

Comunicare în limba modernă engleză

Clasa a II-a

Teacher's Book

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Jenny Dooley – Virginia Evans



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Introduction

Comunicare în limba modernă engleză Clasa a II-a is a course specially designed to introduce young pupils to the English language. Young learners will be captivated by the adventures of *Woody* and *Frosty* as they enter the Magic Forest and meet *Erlina*, *Willow* and *Alvin*. Through an array of activities such as stories, songs, games, sticker activities and craftwork, the pupils will be introduced to 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 four modules, comprised of two units each, 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. For those teachers who wish to revise the English alphabet, there is the *My Letters* section at the beginning of the *Pupil's Book*.

- **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*, *Health and Safety*, 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.

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

- I Fun Time**

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

- II Round-up**

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

- III Special Days (Happy Halloween!, Happy New Year!, Happy Easter)**

There are three optional units at the back of the book, containing activities for Halloween, New Year and Easter, which can be covered as a lead-up to the respective special day.

★ 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 should be 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, (with work or drawings completed inside or outside the class), DVDs (with the pupils' favourite story or with performances of songs, school plays, etc), 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 audioscripts 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.

Introduction

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

- *Formative Evaluation Chart*: The teacher uses the chart to evaluate the pupils on an activity at any time during the course and writes the marks obtained with the help of a code.

(See page 91 (T) for further information.)

- *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.

(See page 92 (T) for further information.)

★ Teacher's Resource Pack

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

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

I Reinforcement and Extension Activities

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

II Extras

These extra activities are designed for Halloween, New Year 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 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 pupils to make the connection between the visual prompts and the spoken words and help teachers avoid the use of translation or lengthy explanations.

★ Posters

There are eight double-sided posters accompanying the book. 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. The book is also accompanied by an *Alphabet Poster* for those teachers who wish to teach/consolidate the English alphabet. In the *Teacher's Book* there are helpful guidelines as to when and how the posters can be used to present and/or consolidate the new language.

★ Class audio

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

★ Digital Book

The **Digital Book** is the electronic version of 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 reading and listening skills. In this

way, the pupils gain an appreciation for reading and are not intimidated by the written word. The dialogues feature the new language which can be used for classroom acting out.

III Activities

There is a great variety of activities catering for all types of learners and learning styles: 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, Health and Safety, 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.

Upon completion of the unit, the pupils record their progress in *My Progress*.

How to deal with *My Progress*:

- Go through the three faces and elicit what each one illustrates.
- Ask the pupils to choose the corresponding face according to how

well they did in the unit. Alternatively, they can draw and colour the face they chose in their notebooks.

- Ask them, in L1 if necessary, what they liked most in the unit and have a brief class discussion.

★ 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:** In this 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, Xena, etc). This rich imagination can be captured and encouraged by the teacher in order to act out the dialogues from the units in the *Pupil's Book*. 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 sound(s).

★ Classroom Management

Creating a pleasant environment in the classroom should be one of the teacher's very first goals. It is a good idea for the

teacher to arrive a few minutes early to welcome the pupils and have something interesting for the early comers to do. They can listen to the song from the previous lesson, watch the DVD again or play with the picture flashcards, identifying the book's characters, as well as the vocabulary items already presented.

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

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

The teacher should empower his/her learners by:

- teaching **classroom language**, i.e. the Teacher's instructions, such as *open your books, close your books*, 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 recording 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.

Programme (Contents & Syllabus)

▶▶ Hello

Pupils will be reunited with the characters and listen to the theme song.

▶▶ Module 1 (Units 1 & 2)

In this module pupils will ...

talk about ...

- family members
- parts of a house
- presents
- shapes

listen to ...

- a song introducing family members
- a song presenting and practising location and parts of a house
- a dialogue about the characters looking for Ronny
- a song practising a Happy Birthday wish
- children saying how old they are
- a song practising shapes
- a dialogue about Woody and Frosty's birthday

learn how to ...

- introduce family members
- identify parts of a house
- say where someone is
- say how old they are
- identify and present presents
- identify shapes

CRAFTWORK

Pupils will ...

- draw their family members
- make a birthday present for their friends

OUR SCHOOL

Pupils will ...

- make a part of a house (Art)

- count the number of shapes and trace the words (Maths)

GO GREEN!

Pupils will ...

- talk about baby animals
- talk about how old trees are

PORTFOLIO

Pupils will ...

- draw a picture of a character in a part of a house
- make a birthday present and a card

OUR WORLD

Pupils will talk about ...

- families in the UK and Mexico
- birthdays in the UK and Spain

LANGUAGE FOCUS

Structures

- This is my mummy, Vicky.
- Where's Alvin?
- Is Daddy in the living room?
- Yes, he is./No, he isn't.
- This is Karen's mummy.
- I'm seven today.
- How old are you?
- Happy Birthday! This is for you.
- Wow! A clock. Thank you.
- I can see four squares.
- The yellow clock is in the cupboard.
- Where's the blue robot? It's on the table.

