupboard.

1 Look and match. Then make.

Say the instructions twice as you mime them. Elicit the names of the pieces of furniture by pointing and asking: *What's this?* Explain the activity. The pupils look at the silhouettes and match them to the items.

Then tell the pupils to use clay or plasticine to make one of the items. Once they finish, have the pupils show their models to the class and say: *This is my (chair). It's (red).* etc Make sure you display their work somewhere in the class.

Unit 3 - My Home

2 Trace and say.

Pupils' books closed. Place a pencil on a book and ask: *Where's the pencil?* Say: **On the book.** The pupils repeat after you. Place the pencil in the book. Ask: *Where's the pencil now?* Say: **In the book.** The pupils repeat after you. Ask a pupil to come to the front of the class. Give him/her the pencil and the book. Say: *In the book.* The pupil places the pencil in the book. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

Pupils' books open. Say the instructions twice as you mime them. Explain the activity. Allow the pupils some time to trace the items. Go round the class as they are tracing and ask them to name the items.

Once they finish, point to Woody sitting on the table and ask: *Where's Woody?* Say: *Woody's on the table.* The pupils repeat after you. Then point to Woody sitting on the chair and ask: *Where's Woody?* Elicit the response: *Woody's on the chair.* Then point to Woody in the house and ask: *Where's Woody?* Elicit: *Woody's in the house.* Finally, point to Woody sitting in the cupboard, ask and elicit the answer: *Woody's in the cupboard.*

3 Sing.

Point to the picture of Woody in the house and ask: *Where is Woody? Where is little Woody? Where is Woody? Woody where are you?* The pupils repeat after you. Play the recording. The pupils listen and point to the correct picture of Woody. Play the recording again. The pupils listen and sing along.

TAPESCRIPT

*Where is Woody?
Where is little Woody?
Where is Woody?
Woody, where are you?*

*Little Woody's in the house,
Little Woody's in the house,
In the house,
In the house.*

*Where is Woody?
Where is little Woody?
Where is Woody?
Woody, where are you?*

*Little Woody's on the table,
Little Woody's on the table,
On the table,
On the table.*

*Where is Woody?
Where is little Woody?
Where is Woody?
Woody, where are you?*

*Little Woody's on the chair,
Little Woody's on the chair,
On the chair,
On the chair.*

*Where is Woody?
Where is little Woody?
Where is Woody?
Woody, where are you?*

*Little Woody's in the cupboard,
Little Woody's in the cupboard,
In the cupboard,
In the cupboard.*

ENDING THE LESSON

(Activities to consolidate the language of the lesson.)

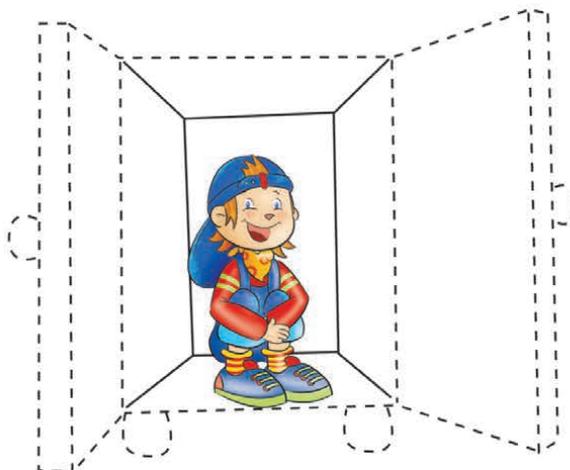
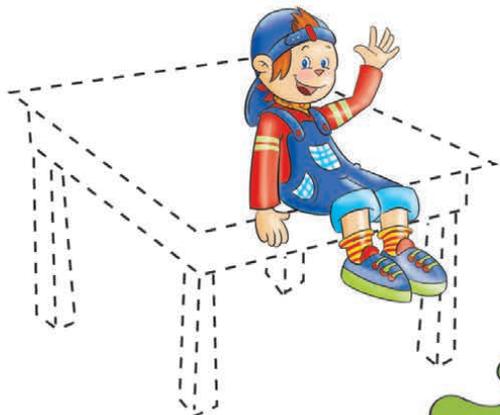
Show the flashcards 13-16 (*table, chair, bed, cupboard*), one at a time, and ask the pupils to name the items. Then pin only three of the four flashcards on the board. Ask the pupils to name the missing flashcard. Repeat the activity.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3 and 4 from the *Activity Book* during this lesson or the next one.



2 Trace and say.  



3 Sing. 

- 2 Trace. Then say: *Woody's (on) the (table).*
- 3 Listen and point. Then sing.

1 Listen and look. 🎧



1 Listen to the story and point to the pictures.

Lesson 3

Objectives

To listen to a story about Woody and Frosty's tree house. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

Language

In this lesson the pupils will learn to **understand**:

- *What's in your house?*
- *Who's this?*
- *What's this?*
- *Where's ... ?*

In this lesson the pupils will learn to **use**:

- *Hello, (Alvin).*
- *This is my (table).*
- *Where's Frosty?*
- *Frosty's in bed!*
- *Wake up, Frosty!*

Extra Materials

- The *My Home* poster for *Presentation & Practice*;
- slips of paper with simple sketches of furniture for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Ask the pupils to name two items they have in their house. Have the pupils report back to the class.

e.g. *Teacher: What's in your house?*
Pupil 1: (A) table (and) (a) bed. etc

PRESENTATION & PRACTICE

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

1 Listen and look.



Pupils' books closed. Use the *My Home* poster to present the story. Explain to the pupils, in L1 if necessary, that Woody is showing his house to Alvin. Point to Woody in the first picture and ask: *Who's this?* Elicit: *Woody.* Say as you wave: *Hello, Alvin!* The pupils repeat after you. Point to Alvin in the second picture and say: *Hello, Woody!* The pupils repeat after you. Repeat with the rest of the pictures.

Pupils' books open. Say: *Open your books at page twenty-eight.* Write the number 28 on the board and hold up your book. Say the instructions twice as you mime them. Point to Alvin in the first picture and ask: *Who's this?* Elicit: *Alvin.* Then point to the house and ask: *What's this?* Elicit a response: e.g. *(This is) a house!* Repeat with the remaining pictures.

Play the recording and ask the pupils to point to each picture in their book in turn. Show them what to do by holding up your book and pointing. Play the recording again. The pupils listen and repeat, chorally and/or individually.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. *Teacher: Hello ...*
Class: Alvin! etc

Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage him/her to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

TAPESCRIPT

Frame 1

Woody: Hello, Alvin!

Frame 2

Alvin: Hello, Woody!

Frame 3

Woody: This is my table.

Frame 4

Woody: This is my bed.

Unit 3 - My Home

Frame 5

Alvin: *Where's Frosty?*

Frame 6

Woody: *Frosty's in bed!*

Frame 7

Woody: *Wake up, Frosty!*

Read the question at the bottom of page 29. Ask the pupils to draw a happy face or a sad face depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Prepare slips of paper with simple sketches of the furniture items pupils have learned in this unit. Divide the class into pairs. Tell the pupils that you are moving house and they have to help you move the furniture. Give each pair a slip of paper. The pupils look at the picture on the slip of paper, name the piece of furniture and mime moving the piece across the room to a designated area where a supposed removal van is.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 5 and 6 from the *Activity Book* during this lesson or the next one.



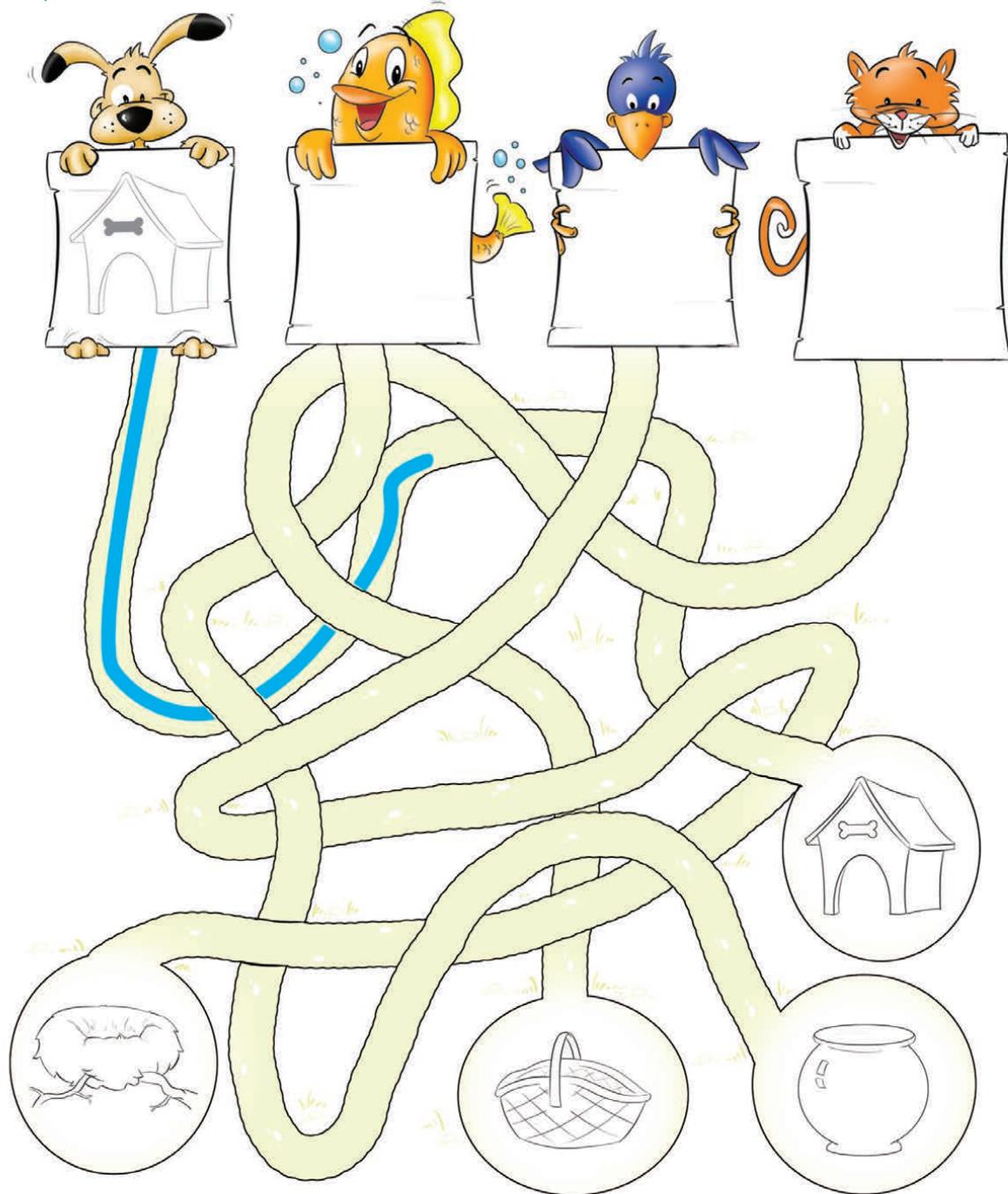
Do you like the story? Draw a face.





Go Green!

1 Follow and draw.



1 Follow and find the animal homes. Then draw them below the correct animal.

Lesson 4

Objectives

To talk about animal homes. To consolidate the language learnt in the unit. To draw a picture of one's room.

Language

In this lesson the pupils will learn to **understand**:

- *This is a (doghouse).*
- *dog, fish, bird, cat, nest, basket, fish tank, doghouse*
- *Where's the (blue) book?*

In this lesson the pupils will learn to **use**:

- *(On) the (table).*
- *This is my room. Look! This is my (bed).*

Extra Materials

- Magazines for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow in their books.

PRESENTATION & PRACTICE

(Activities to talk about animal homes.)



1 Follow and draw.

Pupils' books closed. Tell pupils, in L1 if necessary, that animals live in different types of homes. Draw a simple sketch of a *doghouse* on the board, point and say: *This is a doghouse.* The pupils repeat after you. Invite pupils to tell you which animal lives in it. Repeat with the rest of the animal homes.

Pupils' books open. Say: *Open your books at page thirty.* Write the number 30 on the board and hold up your book. Say the instructions twice as you mime them. Ask the pupils to follow the lines and draw the homes as in the example.

★ 2 Listen and colour.

(An activity to consolidate talking about location.)

Point to the blue book and elicit its colour. Ask: *Where's the blue book?* Elicit: *On the table.* Say the instructions twice as you mime them. Play the recording, twice if necessary. The pupils listen and colour the books.

TAPESCRIPT

Where's the blue book? On the table.

Where's the yellow book? In the cupboard.

Where's the green book? On the bed.

Where's the red book? In the schoolbag.