Vocabulary

- family members: mummy, daddy, brother, sister
- parts of a house: bedroom, bathroom, living room, kitchen, garden
- presents: robot, computer, bike, TV, lamp, clock
- shapes: square, circle, triangle, rectangle

Programme (Contents & Syllabus)

► Module 2 (Units 3 & 4)

In this module pupils will ...

talk about ...

- parts of the body
- commands
- actions
- musical instruments

listen to ...

- a song presenting and practising parts of the body and related illnesses
- a song presenting and practising commands
- a dialogue about some animals being ill
- a song presenting and practising actions
- Sally and Roy saying what they can do
- a song practising musical instruments
- a dialogue about the Fairy Band

learn how to ...

- identify parts of the body
- talk about illnesses
- give and follow commands
- describe people
- talk about actions
- say what they can/can't do
- identify/talk about musical instruments and which ones they can play

CRAFTWORK

Pupils will ...

- make a Nessie/Yeti mask
- make a guitar

OUR SCHOOL

Pupils will ...

- sing a song about and follow commands (PE & Drama)
- listen to the sounds some musical instruments make (Music)

GO GREEN!

Pupils will ...

- talk about animals that have got paws/hooves
- talk about what sounds you can hear in the country

PORTFOLIO

Pupils will ...

- draw and label their body
- draw and write what they can do

OUR WORLD

Pupils will talk about ...

- Nessie and Yeti
- Wayne Rooney and Shakira and make a class football team

LANGUAGE FOCUS

Structures

- What's the matter? My arm hurts.
- Let me see.
- Simon says, clap your hands!
- I've got two heads, four arms and two legs.
- She can dance and she can ride a bike.
- I can play the guitar!
- Can you swim? Yes, I can!

Vocabulary

- parts of the body: head, arm, tummy, leg, foot
- commands: clap your hands, nod your head, stamp your feet, wave your arms
- actions: sing, dance, ride a bike, play football, draw
- musical instruments: piano, guitar, triangle, drum, tambourine, recorder

Programme (Contents & Syllabus)

► Module 3 (Units 5 & 6)

In this module pupils will ...

talk about ...

- animals and what they can do
- numbers 11-20
- food
- food preferences

listen to ...

- a song presenting and practising animals and what they can do
- a song presenting and practising numbers
- a dialogue about Woody and Frosty meeting a caterpillar which turns into a butterfly
- a song presenting and practising food preferences
- a song presenting and practising food items
- a dialogue about the characters meeting the Sweet Monster

learn how to ...

- identify animals
- talk about animals and what they can do
- count from 11-20
- describe animals
- talk about food preferences
- talk about food that is good for them
- talk about fruit and vegetables

CRAFTWORK

Pupils will ...

- make animal spinners and play a game
- spell out their favourite treat using 'smarties'
- make fruit/vegetable men/women

OUR SCHOOL

Pupils will ...

- count and say how many legs different animals have got (Maths)

- talk about food that is good for them (Health & Safety)

GO GREEN!

Pupils will ...

- talk about the life cycle of a butterfly
- identify fruit and vegetables

PORTFOLIO

Pupils will ...

- draw a picture of and write about their favourite animal
- draw a picture of their favourite fruit and vegetable

OUR WORLD

Pupils will talk about ...

- horse shows in the UK, and elephants playing football in Thailand
- ice cream, a favourite treat, in the UK and Italy

LANGUAGE FOCUS

Structures

- It's an elephant.
- A bird can fly, but it can't swim.
- A frog has got four legs.
- Sixteen and four is twenty.
- This is a spider. It's got eight legs. It can run. It's black.
- I like chocolate. I don't like jam.
- Do you like lollipops? Yes, I do./No, I don't.
- Eat tomatoes. They're good for you.
- I'm Mr Carrot. I'm a vegetable.
- What's your favourite fruit? Bananas! I love bananas!
- An ice cream, please. Here you are. Thank you.

Vocabulary

- animals: butterfly, elephant, spider, bird, frog, monkey

Programme (Contents & Syllabus)

- numbers: 11-20
- food/drink items: chocolate, jam, cake, lollipops, juice, sweets
- fruit/vegetables: carrots, potatoes, peas, tomatoes, pears, oranges

► Module 4 (Units 7 & 8)

In this module pupils will ...

talk about ...

- the weather
- seasons
- clothes
- size

listen to ...

- a song presenting and practising the weather
- a song practising the seasons
- a dialogue about the characters having fun on a summer day
- a song presenting and practising clothes
- a dialogue about the characters getting ready to go on holiday

learn how to ...

- identify different weather conditions
- talk about the seasons
- talk about clothes and describe what they are wearing
- talk about size

CRAFTWORK

Pupils will ...

- use templates to draw and dress themselves

OUR SCHOOL

Pupils will ...

- learn about the different seasons (Science)

- match the clothes to Daddy Bear and Baby Bear according to the correct size (Maths)

GO GREEN!

Pupils will ...

- talk about water and its importance
- talk about scarecrows and their importance on farms

PORTFOLIO

Pupils will ...

- draw a picture and write about their favourite season
- draw a picture and write about what they are wearing

OUR WORLD

Pupils will talk about ...

- the weather in the UK and Greece
- traditional clothes in the UK and Japan

LANGUAGE FOCUS

Structures

- It's hot.
- What's the weather like today? It's sunny.
- Look! It's spring.
- Erlina's favourite season is spring because she loves flowers.
- A child needs water.
- My favourite season is winter because I love the snow.
- I'm wearing my jumper and jeans.
- Daddy Bear's shorts are big.
- Take off your shoes. Put on your cap.
- It's hot. I'm wearing my shorts.
- It's red. A T-shirt!

Programme (Contents & Syllabus)

Vocabulary

- weather: It's hot. It's cold. It's sunny. It's raining. It's snowing.
- seasons: spring, summer, autumn, winter
- clothes: boots, jacket, jeans, jumper, dress, hat, T-shirt, shorts, vest, socks, cap, shoes

▶▶ Fun Time

In this section pupils will ...

- consolidate the key vocabulary of the course

▶▶ Round-up

In this section pupils will ...

- consolidate the core vocabulary of the modules

▶▶ Happy Halloween!

In this unit pupils will ...

- talk about Halloween
- sing a Halloween song

▶▶ Happy New Year!

In this unit pupils will ...

- sing a New Year song
- play a Happy New Year game

▶▶ Happy Easter

In this unit pupils will ...

- talk about Easter
- play an Easter game
- sing an Easter song

Getting started

Objectives

To reunite the pupils with the characters.
To practise introducing oneself and greeting others.

Language

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

- *Who's this?*
- *This is (Erlina).*
- *Open/Close your books.*

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

- *Hello, I'm (Sue).*
- *What's your name?*

Extra Materials

- Slips of paper with the pupils' names;
- characters' cutouts.

★ Getting started

Welcome your class by saying *Hello!* several times. Present yourself. Say: *Hello. I'm (Mrs Adams).* Encourage the pupils to greet you back. Stand in front of a pupil and say: *Hello, I'm (Mrs Adams). What's your name?* Encourage the pupil to respond.

Before going into class

Prepare slips of paper with the names of the pupils.

Pin up the slips of paper with the pupils' names on the classroom walls. Make sure you pin up the slips of paper in sets of two. Explain the activity. The pupils go around looking for their names. When they find the corresponding slips of paper, they act out the following short exchange.

e.g. Pupil 1: Hello, I'm (Sue). What's your name?

Pupil 2: Hello, I'm (Jim).

Demonstrate this yourself first.

★ 1 Sing. (Track 02)

(Activities to reunite the pupils with the characters.)

Pupils' books closed. Ask the pupils to look at the cover of their book. Point to the characters, one at a time, and elicit their names.

e.g. Teacher: (pointing to Willow) Who's this?

Class: Willow. etc

Have a class discussion, in L1 if necessary, about what the pupils remember from the previous year. Tell the pupils that they are going to learn more about the Magic Forest and their magic friends this year.

Pupils' books open. Say: *Open your books at page ten.* Write the number 10 on the board and hold up your book. Ask the pupils to look at the picture. Point to Frosty and ask: *Who's this?* Elicit the answer. Then say: *Hello, Magic Forest! Hello, magic friends! Hello, Frosty!* Follow the same procedure with the rest of the characters.

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.

AUDIOSCRIPT

(pupils wave their hands throughout the song)

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

Ask the pupils to open their *Activity Books* and cut out the characters' cutouts. Assign the roles of *Frosty, Woody, Willow, Erlina* and *Alvin* to various pupils. Tell the remaining pupils to imagine that they are in the Magic Forest meeting the characters. Play the song. The pupils move around the class singing and

Hello, Magic Friends!

waving *hello* to the characters. The pupils who portray the characters wave back.

★ Closing activity

Ask the pupils to choose one of their characters' cutouts. Say a name, e.g. *Erlina*. The pupils with the corresponding cutout stand up and leave the class. Encourage them to say *goodbye* as they leave.

Module 1 (Unit 1 - My family)

Lesson 1

Objectives

To present family members.

Language

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

- *Hello, I'm (Mrs Jackson).*
- *Who's this?*
- *Open/Close your books.*
- *This is Ronny's family. His family is cool.*

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

- Family members: *mummy, daddy, brother, sister.*
- *This is Ronny's (mummy).*
- *This is my (mummy), (Vicky).*
- *Your (mummy)?*

Extra Materials

- The *My family* poster for *Presentation & Practice*;
- Slips of paper with words for Ex. 2 (*Extension*).

BEGINNING THE LESSON

(An ice-breaking activity for the pupils to get to know each other.)

Blindfold one of the pupils. Then choose a pupil to approach the blindfolded pupil and say *hello*. The pupil who is blindfolded must guess who is speaking and respond by saying: *Hello, (Jack)*. Demonstrate this yourself first.

Play the *Hello* song. The pupils sing along.

PRESENTATION & PRACTICE

(Activities to present family members.)