Extension

Divide the class into two teams. Ask pupils to look at the picture in Ex. 2 for a minute, then close their books. Ask questions about the location of each book. Each correct answer gets one point. The team with the most points is the winner.

e.g. Teacher: *Where's the blue book?*

Pupil 1 Team A: *On the table.*

Teacher: *Correct! Team A gets 1 point. Where's the red book?*

Pupil 1 Team B: *In the schoolbag. etc*

★ 3 Portfolio: Draw and say.

(An activity to develop fine motor skills and consolidate the language of the unit.)

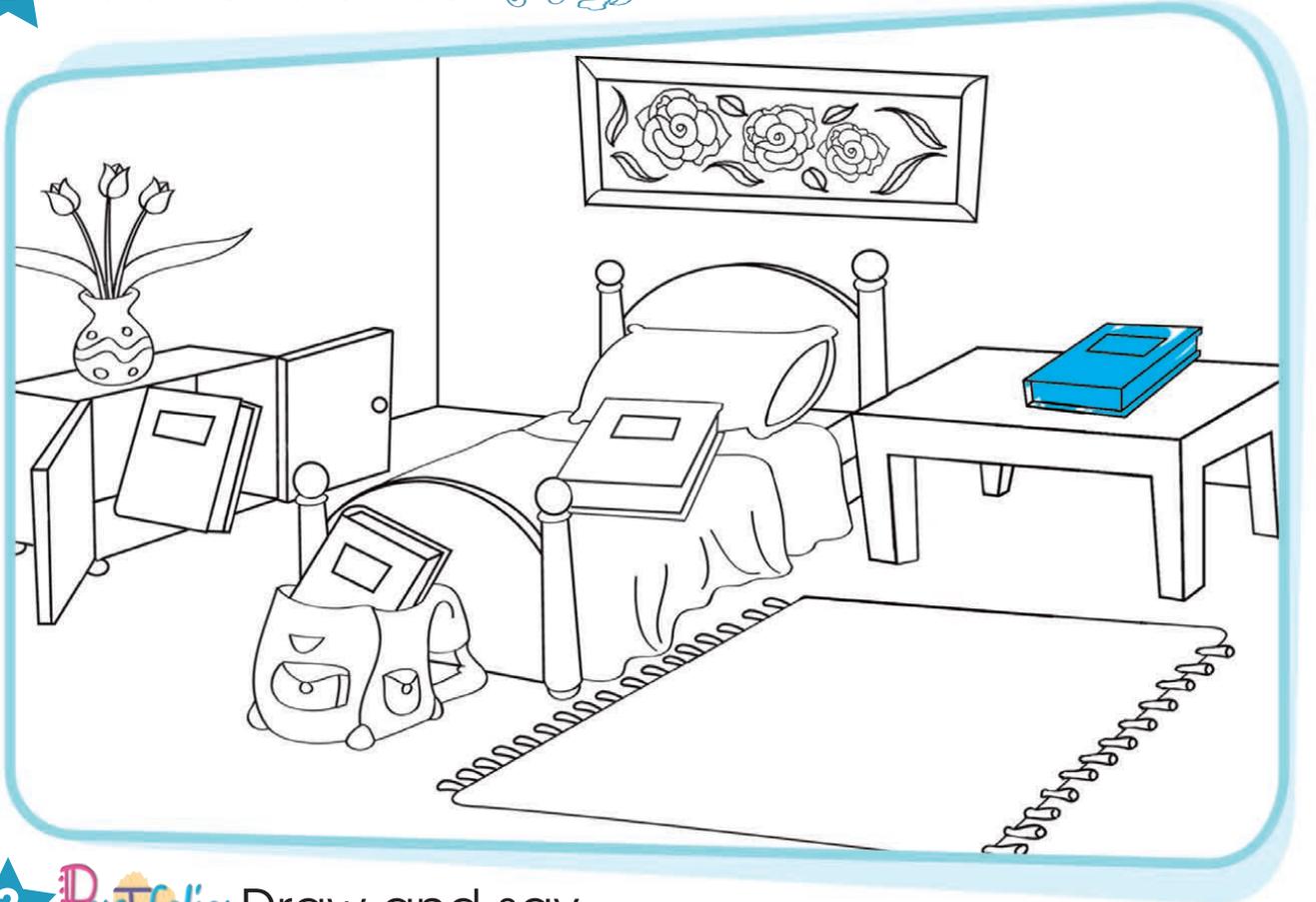
Point to the picture and elicit the items. Then say: *This is my room! Look! This is my bed, my table and my chair.* Ask the pupils to draw a picture of their room and present it to the class. Make sure you display their work somewhere in the class. Then help them file their drawings in their *Junior Language Portfolios*.

ENDING THE LESSON

Divide the pupils in groups and assign a piece of furniture (*bed, table, chair, cupboard*) to each group. Ask the groups to look through magazines and find pictures of their piece of furniture and make a collage. Make sure you display their work somewhere in the class.



2 Listen and colour.  



3 **Portfolio:** Draw and say.

This is my room.



- 2 Listen and colour the books. Then talk with your friend: *Where's the (blue) book? (On) the (table).*
- 3 Draw a picture of your room. Present it to the class. Say: *This is my room. Look! This is my (bed), ...*

1 Look and draw lines.



1 Match the fairy tale characters to the houses. Then point and say: *Look at (Jack's) house. Look at the (roof).*

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with fairytale characters and their houses.

Language

In this lesson the pupils will learn to

understand:

- UK, USA, Germany, France
- Belle, Hansel and Gretel, Pocahontas, Jack

In this lesson the pupils will learn to **use**:

- Look at (Belle)'s house. Look at the (roof).
- (Is it) in the (cupboard)?

Extra Materials

- A map of the world for Ex. 1 (Optional);
- construction paper for the *Ending the Lesson* activity.

Repeat by pointing to the remaining flags and fairytale characters and eliciting their names. (*Hansel and Gretel* - Germany, *Pocahontas* - USA, *Jack from Jack and the Beanstalk* - Britain).

Explain the task. Tell the pupils to match the characters to the houses. Once they finish, have pupils say whose house it is. Demonstrate this yourself first by pointing to the picture of the *cottage* and saying: *Look at Jack's house. Look at the roof.* Encourage the pupils to point to the parts of the house that they know and name them.

Optional Activity

Ask the pupils to draw or find pictures of their favourite fairytale/cartoon character and his/her house. Make sure you display their work somewhere in the class.

BEGINNING THE LESSON

Ask the pupils to present the drawings they made in the previous lesson.

OUR WORLD

(Activities to familiarise pupils with fairytale characters and their houses.)

1 Look and draw lines.

Pupils' books open. Say: *Open your books at page thirty-two.* Write the number 32 on the board and hold up your book. Direct the pupils' attention to the flags and the fairytale characters. Point to the French flag and say *France*. If you have a map of the world, put it up on the board and show where France is. Then point to the fairytale character holding the French flag and ask: *Who's this?* Elicit the name: *Belle*. Have a class discussion about the fairytale in L1. If the pupils are not familiar with the character tell them that Belle is a character from *Beauty and the Beast*.

Unit 3 - My Home

(Activities to consolidate the language of the unit.)

★ 2 Match. Then point and say.

Say the instructions twice as you mime them. Elicit the colours of the circles. Explain the activity. The pupils have to match the words to the parts of a house. Allow them time to complete the activity. Then, pupils point to the pictures and say the words.

Answers

1 c 3 f 5 d
2 e 4 a 6 b

★ 3 Let's Play!

Tell the pupils they are going to play the *Hide the Object* game. Explain the game. Ask a pupil to leave the classroom while you hide an object. The pupil returns to the classroom and asks questions in order to find the object. *e.g. (Is it) in the cupboard? etc.* Once he/she finds the object, the game is repeated with other pupils.

ENDING THE LESSON

Hold up the unit flashcards, one by one, and ask for verification.

e.g. Teacher: (holding roof flashcard) Roof.

Pupil 1: Yes.

Teacher: (holding cupboard flashcard) Table.

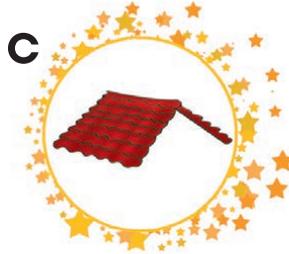
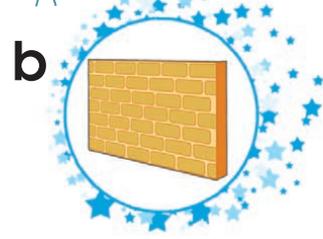
Pupil 2: No. etc

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

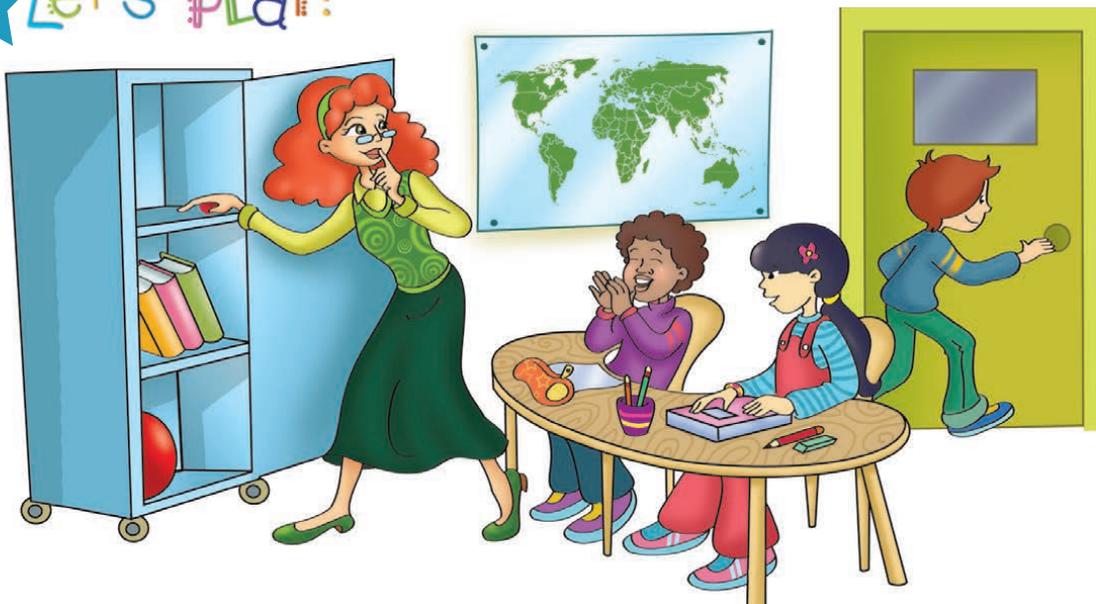


2 Match. Then point and say. 

- 1** roof
- 2** window
- 3** house
- 4** door
- 5** floor
- 6** wall



3 **Let's Play!**



- 2 Match. Then point and say: Yellow – door, ...
- 3 Play the *Hide the Object* game.

Lesson 1

Objectives

To present and practise the names of toys.

Language

In this lesson the pupils will learn to **understand**:

- *How many (planes)? Let's count!*
- *What have you got?*

In this lesson the pupils will learn to **use**:

- *Yes!/No!*
- *Toys: doll, ball, car, train, plane, teddy.*
- *Here's a (doll).*
- *I've got a (red teddy).*

Extra Materials

- Flashcards (7-16) for the *Beginning the Lesson* activity;
- the *My Toys* poster for *Presentation & Practice*;
- flashcards (17-22) for Ex. 4 (*Game*).

BEGINNING THE LESSON

(An activity to review the language taught in Unit 3.)



FLASHCARDS (7-16)

Hold up the flashcards (7-16) from Unit 3 (*house, roof, window, floor, wall, door, table, chair, bed, cupboard*), one at a time, and say the word. Ask the pupils to answer *yes* or *no*.

e.g. Teacher: (holding up the house flashcard) *house*

Pupil 1: *Yes!*

Teacher: (holding up the floor flashcard) *table*

Pupil 2: *No! etc*

PRESENTATION & PRACTICE

(Activities to present and practise toys.)



Listen, point and say.



POSTER

Pupils' books closed. Pin up the *My Toys* poster on the board. Point to the toys (*doll, ball, car, train, plane, teddy*), one at a time, and say the words. The pupils repeat after you. Point to the toys in random order and say: *Here's a (doll)*. Individual pupils name the toys.

Pupils' books open. Say: *Open your books at page thirty-four*. Write the number 34 on the board and hold up your book. Read the title and say/ elicit what it means. Say the instructions twice as you mime them. Play the recording. The pupils listen, point to the toys and repeat. Check their pronunciation and intonation.