★ Listen, point and say. (Track 03)



POSTER

Pupils' books closed. Pin up the *My family* poster on the board. Point to Ronny and ask: *Who's this?* Say: *It's Ronny, Frosty and Woody's friend.* Point to the members of the family, one at a time, and present them. The pupils repeat after you. Point to the members in random order. Individual

pupils name them. Ask the rest of the class for verification. Demonstrate this yourself first.

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

Pupil 1: Mummy.
Class: Yes! etc

Pupils' books open. Say: *Open your books at page twelve.* Write the number 12 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 family members and repeat.

AUDIOSCRIPT

Mummy, daddy, brother, sister.

★ 1 Listen and point. (Track 04)

Say the instructions twice as you mime them. Ask the pupils to look at the picture. Say: *This is Ronny's family. His family is cool.* Explain the meaning of *cool (wonderful)*. Then point to daddy rabbit and ask: *Who's this?* Elicit the answer. Repeat with the rest of the characters.

Explain the activity. Play the recording. The pupils listen and point to the characters.

AUDIOSCRIPT

This is my mummy
My mummy is cool
This is my daddy -
My daddy is cool, too!

My family is wow
My family is cool
My family is Number One!
My family is wow
My family is cool
My family is Number One!

This is my brother
My brother is cool
This is my sister -
My sister is cool, too!

Module 1 (Unit 1 - My family)

★ Sing.

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

Extension

Before going into class

Write the words (*mummy, daddy, brother, sister*) from the song on slips of paper.

Hand out the slips of paper to the pupils. Ask them to raise their slips every time they hear the word on their slip. Play the recording. The pupils listen and do the activity.

(Activities to practise family members.)

★ Match. Say.

Say the instructions twice as you mime them. Do the first one with them as an example. Point to Ronny's mummy and say: *Who is this?* Elicit from them *MUMMY*. Allow the pupils some time to match the rest of the words (*SISTER, DADDY, BROTHER*) to Ronny's family members. Ask individual pupils to answer. Ask the class for verification.

Answers

1 B 2 D 3 A 4 C

★ Draw in your notebook. Say.

Point to the picture and elicit the family members. Then pointing to the speech bubble, read aloud: *This is my mummy, Vicky.* Ask the pupils to draw a similar picture about their family in their notebook and present it to the class. Make sure you display their work in the class. Finally, help them file their drawings in their *Junior Language Portfolios*.

e.g. Pupil: *This is my daddy, Sam. This is my brother, Tom. This is my mummy, Liz.*

ENDING THE LESSON

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

The pupils, in pairs, take it in turns and say a

family member's name and the other has to guess who it is. Demonstrate this yourself first.

e.g. Pupil: *Tracy!*
Teacher: *Your mummy?*
Pupil: *No!*
Teacher: *Your sister?*
Pupil: *Yes! etc*

ACTIVITY BOOK (Optional)

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

For the next lesson: If you wish, ask the pupils to bring in materials to make parts of a house (see Ex. 1).

Lesson 2

Objectives

To present parts of a house. To talk about location. To explore other subject areas: Art.

Language

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

- *What's this?*

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

- Parts of a house: *bedroom, bathroom, living room, kitchen, garden.*
- *(It's the) kitchen.*
- *Where's Alvin? Is he in the kitchen?*
- *Yes, he is!*

Extra Materials

- Flashcards (1-5) for *Presentation & Practice*;
- 2-4 shoeboxes, glue, scissors, markers or paint, cardboard, pictures from magazines, scraps of paper, smaller boxes, thread spools, pieces of fabric, etc for Ex.1.

BEGINNING THE LESSON

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

PRESENTATION & PRACTICE

(Activities to present and practise parts of a house.)

★ Listen, point and say. (Track 05)



FLASHCARDS (1-5)

Pupils' books closed. Pin up the flashcards on the board, one at a time. Point to the parts of the house (*bedroom, bathroom, living room, kitchen, garden*) and present them. The pupils repeat after you. Point to the parts of the house in random order and ask questions. Elicit the responses from different pupils. Demonstrate this yourself first.

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

Class: *(It's the) kitchen. etc*

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 parts of the house and repeat.

AUDIOSCRIPT

Bedroom, bathroom, living room, kitchen, garden.

★ 1 Read and match. Then make.

Before going into class

Prepare and bring 2-4 shoeboxes, glue, scissors, markers or paint, cardboard, pictures from magazines, scraps of paper, smaller boxes, thread spools, pieces of fabric, etc;

Say the instructions twice as you mime them. Elicit the names of the parts of the house by pointing and asking: *What's this?* Explain the activity. The pupils read the words and match them to the parts of the house. Ask individual pupils to answer.

Divide the pupils into five groups. Have each group choose a part of the house to work on.

Provide the pupils with the shoeboxes and related materials, e.g. *glue, scissors, pictures from magazines, cardboard, etc.* Alternatively, ask the pupils during the previous lesson to bring the materials needed.