Point to the doll and say: *Here's a doll*. The pupils repeat after you. Ask pupils to point to the toys and say, e.g. *Here's a (ball)*.

TAPESCRIPT

Doll, ball, car, train, plane, teddy.



1 Listen and circle. Then sing.

Point to the boy on the poster and say: *boy*. The pupils repeat after you. Do the same with the *girl*. Then point to the *train* and say: *I've got a train!* The pupils repeat after you. Then point to the *ball* and encourage the pupils to finish your sentence: *I've got a (ball)*. Repeat with the *teddy* and the *doll*. Say the instructions twice as you mime them. Play the recording. Ask the pupils to listen to the song and circle the toys they hear. Check their answers. Play the recording again, encouraging the pupils to sing along, while pointing to the toys they have circled.

Answers: train, ball, teddy, doll

Unit 4 - My Toys

TAPESCRIPT

*I've got a train,
I've got a ball!*

*I've got a teddy,
I've got a doll!*

*All the girls
And all the boys
Have got a lot of
Lovely toys!*

Extension

Repeat the song without the recording. Point to the pictures on the poster and encourage the pupils to complete the sentences. Keep the rhythm by clapping your hands or snapping your fingers.

*e.g. Teacher: I've got a ... (pointing to the train)
Class: train!*

2 Count and say.

Say the instructions twice as you mime them. Refer the pupils to the picture, point to the toys and elicit the words. Explain the activity. Point to the plane and ask: *How many planes? Let's count! One.* Repeat the question: *How many planes?* Elicit the answer: *One plane.* Repeat the procedure with the rest of the toys.

Answers: 1 plane, 4 cars, 3 balls, 2 trains

3 Choose, colour and say.

Say the instructions twice as you mime them. Refer the pupils to the picture, point to different toys and ask individual pupils to tell you what they are. Explain the activity. Ask the pupils to choose the toys they've got and colour them using the colours they know. Allow them some time to do the colouring. Then individual pupils present their toys.

e.g. Pupil 1: I've got a yellow teddy bear, a red train and a yellow doll. etc

4 Let's Play!



FLASHCARDS (17-22)

Explain the game. The pupils sit, preferably in a circle. Put the flashcards of the toys (*doll, ball, car, train, plane, teddy*) in the middle. One pupil turns his/her back to the group. The group chooses one of the flashcards to be the *Gotcha!* flashcard. The pupil then turns around again and points to the flashcards as he/she names them, one by one. As soon as the *Gotcha!* flashcard is pointed to and named, the group shouts *Gotcha!* and the pupil returns to the circle, keeping the flashcard he/she has collected. Another player is then chosen and the game continues.

Note: If you wish, you can use the flashcards of the previous units as well.

ENDING THE LESSON

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

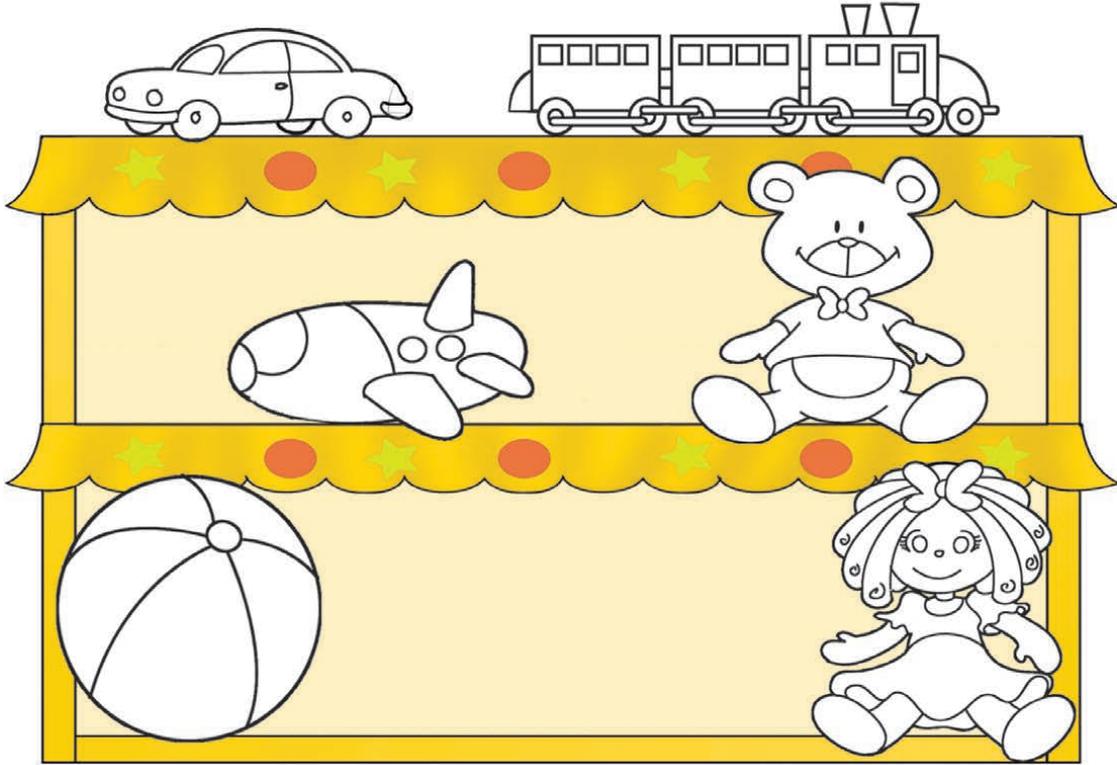
Hand out the toy flashcards to different pupils. Ask each pupil: *What have you got?* Encourage them to answer: *I've got a (ball).* Repeat the activity so that all the pupils participate.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.



3 Choose, colour and say.  



4 Let's Play!



- 3 Look and colour the toys you've got. Then say: *I've got a (red teddy), ...*
- 4 Play the *Gotcha* game.

1 ★ Count and find.

$3 + 5 = \dots\dots$

$3 + 3 = \dots\dots$

$9 + 1 = \dots\dots$

$5 + 2 = \dots\dots$

$3 + 6 = \dots\dots$



Lesson 2

Objectives

To present and practise numbers 6-10.
To consolidate numbers 1-5. To explore other subject areas: Maths.

Language

In this lesson the pupils will learn to **understand**:

- *Count six pencils.*
- *What is it? Is it a train?*

In this lesson the pupils will learn to **use**:

- *Numbers 1-10.*
- *(Three) and (three) is (six).*
- *I've got a ...*

Extra Materials

- Flashcards (17-22) for the *Beginning the Lesson* activity;
- templates for the finger puppets from the *Teacher's Resource Pack* for Ex. 3.

BEGINNING THE LESSON

(An activity to review toys.)



FLASHCARDS (17-22)

Put the flashcards 17-22 in a pack. Go around the class showing individual pupils two or three toys each and asking them to name them.

PRESENTATION & PRACTICE

(Activities to present and practise numbers 6-10.)

★ Listen, point and say.

Pupils' books closed. Collect ten pencils/pens from the pupils. Hold the pencils up, one by one, and count them aloud. Ask the pupils to join in. Then invite individual pupils to come to the front of the class, take your role and repeat the activity. Finally, say the numbers at random and ask the pupils to count the pencils according to the given number.

e.g. *Teacher: Count six pencils.*

Pupil 1: One, two, three, four, five, six pencils. etc

Pupils' books open. Say: *Open your books at page thirty-six.* Write the number 36 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point to the numbers and repeat.

TAPESCRIPT

Six, seven, eight, nine, ten.



1 Count and find.

Say the instructions twice as you mime them. Write the following on the board: $3 + 5 = \dots$. Say: *Three and five is ...*. Elicit the answer: *eight*. Write the number on the board and ask the pupils to do the same in the first speech bubble. Ask the pupils to do the rest of the sums and write the numbers. Check round the class, providing any necessary help. Ask pupils to tell you the sums.

e.g. *Pupil 1: Three and three is six.*

Pupil 2: Nine and one is ten.

Pupil 3: Five and two is seven.

Pupil 4: Three and six is nine.

Then ask pupils to find the corresponding toy each child (1-5) has got.

Point to the first child and say: *I've got a train.* The pupils repeat after you. Repeat the same procedure for all the children in the pictures, inviting the pupils to repeat after you.

2 I've got a teddy. **4** I've got a plane.

3 I've got a doll. **5** I've got a ball.

Memory game (Optional)

Ask the pupils to look at the toys for one minute before they close their books. Say a number. The pupils name the corresponding toy.

e.g. *Teacher: Ten!*

Pupil 1: Doll! etc

Unit 4 - My Toys

2 Listen and join.

Point to the incomplete picture and ask: *What is it? Is it a train?* Invite guesses as to what it is. Say the instructions twice as you mime them. Explain the activity. Play the recording, twice if necessary. The pupils listen and join the dots. Point to the completed picture and ask again: *What is it?* Elicit: *(It's) a plane.*

TAPESCRIPT

One, eight, six, four, nine, seven, two, ten, three, five, one.

Extension

Allow the pupils time to colour the plane. Colour your plane, hold up your book and say: *I've got a (red) plane.* Ask individual pupils to hold up their book and present their plane to the rest of the class.

3 Make and sing.

Before going into class

Photocopy the finger puppets templates from the *Teacher's Resource Pack* and give one photocopy to each pupil. The pupils make the finger puppets and put them on their fingers.

Refer the pupils to the picture and say the instructions twice as you mime them. Show them your model and ask the pupils to cut out and colour their finger puppets. Provide any necessary help.

Put on your finger puppets and say: *Count with me!* The pupils do the same and repeat after you. Then say: *Count with me to ten!* The pupils repeat after you. Say the numbers as you wiggle the corresponding fingers. The pupils do the same. Play the recording. The pupils listen and do the actions. Play the recording again. The pupils sing and do the actions.

TAPESCRIPT

*Count with me,
Count with me to ten:
One, two, three, four, five, six,
Seven, eight, nine and ten!*

Extension

Ask the pupils, in pairs, to show a finger puppet to their partner and he/she has to say which number is shown each time. Go around the class monitoring.

ENDING THE LESSON

(An activity to review numbers 1-10.)

Ask the pupils to choose a number from 1-10. Ask them to write it on a piece of paper and decorate their paper with toys denoting that number, e.g.



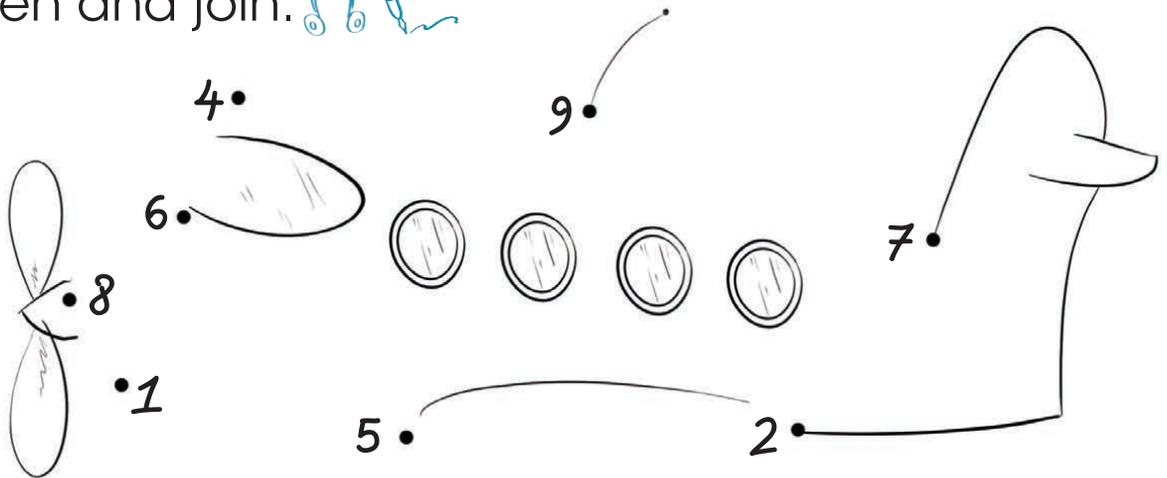
Display their work grouping them by number, i.e. all the 1's together, etc.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3, 4 and 5 from the *Activity Book* during this lesson or the next one.



2 Listen and join.  



3 Make and sing.  

3.

• 10



- 2 Listen and join the dots. Then say what it is.
- 3 Make the number finger puppets and sing.



1 Listen and look.



1 Listen to the story and point to the pictures.

Lesson 3

Objectives

To listen to a story about the characters playing with their toys. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

Language

In this lesson the pupils will learn to **understand**:

- *Let's play!*

In this lesson the pupils will learn to **use**:

- *Where's the ball?*
- *It's in the tree!*
- *I've got a (doll)!*

Extra Materials

- Sheets of paper for the *Beginning the Lesson* activity;
- the *My Toys* poster for *Presentation & Practice*

BEGINNING THE LESSON

(An activity to review numbers 1-10.)