Have a class discussion about how to make the furniture (*i.e. they draw windows on the shoeboxes, they can use straws for taps, empty boxes for furniture, tissues for curtains, tea bags for cushions, etc*). Go around the class and guide them on how to make the furniture and decorate their part of the house. Once they finish, have each group present their model to the class. Make sure you display their work somewhere in the class.

Variation

Once you have had a class discussion about how the groups can make their allocated rooms, you can ask the groups, as homework, to collect the material needed and continue with the making of their rooms during the next lesson.

★ 2 Let's Play!

Elicit the parts of the house. Read the speech bubbles as you follow with your finger in the book.

Focus the pupils' attention on the use of **he** for boys/men and **she** for girls/women. Say: *Alvin.* Invite the pupils to say *he*. Repeat the procedure with *Erlina, Woody and Frosty*.

Explain the game. The pupils think of a place in the picture where Alvin could be. Then the pupils, in pairs, take turns asking and answering questions as in the example.

Alternatively, ask a pupil to be the leader and come to the front of the class. Ask him/her to tell you where Alvin is. The rest of the class in teams tries to guess where Alvin is. Each correct guess wins a point. The team with the most points wins. Keep changing the leaders.

e.g. Leader: *Where's Alvin?*
Team A Pupil 1: *Is he in the garden?*
Leader: *No, he isn't.*
Team B Pupil 1: *Is he in the living room?*
Leader: *Yes, he is. etc*

Module 1 (Unit 1 - My family)

Note: You can keep changing the characters. It can be *Where's Alvin?*, *Where's Erlina?*, etc.

★ Sing. (Track 06)

Say the instructions twice as you mime them. Ask: *Where's Alvin? Where?* The pupils repeat after you. Then point and say: *He's in the kitchen, over there.* The pupils repeat after you. Follow the same procedure with *Erlina - bedroom*, *Woody - bathroom*, *Frosty - living room*. Play the recording. The pupils listen and point to the parts of the house. Play the recording again. The pupils listen and sing along, joining in with the actions.

AUDIOSCRIPT

Where's Alvin? (*shade eyes with hand, look from side to side*)

Where's Alvin?

Where? Where? Where? (*hold out both hands in an inquiring gesture*)

He's in the kitchen.

He's in the kitchen, over there. (*stretch out arm and point*)

Where's Erlina? (*shade eyes with hand, look from side to side*)

Where's Erlina?

Where? Where? Where? (*hold out both hands in an inquiring gesture*)

She's in the bedroom.

She's in the bedroom, over there. (*stretch out arm and point*)

Where's Woody? (*shade eyes with hand, look from side to side*)

Where's Woody?

Where? Where? Where? (*hold out both hands in an inquiring gesture*)

He's in the bathroom.

He's in the bathroom, over there. (*stretch out arm and point*)

Where's Frosty? (*shade eyes with hand, look from side to side*)

Where's Frosty?

Where? Where? Where? (*hold out both hands in an inquiring gesture*)

He's in the living room.

He's in the living room, over there. (*stretch out arm and point*)

ENDING THE LESSON

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

Pupils think of a room they're in and make up a verse. They sing it to the class.

e.g. Maria: *Where's Maria?
Where's Maria?
Where? Where? Where?
She's in the kitchen.
She's in the kitchen, over there.*

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.

Lesson 3

Objectives

To listen to a story about Frosty and Alvin looking for Ronny. 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?*
- *Where is (Ronny)?*

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

- *Be good!*
- *Let's play in the garden.*
- *This is fun!*
- *Where's Ronny?*
- *I don't know.*
- *Is he in the (living room)?*
- *No, he isn't.*

Extra Materials

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

BEGINNING THE LESSON



Pin up the *My family* poster on the board. Point to a room. Ask a pupil to name it. Ask the rest of the class for verification. Repeat with the rest of the rooms.

PRESENTATION & PRACTICE

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

1 Let's listen. (Track 07)



Pupils' books closed. Use the *My family* poster to present the story. Explain to the pupils, in L1 if necessary, that Ronny is going out to play with Woody and Frosty. Point to Ronny in the first picture and ask: *Who's this?* Elicit: *Ronny*. Say as you wave: *Bye, Ronny. Be good!* The pupils repeat after you. Point to Woody in the second picture and say: *Let's play in the garden.* Point to Ronny in the third picture and ask: *Where is Ronny?* Elicit: *He's in the garden.* Pointing to the fourth picture, ask: *Where's Ronny?* Elicit: *I don't know.* Repeat with the remaining pictures.

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. Ask pupils to identify the parts of the house.

e.g. Teacher: (pointing to Frosty in Frame 5)
Where's Frosty?

Pupil 1: *He's in the living room! 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 follow with their fingers in the book. Play the recording again. The pupils listen and repeat, chorally and/or individually. Then individual pupils take roles and read out the dialogue.

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

e.g. Teacher: *Bye Ronny! Be ...*

Class: *good! 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.

Ask the pupils to say 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 a new nose for Frosty in their notebook. They can decorate it with a ribbon and/or attach a short message.

e.g. *Dear Frosty,*
This is for you.
Love,
Kelly

Make sure you display their work somewhere in the class.