Provide each pupil with a sheet of paper. Ask them to draw outlines of their hands on it and colour them in. Write the numbers 1-10 on the board. Ask the pupils to write the numbers, in sequence, above each finger. Then they present their drawings to the class.

PRESENTATION & PRACTICE

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

1 Listen and look.



POSTER

Pupils' books closed. Use the *My Toys* poster to present the story. Explain to the pupils, in L1 if necessary, that the characters have got a lot of toys and want to play.

Point to the toys in the first picture and elicit their names. Then say: *Let's play!* The pupils repeat after you. Point to Frosty in the second picture and say: *Lovely toys!* The pupils repeat after you. Repeat with the rest of the pictures.

Pupils' books open. Say: *Open your books at page thirty-eight.* Write the number 38 on the board and hold up your book. Say the instructions twice as you mime them. Ask pupils to identify the characters and the toys they know.

e.g. Pupil: (pointing to Alvin in Frame 1)
(This is) Alvin! etc

Play the recording and ask the pupils to point to each picture in their book in turn. Show them what to do by holding up your book and pointing. Play the recording again. The pupils listen and repeat, chorally and/or individually.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. Teacher: *Let's ...*
Class: *play! etc*

Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage him/her to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

TAPESCRIPT

Frame 1

Alvin: *Let's play!*

Frame 2

Frosty: *Lovely toys!*

Frame 3

Erlina: *I've got a doll!*

Frame 4

Woody: *I've got a ball!*

Unit 4 - My Toys

Frame 5

Woody: *Let's play!*

Frame 6

Frosty: *Where's the ball?*

Alvin: *It's in the tree.*

Frame 7

Frosty: *Look! I've got a plane!*

Read the question at the bottom of page 39. Ask the pupils to draw a happy face or a sad face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Ask individual pupils to come to the board, say: *I've got a ...* and mime a toy. The rest of the class has to guess what it is.

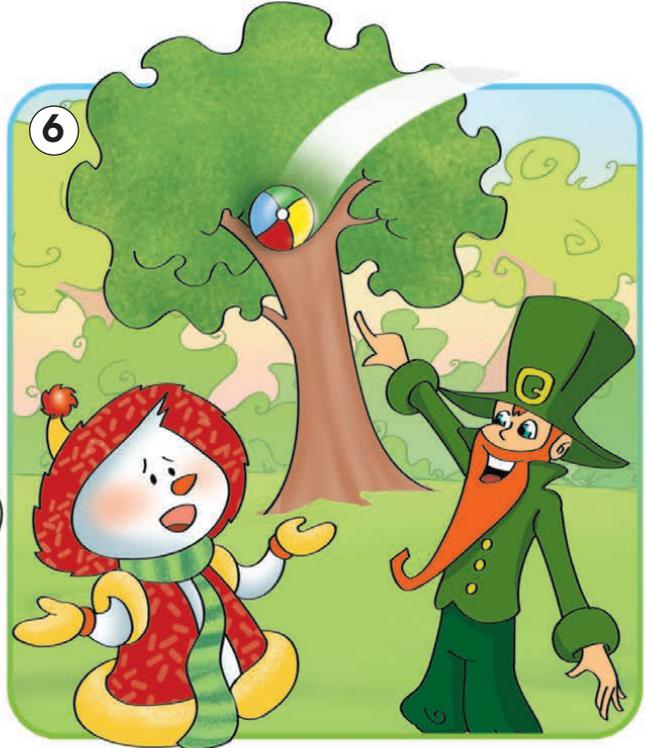
e.g. Pupil 1: I've got a ... (mimes flying)

Class: plane! etc

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 6 from the *Activity Book* during this lesson or the next one.

Note: For the next lesson, ask each pupil to bring an empty coffee can to class.



Do you like the story? Draw a face.





Go Green!

1 Colour. 



2 Let's Play!



- 1 Colour the pictures.
- 2 Play the *Coffee Can* game.

Lesson 4

Objectives

To talk about how we can recycle an empty coffee can by using it for multiple purposes. To consolidate the language used in the unit. To distinguish between big and small items. To draw a picture of a toy.

Language

In this lesson the pupils will learn to **understand**:

- *recycle*
- *coffee can, money box, marbles*

In this lesson the pupils will learn to **use**:

- *big/small*
- *The (big ball) is in the (big box).*
- *This is my favourite toy. It's a ...*

Extra Materials

- Five empty coffee cans for Ex. 2 (*Game*).

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow in their books.

PRESENTATION & PRACTICE

(Activities to talk about recycling a coffee can.)

1 Colour.

Pupils' books closed. Ask the pupils, in L1, if they know what *recycling* is (*processing and using old materials for new purposes*) and what kind of materials we can *recycle* (e.g. *plastic, aluminium, paper, glass*). Ask them if they recycle any materials at home or at school.

Before going into class

Have an empty coffee can ready to use.

Pupils' books open. Say: *Open your books at page forty.* Write the number 40 on the board and hold up your book. Say the

instructions twice as you mime them. Hold up the *coffee can* and say the word for it. The pupils repeat after you. Tell the pupils that, instead of throwing them away, we can use empty coffee cans for multiple purposes. Point to the pictures and explain to the pupils that we can use an empty *coffee can* to keep *marbles* in, or we can use it as a *money box* to save money, or as a *pencil holder*. Ask the pupils to colour the coffee cans as they wish.

Note: It is important that the pupils learn the importance of recycling. The pupils should be encouraged to go home and try and reuse cans to make other things. This depends to a great extent on how enthusiastic and eager we teachers are when we present this activity. If the pupils see that we love making things out of recycled cans, they will do it even if it is just to please us.

2 Let's Play!

Say the instructions twice as you mime them. Collect five empty coffee cans from the pupils and write numbers 1-5 on them. Time permitting, ask the pupils to decorate them. Put the cans in a row and use a rubber to demonstrate the game. Stand opposite the coffee cans and say the number (1-5) you will be aiming at, e.g. 2. Try to throw the rubber in can Number 2. If the rubber gets into the can, you get 1 point and you can play again. If the rubber falls out of the can, you miss a turn and it is the other player's turn to play. The pupils play the game in two teams. The team with the most correct shots (points) wins the game.

Note: Instead of a rubber, you can use other objects as well, such as a coin, a marble, a button, etc.

★ 3 Look and match.

Draw a big and a small ball on the board. While you are doing this, say: *Look, a **big** ball. Look, a **small** ball.* Emphasise the words *big* and *small*, and ask the pupils to repeat after you. Then ask the pupils to draw big and small balls in the air, according to your instructions.

Say the instructions twice as you mime them. Explain the task. The pupils have to put the big toys in the big box and the small toys in the small box. Allow them time to complete the activity. Then point to the picture of the big teddy and say: *a **big** teddy.* Point to the arrow and follow the course of the teddy into the big box. Say: *The **big** teddy is in the **big** box.* The pupils repeat after you. Invite individual pupils to say similar sentences for the rest of the toys.

The small teddy is in the small box.

The big doll is in the big box.

The small doll is in the small box.

The big train is in the big box.

The small train is in the small box.

The big ball is in the big box.

The small ball is in the small box.

★ 4 Portfolio: Draw and say.

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

Point to the picture and elicit the toy. Then say: *This is my favourite toy. It's a teddy.* Ask the pupils to draw a picture of their favourite toy and present it to the class. Make sure you display their work somewhere in the class. Then help them file their drawings in their *Junior Language Portfolios*.

ENDING THE LESSON

Ask a pupil to come to the board. Say: *A **big** ball.* The pupil draws a big ball on the board. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 7 from the *Activity Book* during this lesson or the next one.



3 Look and match.



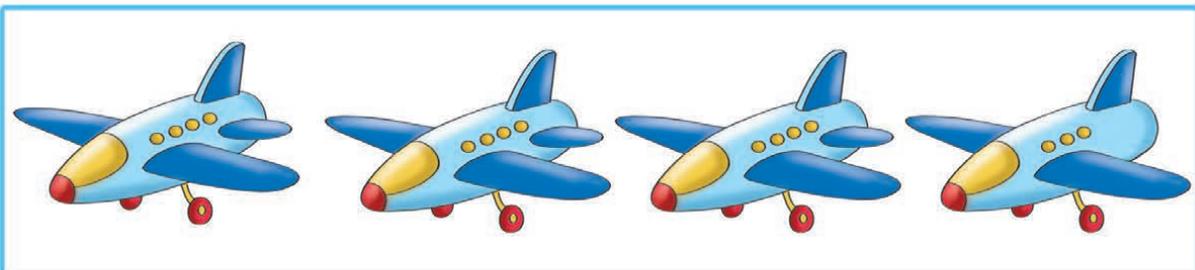
4 Portfolio: Draw and say.

This is my teddy.



- Put the big toys into the big toy box and the small toys into the small toy box. Then say: *The (big ball) is in the (big box).*
- Draw a picture of your favourite toy. Present it to the class: *This is my (teddy). It's my favourite toy.*

1 Look. Then circle the odd one out.



1 Look at popular toys from the UK and Russia. Then circle the odd one out.

Lesson 5

Objectives

To consolidate the language of the unit.
To familiarise pupils with British and Russian culture. To talk about popular toys in the UK/Russia.

Language

In this lesson the pupils will learn to **understand**:

- *UK, Russia*
- *toys (teddy, Matryoshka)*

In this lesson the pupils will learn to **use**:

- *(Three) and (two) is (five). (Five) is (blue)!*
- *I've got a big car. Kelly's got a small car.*

Extra Materials

- A map of the world for Ex. 1 (*Optional*).

BEGINNING THE LESSON

Ask the pupils to present the drawings they made in the previous lesson.

OUR WORLD

(Activities to familiarise pupils with aspects of British and Russian culture and explore their own.)

1 Look. Then circle the odd one out.

Pupils' books closed. Ask the pupils, in L1 if necessary, which toys are the most popular in their country. Explain to them that today they are going to learn about popular toys in the UK and Russia and talk about popular toys in their country.

Pupils' books open. Say: *Open your books at page forty-two.* Write the number 42 on the board and hold up your book. Point to the British flag and say: *UK.* If you have a map of the world, put it up on the board and show where the UK is. Repeat the same procedure with the flag of Russia. Point to the first picture and elicit the toy (*teddy*). Point to the second picture and elicit that they are *dolls*. If you wish, you can tell the pupils that their Russian name is **Matryoshka**.

Point to the groups of pictures below. Ask the pupils to look carefully at each group of toys and circle the odd toy out.

The pupils circle: The 2nd teddy, the 3rd doll, the 4th plane.

Optional Activity

Ask the pupils to find or draw pictures of popular toys in their country and bring them to class. Have a class discussion.

Unit 4 - My Toys

(Activities to consolidate the language of the unit.)

★ 2 Match. Then point and say.

Say the instructions twice as you mime them. Elicit the colours of the squares. Explain the activity. The pupils have to match the words to the toys. Allow them time to complete the activity. Then, pupils point to the pictures and say the words.

Answers

1 e 3 a 5 c
2 f 4 d 6 b

Extension

Name an object. Ask a pupil to tell you the colour of the square.

e.g. Teacher: Plane!

Pupil 1: Red! etc

★ 3 Count and colour.

Say the instructions twice as you mime them. Point to the picture of the train and the sums. Tell the pupils to calculate the sums and colour each part of the train according to the corresponding number deriving from the sum. Then point to each sum and say: *e.g. Three and two is five. Five is blue! etc.*

ENDING THE LESSON

The pupils work in pairs. Provide each pupil with a sheet of paper. Hand out a toy flashcard to each pair and ask them to draw the item given. One draws a big toy and the other draws a small toy, *e.g. a small car and a big car*. Invite the pupils to tell you about their pictures.

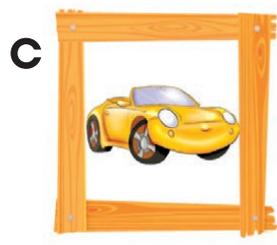
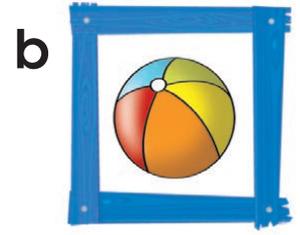
e.g. Pupil 1: I've got a big car. Kelly's got a small car. etc

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

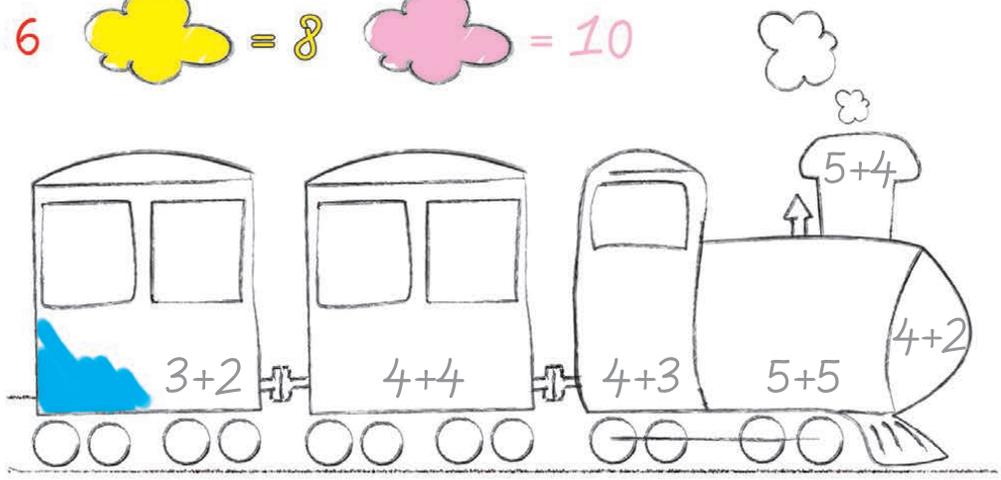
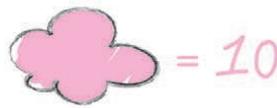
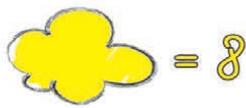


2 Match. Then point and say. 

- 1 plane
- 2 teddy
- 3 doll
- 4 train
- 5 car
- 6 ball



3 Count and colour. 



2 Match. Then point and say: Yellow - doll,

3 Count and colour. Then say: (Three) and (two) is (five). (Five) is (blue)!

Season's Greetings!

1 Sing.



2 Find and colour.



- 1 Listen and sing.
- 2 Find the items in the picture and colour them.



Objectives

To talk about Christmas. To sing a Christmas song. To make Christmas decorations.

Language

In this lesson the pupils will learn to

understand:

- *It's Christmas time! Merry Christmas!*
- *Santa, reindeer, Christmas tree, presents, sleigh*
- *What's this?*

In this lesson the pupils will learn to **use**:

- *Merry Christmas!*
- *Jingle Bells!*
- *It's a (ball).*
- *A (ball) for (Alvin)!*
- *Thank you!*

Extra Materials

- A big Christmas tree made out of green paper for the *Beginning the Lesson* activity;
- pictures/photographs related to Christmas (*Santa, reindeer, Christmas tree, presents, sleigh*) for *Presentation & Practice*.

Note: This unit is optional. It is designed to be taught just before Christmas.

BEGINNING THE LESSON

(Activities to present Christmas.)

Pin up the big Christmas tree you have prepared on the board and say: *A Christmas tree*. The pupils repeat, chorally and individually. Tell them: *It's Christmas time! Merry Christmas!* The pupils repeat after you.

PRESENTATION & PRACTICE

(Activities to present and practise a Christmas song.)

★ 1 Sing.

Pupils' books closed. Pin up the pictures/photographs related to Christmas on the board. Point to the pictures (*Santa, reindeer, Christmas tree, presents, sleigh*), one at a time, and say the word(s). The pupils repeat after you. Point to the pictures in random order. The pupils repeat after you.

Pupils' books open. Say: *Open your books at page forty-four*. Write the number 44 on the board and hold up your book. Say the instructions twice as you mime them. Hold up your book, point to the pictures and elicit the words. Play the recording as many times as you think necessary for the pupils to start singing along.

TAPESCRIPT

*Jingle Bells,
Jingle Bells,
Jingle all the way!
Oh, what fun it is to ride
On a one-horse open sleigh!*

★ 2 Find and colour.

Say the instructions twice as you mime them. Refer the pupils to the pictures, point to the items and elicit the words. Explain the task. Ask the pupils to find these items in the picture (Ex. 1) and colour them.

Season's Greetings!

★ 3 Look, choose and say.

Say the instructions twice as you mime them. Point to each present and say: *What's this?* Elicit: *It's a (ball)*. Explain the activity. Write on the board: *Erlina, Alvin, Woody, Frosty, Willow* (alternatively, pin up the *Hello!* poster). Tell the pupils that they will choose a present for each character in the book. Demonstrate this yourself first. Point to the ball and say: *A ball for Alvin*. The pupils repeat after you. Then ask individual pupils to say which present is for each character.

(Pupils' own answers)

Extension

Point to a present, then to a pupil and say: *A (doll) for you! Merry Christmas!* Elicit: *Thank you!* Ask the pupils, in pairs, to choose a present for their partner and repeat the same pattern.

e.g. Pupil 1: *A teddy for you! Merry Christmas!*
Pupil 2: *Thank you! etc*

★ 4 Craftwork

Tell the pupils they are going to make a Christmas Card for their parents. Show them your model. Hand out pieces of paper and have the pupils fold the paper in half. They decorate and colour their card any way they like. They can use the card in Ex. 4 as a model. Go around the class and help if needed. During the activity, you may play the *Jingle Bells* song as many times as you wish.

As the pupils leave, invite them to say *Merry Christmas!*

3 Look, choose and say. 



4 Craftwork 



- 3 Choose a present for each character. Then say: A (ball) for (Alvin).
- 4 Make a card for the holidays. Offer it to your mum and dad.

Fun Time 1

1 Listen and point.  



Matty

David

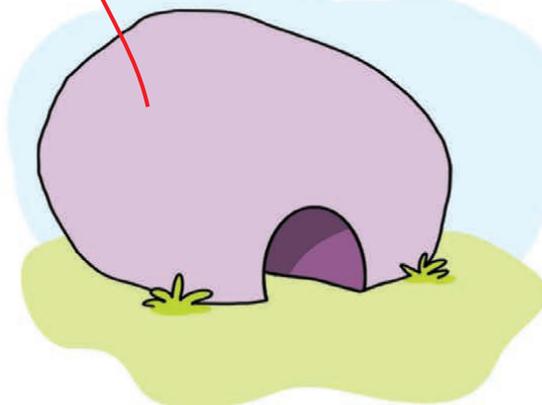
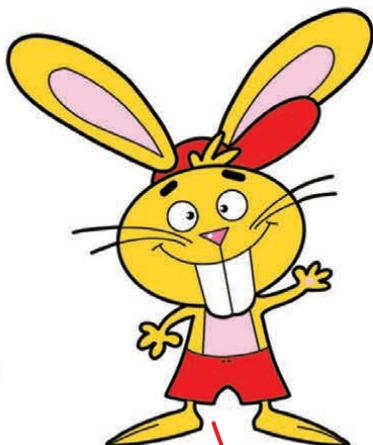
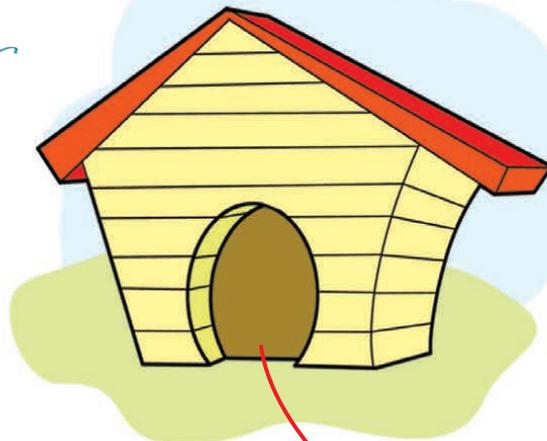
2 Look and match. 



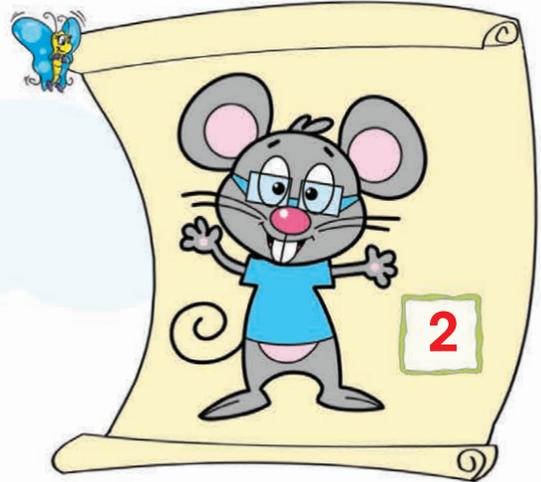
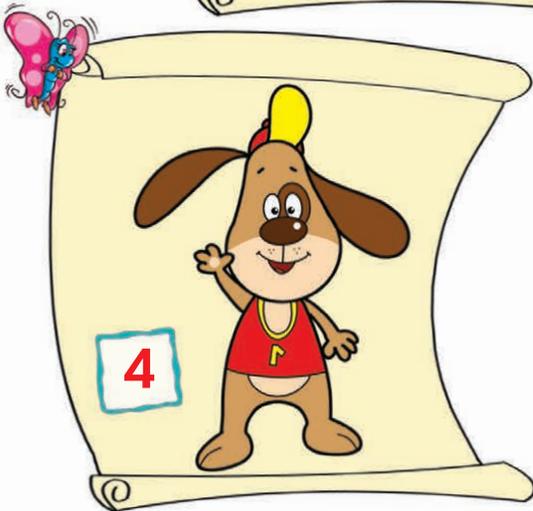
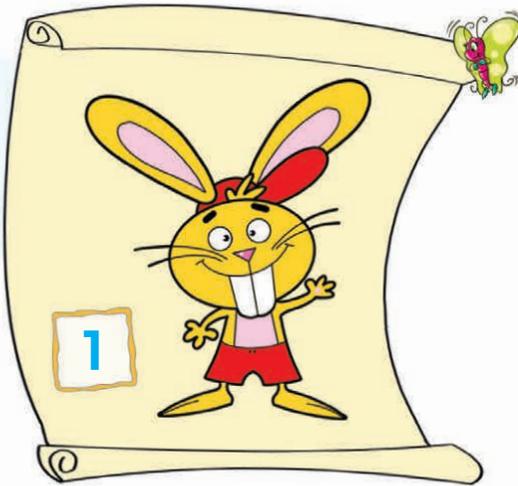
Kelly

Barney

3 Look and draw lines.



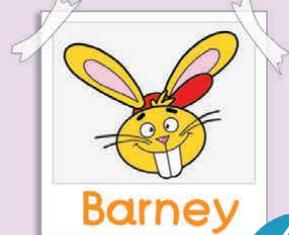
4 Listen and number. 



About  you!



5 Who is your favourite character? Circle. 



(Pupils' own answers)