ACTIVITY BOOK (Optional)

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

Module 1 (Unit 1 - My family)

Lesson 4

Objectives

To talk about baby animals and their mummies. To consolidate the language learnt in the unit. To draw a picture about where a character is.

Language

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

- *Where's mummy?*

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

- *lamb, puppy, kitten, foal*
- *horse, cat, dog, sheep*
- *A (lamb) is a baby (sheep).*
- *Is Ronny's mummy in the living room?*
- *Yes, she is./No, she isn't.*

Extra Materials

- Slips of paper with the words *lamb, puppy, kitten, foal, horse, sheep, dog, cat* for Ex. 1;
- Flashcards 1-5 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 baby animals and their mummies.)

★ Where's mummy? Follow and say.

Pupils' books closed. Tell the pupils that some baby animals have different names than their parents. For example, a baby dog is called a *puppy*. Write the word *puppy* on the board. Next write the words *lamb, kitten* and *foal* on the board. Explain/Elicit what they are.

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 the pupils to follow the lines with their finger so the baby animals can find their mummies. Then have them say, e.g. *A lamb is a baby sheep. etc*

As an extension, you can ask the pupils to copy the words in their notebooks.

Answers: A lamb is a baby sheep.
A puppy is a baby dog.
A kitten is a baby cat.
A foal is a baby horse.

Extension

Before going into class

Prepare slips of paper with the words *lamb, puppy, kitten, foal, horse, sheep, dog* and *cat*.

Hand out the slips of paper in random order. The pupils circulate to find their matching pair, e.g. *lamb - sheep*.

★ Listen and choose. (Track 08)

(An activity to consolidate talking about location.)

Point to the first set of pictures and ask: *Where's Ronny's mummy?* Elicit the possible answers: *(she's in the) living room, (she's in the) kitchen.* Repeat with the remaining pictures. Say the instructions twice as you mime them. Play the recording, twice if necessary. The pupils listen to the sounds and choose the correct picture. Ask individual pupils to answer. Ask the rest of the class for verification.

Answers

- 1 b - in the kitchen
- 2 b - in the living room
- 3 b - in the bedroom
- 4 b - in the bathroom

Then, in pairs, the pupils ask and answer questions,

e.g. *Pupil 1: Is Ronny's mummy in the living room?*
Pupil 2: No, she isn't.
Pupil 1: Is she in the kitchen?
Pupil 2: Yes, she is. etc

★ Portfolio: Draw in your notebook and write.

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

Module 1 (Unit 1 - My family)

Point to the picture and ask: *Where's Frosty?* Elicit: *Look! He's in the garden!* Ask the pupils to draw a similar picture in their notebook and write about one of the characters then, 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



FLASHCARDS (1-5)

Write numbers 1-5 on the board. Below each number put a flashcard, e.g. 1 - bedroom, 2 - bathroom, etc. Allow the pupils some time to look at the flashcards and then remove them. Ask a pupil to tell you where each flashcard was. 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.

For the next lesson: If you wish, ask the pupils to bring pictures of their family and home (see Ex. 1 *Optional Activity*).

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and Mexican culture. To talk about family and houses in the UK/Mexico.

Language

In this lesson the pupils will learn to

understand:

- *UK, Mexico*

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

- *This is (Karen)'s (daddy).*

Extra Materials

- A map of the world for Ex. 1 (*Optional*);
- Sheets of paper with family tree drawings for the *Ending the Lesson* activity.

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 Mexican culture and explore their own.)

★ Look and say.

Pupils' books open. Say: *Open your books at page twenty.* Write the number 20 on the board and hold up your book. Point to the British flag and say: *the 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, houses, etc*). Explain to the pupils that in this section they will be learning a lot of interesting things about this country. Point to Karen and her family. Read the sentences. The pupils repeat after you.

Point to the Mexican flag and say: *Mexico.* If you have a map of the world, put it up on the board and show where Mexico is. Point to Pedro and say: *This is Pedro.* Point to his house and elicit: *This is Pedro's house.* Next, point to his mum and elicit: *This is Pedro's mummy. etc*

Optional Activity

Ask the pupils to take out the pictures of their family and home. Have a class discussion.

(Activities to consolidate the language of the unit.)

★ Look, read and say yes or no.

Say the instructions twice as you mime them. Elicit the numbers. Point to the pictures and elicit what the pupils can see. Then the pupils read the words and say if they match the picture. Ask individual pupils to answer. Ask the rest of the class for verification.

e.g. *Teacher: One!*

Pupil 1: Yes! etc

Module 1 (Unit 1 - My family)

Answers

- 1 yes 3 yes 5 no
2 no 4 yes

As an extension, name a part of a house. Ask a pupil to tell you the number of the circle.

e.g. Teacher: Kitchen!

Pupil 1: Two! etc

★ Look, read and choose.

Say the instructions twice as you mime them. Point to the characters in the picture and elicit their relationship. Explain the activity. Allow the pupils some time to choose the right words and write them in their notebook. Check the pupils' answers.

Answers

- b sister
a brother
b mummy
a daddy

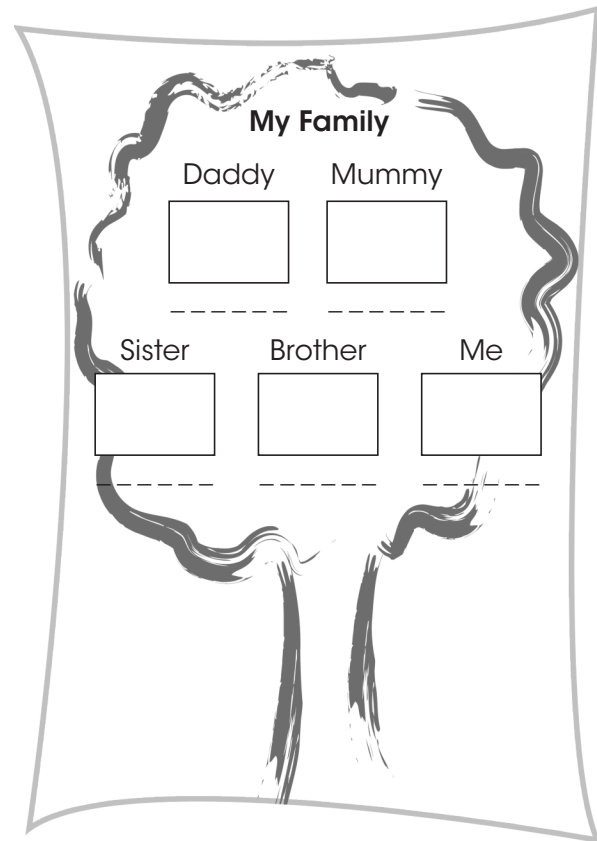
My Progress

Go through the faces and elicit what each one illustrates. Ask the pupils to choose the corresponding face according to how well they did in this unit. Ask them, in L1 if necessary, what they liked most in the unit and have a brief class discussion.

ENDING THE LESSON

Before going into class

Draw a family tree on a sheet of paper.
Make a copy for each pupil.



Tell the pupils they are going to make a family tree. Hand out a sheet of paper with the family tree drawing to each pupil. Explain the activity. The pupils can either draw or stick on photos of each family member. Go around the class as the pupils complete the activity, providing any necessary help with the spelling of the names of the family members.

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

Module 1 (Unit 2 - My birthday)

Lesson 1

Objectives

To present and practise the names of different presents.

Language

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

- *It's Woody and Frosty's birthday!*
- *How old is (Woody)?*
- *blow out the candles, birthday wish, kiss*

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

- Toys: *robot, computer, bike, TV, lamp, clock.*
- *It's a (blue robot).*
- *How old are you? I'm (six).*
- *Happy Birthday! This is for you.*
- *Wow! A clock. Thank you.*

Extra Materials

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

BEGINNING THE LESSON

Ask the pupils to take out their family trees from the previous lesson and present them to the class. Elicit: *This is my mummy and daddy.* etc

PRESENTATION & PRACTICE

(An activity to present toys.)

★ Listen, point and say. (Track 9)



POSTER

Pupils' books closed. Pin up the *My birthday* poster on the board. Point to the presents, one at a time, and say the words. The pupils repeat after you. Point to the presents in random order and name them. The pupils repeat after you.

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

AUDIOSCRIPT

Robot, computer, bike, TV, lamp, clock.

Extension

Say the beginning of a word. Invite guesses as to what the word is.

e.g. Teacher: *bi /bai/*

Pupil 1: *bike etc*

★ 1 Sing. (Track 10)

Say the instructions twice as you mime them. Ask the pupils to look at the picture. Say: *It's Woody and Frosty's birthday!* Read the sentences. Then ask: *How old is Woody? How old is Frosty?* Elicit: *Seven.* Then say: *Happy Birthday! Have a happy day!* The pupils repeat after you. Then mime as you say: *Make a birthday wish. Blow out the candles. Blow a birthday kiss.* The pupils repeat after you.

Play the recording. The pupils listen and point to the characters. Play the recording again. The pupils listen and sing along, joining in with the actions.

AUDIOSCRIPT

Have a Happy Birthday, (*wave arms in air*)

Have a happy day!

How old are you? (*count on fingers from one to ten*)

How old are you?

How old are you today?

Have a Happy Birthday,

Make a birthday wish, (*close eyes*)

Blow out the candles, (*mime blowing candles*)

Blow a birthday kiss! (*blow a kiss*)

★ 2 Point and say.

(An activity to practise toys and revise colours.)

Say the instructions twice as you mime them. Point to the presents and elicit their names. Explain the activity. Then individual pupils point to and present the toys, e.g. *It's a (pink robot).*

Module 1 (Unit 2 - My birthday)

Answers

It's a red lamp.
It's an orange clock.
It's a green computer.
It's a yellow TV.
It's a pink robot.
It's a blue bike.

(An activity to practise talking about age.)