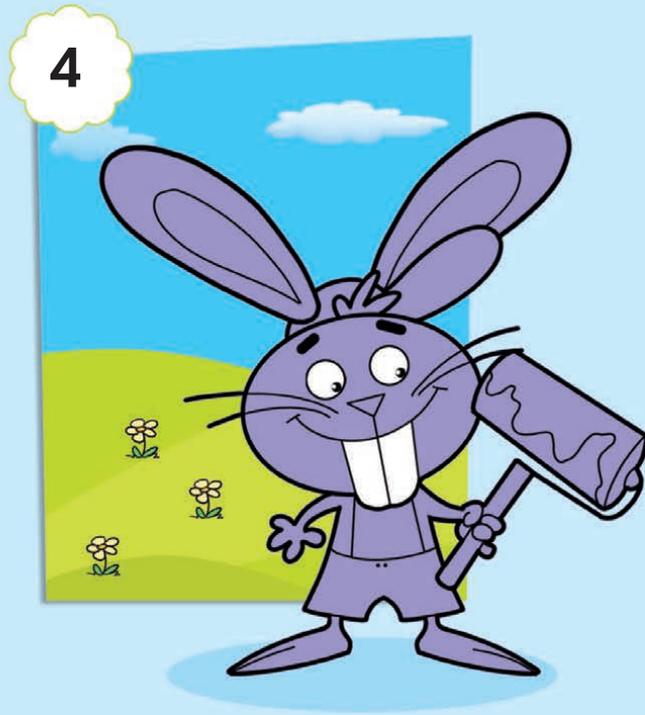
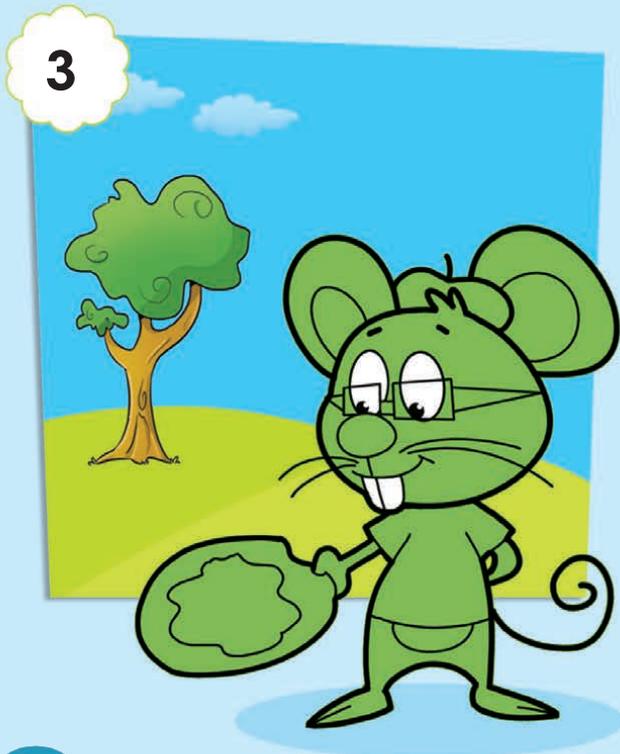
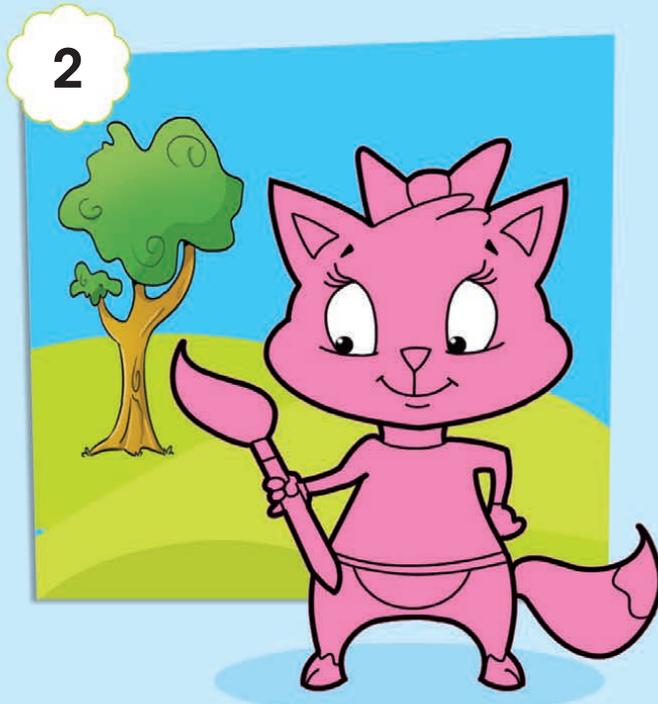
Fun Time 2

1 Look and circle the correct colour.



★ Look and match the numbers.

3 Listen and colour.  



4 Do the sums. Then colour. 

$1+1=$ **2 red**

$6+3=$ **9 blue**

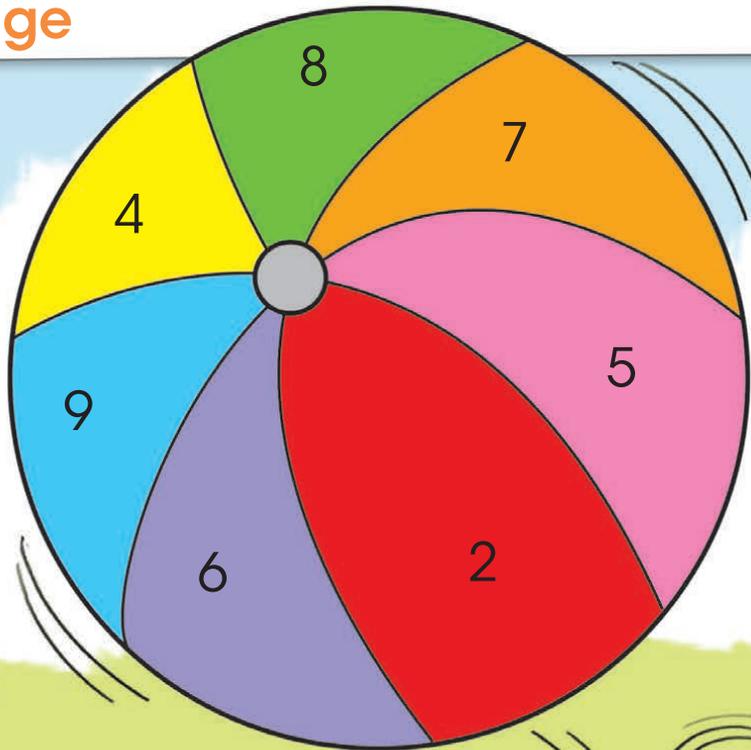
$3+1=$ **4 yellow**

$2+3=$ **5 pink**

$4+2=$ **6 purple**

$4+4=$ **8 green**

$3+4=$ **7 orange**



About  you!

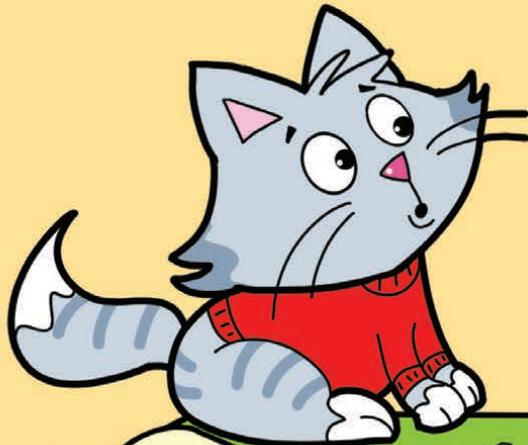
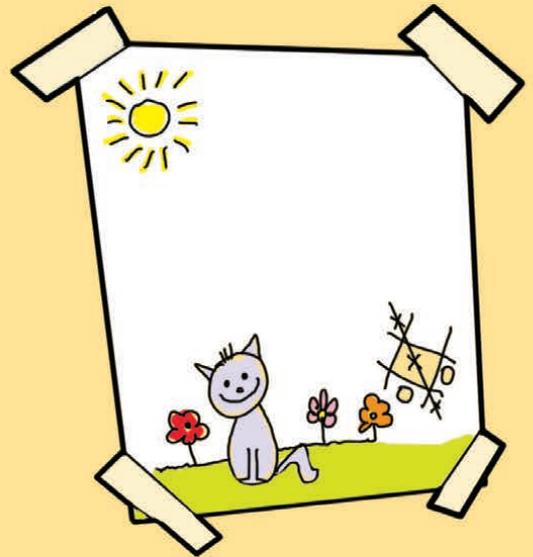
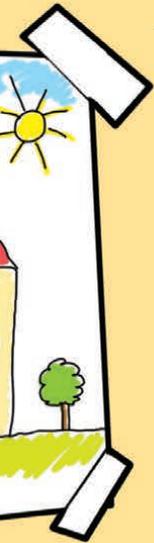
5 Draw your favourite number. Colour it with your favourite colour. 

(Pupils' own answers)



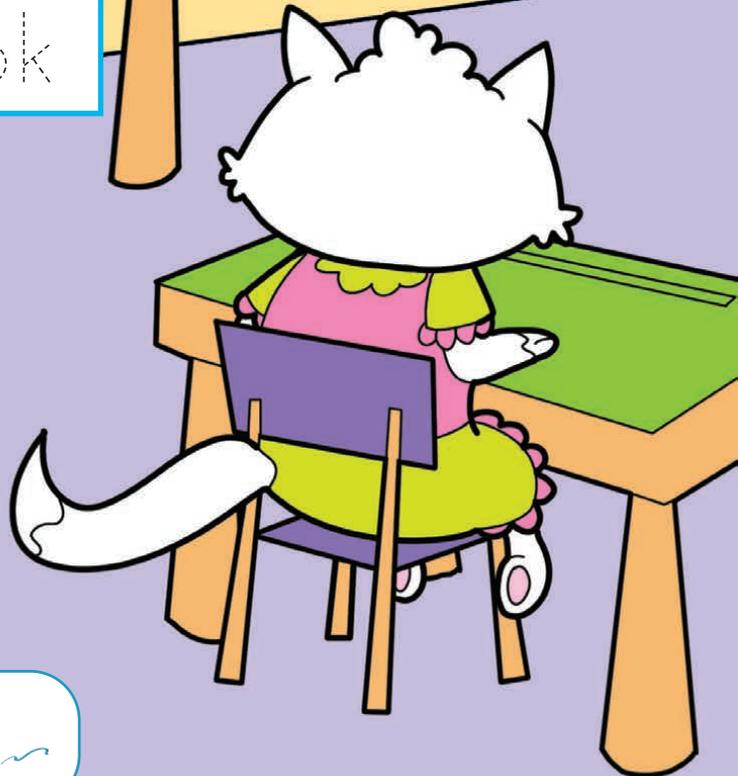
Fun Time 3

1 Listen and point.  



1 book

2 pencil



2 Now, trace the words. 



schoolbag

pencil

pen

rubber

book



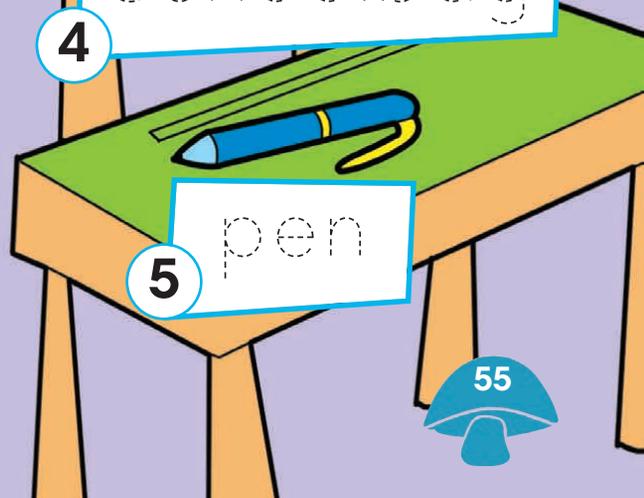
3

rubber



4

schoolbag

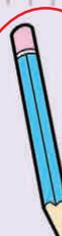
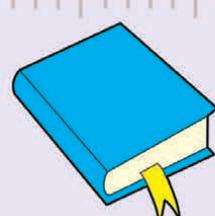


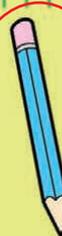
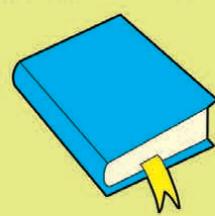
5

pen

3 Listen and circle.  

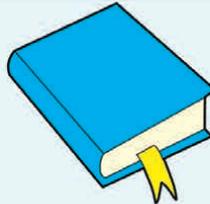
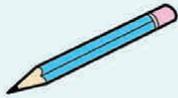
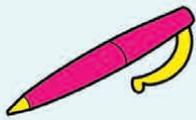
1     

2     

3     

4     

4 Find the words in the grid. 



About  you!



5 What's in your schoolbag? Circle. Then draw. 

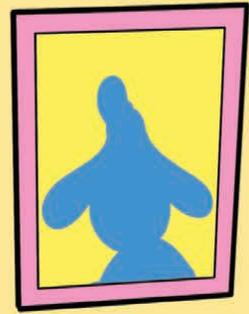
- a pen
- a pencil
- a book
- a rubber

(Pupils' own answers)



Fun Time 4

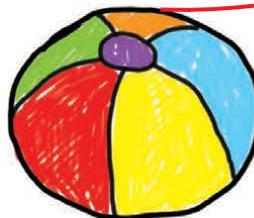
1 Look, read and match.

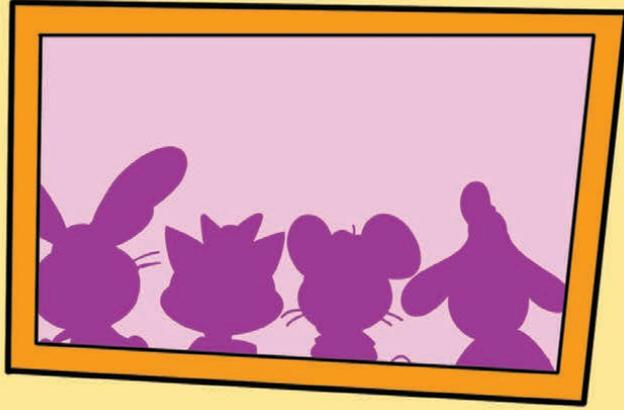


teddy

ball

doll

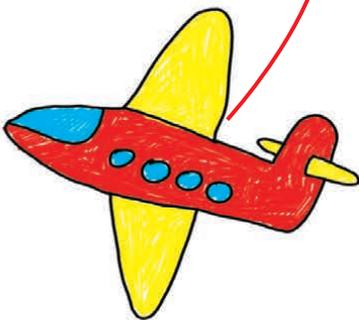




car

train

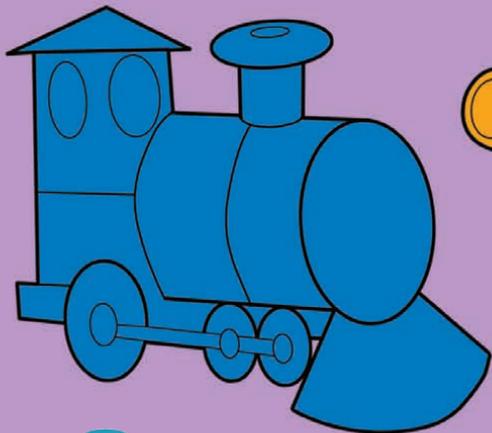
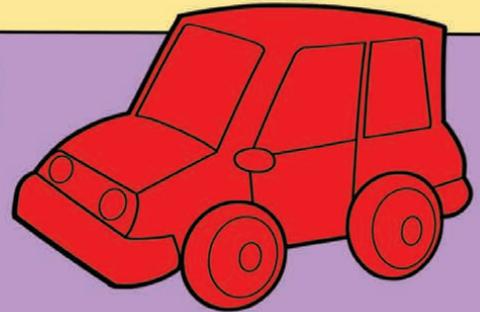
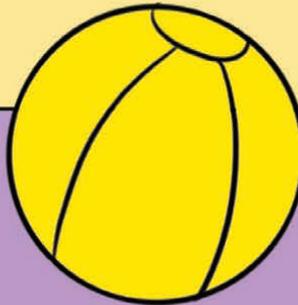
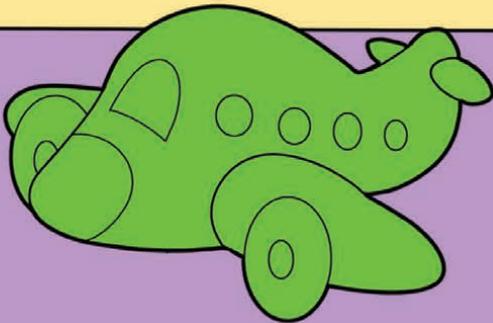
plane



2 Read and colour. 



- Colour the train blue.
- Colour the doll pink.
- Colour the ball yellow.
- Colour the teddy orange.
- Colour the car red.
- Colour the plane green.



3 Listen and put a tick (✓) or a cross (✗).  



About you!



4 What's your favourite toy?
Circle. Then draw. 

- teddy
- doll
- car
- train
- plane
- ball

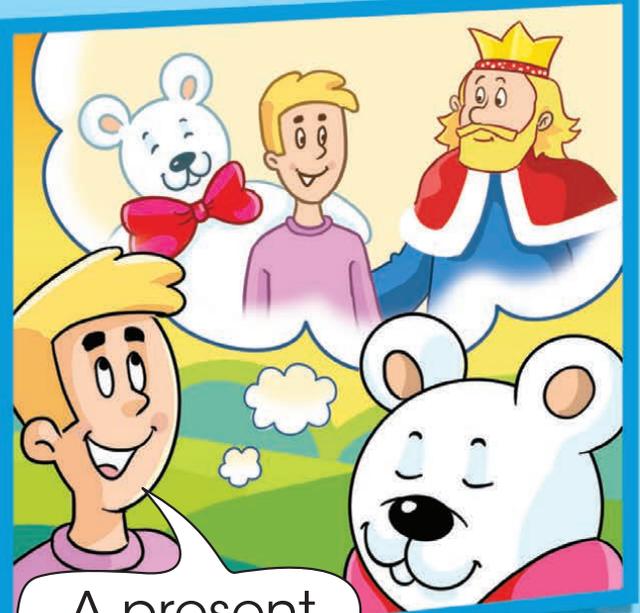
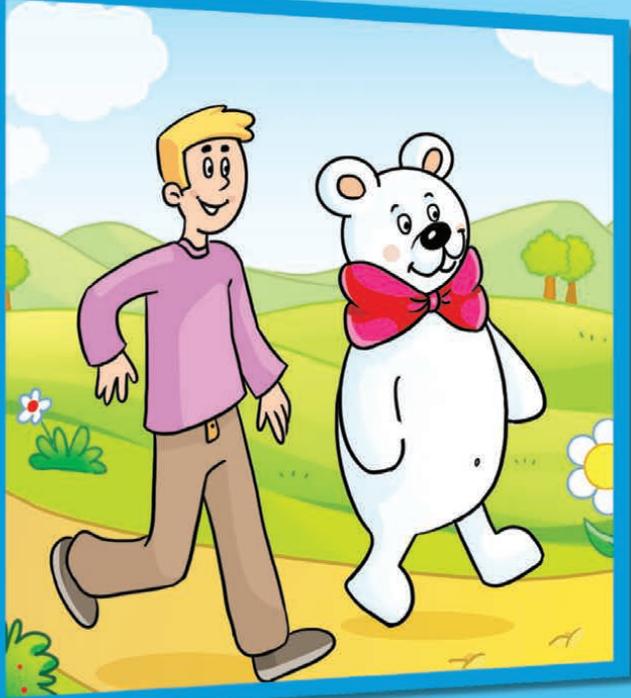
(Pupils' own answers)

1 The Trolls and the Pussycat

A story from Norway



1 Listen and read the story. 

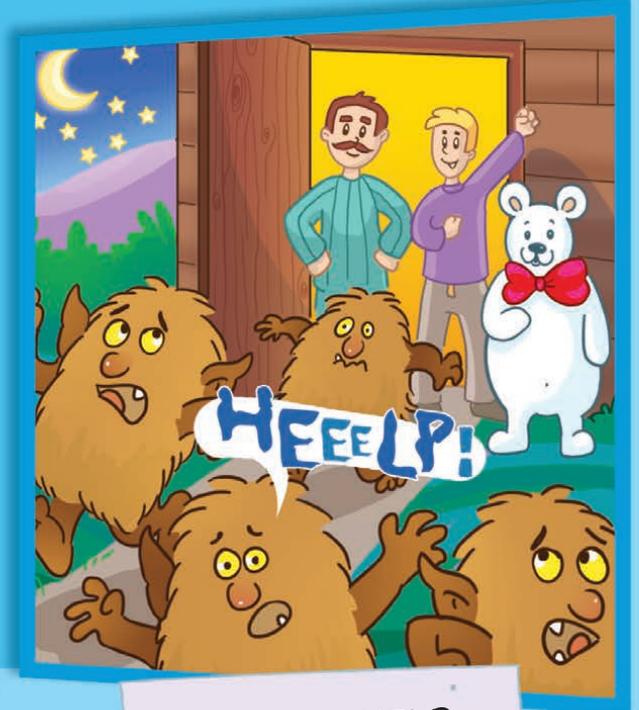
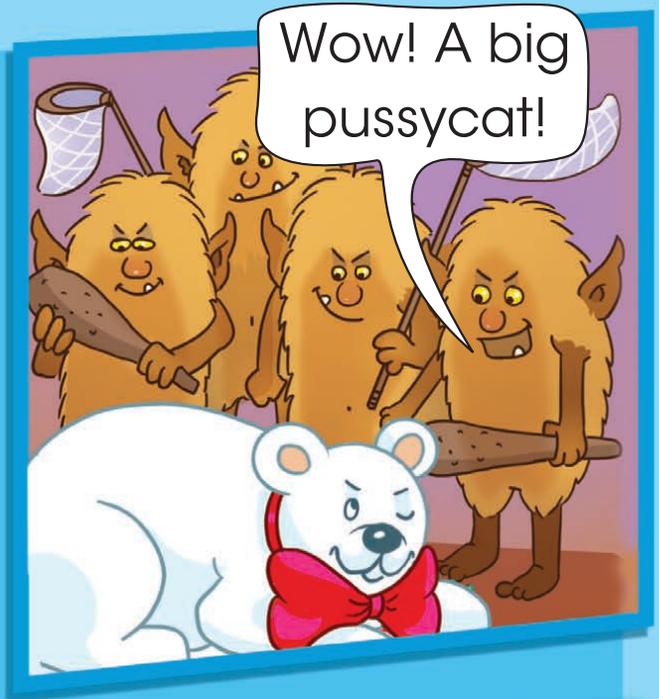


A present
for the king.



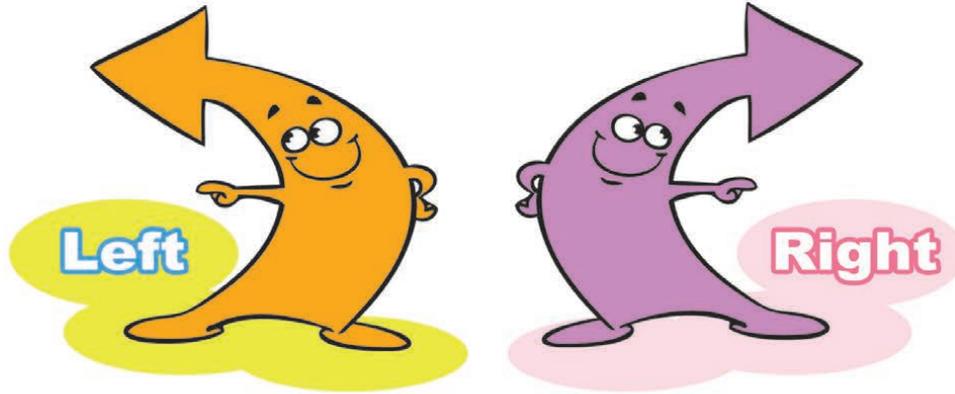
You can stay
with me!





IF YOU HELP
SOMEONE, THEY
WILL HELP YOU.

Let's Play



1 Play 'Pin the tail on the dog!'



Unit 1

Ex. 1 p. 4

*Hello, I'm Erlina.
 Hello, I'm Willow.
 Hello, I'm Alvin.
 Hello, I'm Woody.
 Hello, I'm Frosty.*

Ex. 4 p. 5

*Hello, Magic Forest,
 Hello, Magic Friends!
 Hello, Frosty! Hello, Woody!
 Hello, hello again!*

*Hello, Magic Forest,
 Hello, Willow, too!
 Hello, Erlina! Hello, Alvin!
 Hello, hello to you!*

p. 6 Vocabulary

Red, blue, green, yellow, pink, orange.

Ex. 2 p. 7

*Colour my world,
 Colour my world,
 Colour it red and blue!*

*Colour my world,
 Colour my world,
 Colour it yellow, too!*

*Colour my world,
 Colour my world,
 Colour it pink and green!*

*Colour my world,
 Colour my world,
 Colour my world for me!*

Ex. 1 p. 8

Frame 1

Girl: Hello, Frosty.

Frame 2

Man: Hello, Woody.

Frame 3

Man: Goodnight.

Frame 4

Woody: Hurray!

Frame 5

*Frosty: Hello, I'm Frosty.
 Woody: Hello. I'm Woody.*

Frame 6

Woody: Come with me!

Frame 7

Willow: Hello, I'm Willow.

Frame 8

Erlina: Welcome!

Ex. 2 p. 11

*Hello, I'm Alvin. My favourite colour is green.
 Hello, I'm Erlina. My favourite colour is pink.
 Hello, I'm Frosty. My favourite colour is orange.
 Hello, I'm Woody. My favourite colour is blue.*

Unit 2

p. 14 Vocabulary

Schoolbag, pencil, book, pen, rubber, pencil case.

Ex. 2 p. 14

*What's in your schoolbag?
 Let's take a look:
 A pencil, a pen,
 A rubber, a book!*

p. 16 Vocabulary

One, two, three, four, five.

Ex. 1 p. 18

Frame 1

Willow: Time for school!

Frame 2

Erlina: Hello!

Frame 3

Erlina: What's this?

Frosty: It's a pen!

Frame 4

Erlina: No, it isn't. Look again!

Frame 5

Erlina: What's this?

Woody: It's a book!

Frame 6

Erlina: No, it isn't. Look again!

Frame 7

Erlina: 1, 2, 3 ...

Frame 8

Woody: Magic schoolbags!

Ex. 2 p. 21

Five books.

Three pens.

Two rubbers.

Ex. 1 p. 22

Go to school!

School is cool!

Say your name

And go to school!

Ma-ri-a!

Go to school!

School is cool!

Say your name

And go to school!

John-a-than!

Unit 3

p. 24 Vocabulary

House, roof, window, floor, wall, door.

Ex. 2 p. 24

This is my house.

This is the roof.

This is the window.

This is the door.

This is my house.

This is the roof.

This is the wall.

This is the floor.

p. 26 Vocabulary

Table, chair, bed, cupboard.

Ex. 3 p. 27

Where is Woody?

Where is little Woody?

Where is Woody?

Woody, where are you?

Little Woody's in the house,

Little Woody's in the house,

In the house,

In the house.

Where is Woody?

Where is little Woody?

Where is Woody?

Woody, where are you?

Little Woody's on the table,

Little Woody's on the table,

On the table,

On the table.

Where is Woody?

Where is little Woody?

Where is Woody?

Woody, where are you?

Little Woody's on the chair,

Little Woody's on the chair,

On the chair,

On the chair.

Where is Woody?

Where is little Woody?

Where is Woody?

Woody, where are you?

Little Woody's in the cupboard,

Little Woody's in the cupboard,

*In the cupboard,
In the cupboard.*

Ex. 1 p. 28

Frame 1

Woody: *Hello, Alvin!*

Frame 2

Alvin: *Hello, Woody!*

Frame 3

Woody: *This is my table.*

Frame 4

Woody: *This is my bed.*

Frame 5

Alvin: *Where's Frosty?*

Frame 6

Woody: *Frosty's in bed!*

Frame 7

Woody: *Wake up, Frosty!*

Ex. 2 p. 31

Where's the blue book? On the table.

Where's the yellow book? In the cupboard.

Where's the green book? On the bed.

Where's the red book? In the schoolbag.

Unit 4

p. 34 Vocabulary

Doll, ball, car, train, plane, teddy.

Ex. 1 p. 34

I've got a train,

I've got a ball!

I've got a teddy,

I've got a doll!

All the girls

And all the boys

Have got a lot of

Lovely toys!

p. 36 Vocabulary

Six, seven, eight, nine, ten.

Ex. 2 p. 37

*One, eight, six, four, nine, seven, two, ten,
three, five, one.*

Ex. 3 p. 37

Count with me,

Count with me to ten:

One, two, three, four, five, six,

Seven, eight, nine and ten!

Ex. 1 p. 38

Frame 1

Alvin: *Let's play!*

Frame 2

Frosty: *Lovely toys!*

Frame 3

Erlina: *I've got a doll!*

Frame 4

Woody: *I've got a ball!*

Frame 5

Woody: *Let's play!*

Frame 6

Frosty: *Where's the ball?*

Alvin: *It's in the tree.*

Frame 7

Frosty: *Look! I've got a plane!*

Season's Greetings

Ex. 1 p. 44

Jingle Bells,

Jingle Bells,

Jingle all the way!

Oh, what fun it is to ride

On a one-horse open sleigh!

Fun Time 1

Ex. 1 p. 46

- 1 *Matty the mouse*
- 2 *David the dog*
- 3 *Kelly the cat*
- 4 *Barney the rabbit*

Ex. 4 p. 49

- 1 *Hello! I'm Barney.*
- 2 *Hello! I'm Matty.*
- 3 *Hello! I'm Kelly.*
- 4 *Hello! I'm David.*

Fun Time 2

Ex. 3 p. 52

- 1 *David's favourite colour is blue.*
- 2 *Kelly's favourite colour is pink.*
- 3 *Matty's favourite colour is green.*
- 4 *Barney's favourite colour is purple.*

Fun Time 3

Ex. 1 p. 54

- 1 *Book.*
- 2 *Pencil.*
- 3 *Rubber.*
- 4 *Schoolbag.*
- 5 *Pen.*

Ex. 3 p. 56

- 1 *Kelly has got a pen and a book.*
- 2 *Matty has got a pencil and a pen.*
- 3 *David has got a pencil and a rubber.*
- 4 *Barney has got a rubber and a book.*

Fun Time 4

Ex. 3 p. 61

- 1 *David has got a train.*
- 2 *Kelly has got a teddy.*
- 3 *Matty has got a car.*
- 4 *Barney has got a ball.*

Evaluation plays an integral part in the learning process, and it is more efficient when based on the systematic observation of the pupils throughout the course. It provides valuable information that reflects their progress in the acquisition of receptive and productive skills as well as their attitude towards their own learning experience. It 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 unit.

In Fairyland 1A the evaluation activities are included in both the *Teacher's Book* and the *Pupil's Book*.

Initial evaluation

This evaluation centres mainly on the pupils' reports from the previous school year, as the information should help the teacher find out about the strategies they are able to use.

Formative evaluation

Any exercise a pupil does can be used for this type of evaluation. The results are then recorded on the pupil's *formative evaluation chart* [page 70(T)].

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (for example, the dialogues, language games, craft activities, and so on) and write the marks obtained with the help of the following code:

★★★★★ – the pupil recognises and produces the language

★★★ – the pupil recognises but does not produce the language correctly

★ – the pupil does not recognise the language

Cumulative evaluation

The results of cumulative evaluation are recorded on the pupil's *cumulative evaluation chart* [page 71(T)].

In the Pupil's Book the last page of the unit is used for cumulative evaluation. However, in order to obtain reliable information, the formative evaluation marks, work done throughout the unit participation and attitude should also be taken into account.

In order to complete the chart, write down the pupils' names and record the results using numbers or letters in the corresponding columns. The code for formative evaluation can also be used here.

Evaluation chart for games and activities (formative evaluation)

Name of game/activity:

Aim of game/activity:

Unit: Lesson: 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: ★★★★★ ★★★ ★

MODULE 1

Unit 1 - Hello!

1 Complete.

Revise the characters' names. Point to each character in turn and elicit the names. Explain the activity and allow the pupils some time to complete and colour in the picture.

2 Join and colour.

Revise the colours. Hold up a green coloured pencil and ask the pupils to say the correct colour, *e.g. green*. Read the instructions and explain the activity. The pupils match the characters to their hats and then colour them in. Allow them some time to complete the activity. Check their answers.

Then point to the first hat and ask the pupils to tell you whom it belongs to. Elicit: *Frosty*. Then elicit the colour: *orange*. Repeat for *Alvin's hat (green)* and *Woody's hat (blue)*.

3 Colour.

Direct the pupils' attention to the colour sequence in each row. Explain the activity. Allow the pupils some time to colour in the boxes. Then point and elicit: *yellow, blue*. Point to the second sequence of colours and elicit: *green, red*. Finally, point to the third sequence and elicit the answer: *pink, pink*.

4 Colour. Say.

Ask individual pupils to say what their favourite colour is. Next, direct the pupils' attention to the circle and tell them to colour it in using their favourite colour. Then they present their colours and say: *My favourite colour is (red)*.

5 Look and find the stickers.

Read the instructions and explain the task. Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces. Check their answers. Then point to the characters, one at a time, and elicit, *e.g. This is Erlina. etc*

6 Find and colour.

Tell the pupils to look at the coloured parts of the picture and use them as a colour guide in order to colour the corresponding squares in the big picture. Go around the class, asking the pupils to identify the colours.

Unit 2 - My Schoolbag

1 Match.

Revise the school objects by pointing to realia in the classroom. Read the instructions and explain the activity. Point to the puzzle pieces of the items around the picture and elicit their names. Point to the example. Allow the pupils some time to find these items in the picture and draw lines. Check their answers.

2 Draw.

Explain the activity. Allow the pupils some time to finish drawing the items. Then point to the items, one at a time, and ask individual pupils to say, *e.g. It's a rubber. etc*

3 Join and trace.

Revise the numbers 1 to 5. Ask the pupils to look at the numbers Erlina is holding and say them out loud. Then ask them to look at the mushrooms and count the circles on each one. Elicit the answers

orally. Point to the example and explain the activity. The pupils join and trace the numbers. Check their answers.

4 Colour. Then count and write.

Point to the *book*. Ask: *What's this?* Elicit the answer: *It's a book*. Repeat for the rest of the items. Ask the pupils to colour the school objects. Once they finish, tell the pupils to count the number of each item in the tree and to write the correct number in the space provided. Check their answers.

books – 2 pencil case – 1
pens – 4 rubbers – 5
pencils – 3

5 Count and find the stickers.

Read the instructions and explain the activity. Tell the pupils to count the items in each box, e.g. *one pencil, three pencils, etc.* Then ask them to find the number of items missing from each sequence. Elicit the answers. Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces. Check their answers. Once they finish, pupils point to the pencils and say: *one pencil, two pencils, three pencils, four pencils, five pencils*. Repeat for the remaining items (*rubbers, books and pens*).

6 Colour and say.

Point to number 1 and the colour and ask: *What colour is this?* Elicit: *Red*. Do the same for the remaining numbers and colours. Explain the activity. The pupils use the code and colour in the picture. Then pupils point and say: *It's a red book*. etc

- 1 It's a red book.
- 2 It's a blue pencil.

- 3 It's a green pen.
- 4 It's a yellow pencil case.
- 5 It's an orange rubber.

MODULE 2

Unit 3 – My Home

1 Look and circle.

Revise the parts of the house. Point to the pictures of the *wall* in the first picture and ask: *What's this?* Elicit: *It's a wall*. Repeat for *door, window, roof*. Explain the activity. Allow the pupils some time to find the correct part of the house and circle it. Check their answers.

2 Follow and colour.

Go through the items and elicit their names. Explain the activity. The pupils follow the paths that lead from the paintbrushes and use the colours to colour in the items. Then point to each item and elicit, e.g. *This is the door. It's blue. etc*

3 Look and draw.

Direct the pupils' attention to the pieces of furniture. Go through and elicit their names. Explain the activity. Allow the pupils some time to look at the order in which the furniture items appear in each row and draw the correct one in the space provided. Then point and elicit their names, e.g. *table*.

table, chair, chair, bed

4 Circle the same.

Read the instructions and explain the activity. Allow the pupils some time to complete the task. Check their answers. Then point to each picture and elicit: *Alvin's in the house. etc*

Activity Book Key & Instructions

Pictures to be circled:

Alvin's in the house.
Woody's in the cupboard.
Erlina's in the schoolbag.

Alvin's on the chair.
Woody's on the table.
Frosty's on the bed.

5 Look and find the stickers.

Tell the pupils to look at the half-pictured items inside the tree house and name them. Explain the task. Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces. Then point to each item and elicit, *e.g. It's a pink chair.* etc.

6 Colour. Say.

Explain the activity. The pupils colour in the pictures of Frosty. Then point to the picture of Frosty sitting on the chair and elicit: *Frosty's on the chair.* Repeat for the other two pictures.

Unit 4 – My Toys

1 Colour.

Revise the names of the toys. Direct the pupils' attention to the pictures and tell them to colour them in using the dots as a guide. Allow the pupils some time to complete the task. Then point to the first picture and ask: *What's this?* Elicit: *It's a plane.* Point to the second picture and elicit: *It's a train.* Repeat the same procedure for *ball* and *teddy*.

2 Colour. Say.

Read the instructions and explain the activity. The pupils use the key to colour in the toys. Allow them some time to

complete the task. Check their answers. Once they finish, they point to each picture and say: *I've got a (yellow plane).* etc

3 Trace. Then match.

Revise the numbers 1 to 10. Read the instructions and explain the activity. The pupils trace the numbers and match them to the correct picture. Then point to each picture and say: *1 teddy, 2 trains, 3 rubbers, 4 planes, 5 cars, 6 dolls, 7 books, 8 chairs, 9 balls, 10 pencils.*

4 Colour.

Read the instructions and explain the activity. The pupils colour in the planes with the help of the key. Allow the pupils some time to complete the task. Once they finish, the pupils point to each plane and say: *6 – orange, 7 – green, etc*

5 Count and circle.

Practise addition by writing some simple sums on the board and eliciting the correct answers. Ask the pupils to count the dots and circle the correct answers. Check their answers.

a seven 7 **c** six 6
b ten 10 **d** eight 8

6 Look and find the stickers.

Point to the pictures of the toys and elicit their names. Explain the activity. Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces. Then point to the toys, one at a time, and ask the pupils to say what they have in their boxes, *e.g. I've got a doll.*

7 Colour. Match.

Revise the meaning of *big/small*. Explain the activity and allow some time for the pupils to colour in the cars. Then have them match the big items to the big car and the small items to the small car. Check their answers.

ball - big doll - small
train - small plane - big
teddy - big

Board Games (1-2)

For rules on how to play the board games, see the *Introduction*, p. IV.

Fairyland 1A

Fairyland 1A is a course for young learners of English. Pupils follow the adventures of Woody and Frosty and their friends from the *Magic Forest*.

Components

- Pupil's Book
- Digital Book
- Activity Book
- Teacher's Book
- Picture Flashcards
- Posters
- Teacher's Resource Pack



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