★ Listen and match. (Track 11)

Revise numbers 1-10. Say a number, e.g. *one*. Ask the pupils to hold up a corresponding number of fingers. Point to the pictures of the children and the birthday cakes. Point to the number candles and elicit the numbers. Say the instructions twice as you mime them. Play the recording, twice if necessary.

Answers

1 C 2 B 3 D 4 A

The pupils listen and write the answers in their notebooks. Then, in pairs, the pupils play a guessing game. Demonstrate this yourself first.

e.g. Pupil 1: *How old are you?*
Pupil 2: *I'm six.*
Pupil 1: *You're Sam. etc*

AUDIOSCRIPT

A: *How old are you today, Sam?*
Sam: *I'm six.*
A: *Six?*
Sam: *Yes. I'm six.*
A: *Happy Birthday, Sam.*
A: *How old are you today, Anna?*
Anna: *I'm ten.*
A: *Ten?*
Anna: *Yes. I'm ten.*
A: *Happy Birthday, Anna.*
A: *How old are you today, Lucy?*
Lucy: *I'm seven.*
A: *Seven?*
Lucy: *Yes. I'm seven.*
A: *Happy Birthday, Lucy.*

A: *How old are you today, Tom?*
Tom: *I'm nine.*
A: *Nine?*
Tom: *Yes. I'm nine.*
A: *Happy Birthday, Tom.*

★ 4 Make. Talk with your friend.

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

Point to the pictures and read out the speech bubbles. Ask the pupils to make a birthday present for their friends. Allow the pupils some time to finish their drawings/craftwork.

Then, in pairs, the pupils give their presents to each other.

e.g. Pupil 1: *Happy Birthday! This is for you.*
Pupil 2: *Wow! A robot. Thank you.*

Note: If you wish, you can recycle some of the toys the pupils have learned in the previous level (*doll, ball, car, train, plane, teddy*).

ENDING THE LESSON

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

Ask the pupils to draw a birthday cake with a number candle on it for their friend's next birthday. In pairs, the pupils act out short exchanges.

e.g. Pupil 1: *Wow! A birthday cake!*
Pupil 2: *It's for (Kate's) birthday.*
Pupil 1: *How old is Kate?*
Pupil 2: *Eight.*

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1, 2 and 3 from the *Activity Book* during this lesson or the next one.

Lesson 2

Objectives

To present shapes. To explore other subject areas: Maths.

Language

In this lesson the pupils will learn to

understand:

- *What's this?*
- *How many (squares) can you see?*

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

- Shapes: *square, circle, rectangle, triangle.*
- *I can see (four) (squares).*
- *I'm a (circle) like a (ball).*

Extra Materials

- Flashcards (6-9) for *Presentation & Practice*;
- A set of cards for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Ask a pupil to come to the board. Call out an item from the previous lesson, e.g. *TV*, and tell the pupil to draw a rough sketch of the item on the board. Ask the rest of the class for verification. Repeat with the remaining items (*robot, computer, bike, lamp, clock*).

PRESENTATION & PRACTICE

(Activities to present shapes.)

★ Listen, point and say. (Track 12)



FLASHCARDS (6-9)

Pupils' books closed. Pin up the flashcards on the board, one at a time. Point to the shapes (*square, circle, triangle, rectangle*) and present them. The pupils repeat after you. Point to the shapes in random order and ask questions. Elicit the responses from different pupils. Demonstrate this yourself first.

e.g. *Teacher: (pointing to the square)*

What's this?

Class: (It's a) square. 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 to the shapes and repeat.

AUDIOSCRIPT

Square, circle, triangle, rectangle.

(An activity to practise shapes.)

★ 1 Count and say.

Say the instructions twice as you mime them. Tell the pupils to look at the picture of the clock. Point to a square in the picture and ask: *What's this?* Elicit the shape. Then point to the word *squares* as you read it. Follow the same procedure with the rest of the shapes. Then the pupils count the shapes and write the correct number in their notebooks.

squares: 4

circles: 8

rectangles: 10

triangles: 5

Check the pupils' answers. Ask: *How many squares can you see?* Elicit: *I can see four squares.* Repeat for the remaining shapes:

I can see eight circles.

I can see ten rectangles.

I can see five triangles.

★ 2 Look and say.

Say the instructions twice as you mime them. Ask the pupils to look at the pictures. Elicit the items and the shapes (*ball - circle, box - square, roof - triangle, door - rectangle*) and the colours (*red, blue, yellow, green*). Then say: *I'm a circle like a ball. It's a red circle.* The pupils repeat after you. Point to the second picture and say: *I'm a square like a box. etc* The pupils repeat after you. Repeat with the rest of the items.

★ 3 Sing and do. (Track 13)

Say the instructions twice as you mime them. Play the recording. The pupils listen and point to the shapes. Play the recording again. The

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pupils listen and sing along, joining in with the actions.

AUDIOSCRIPT

I'm a circle like a ball, (make a circle in air with both arms outstretched)

Like a ball, like a ball.

I'm a circle like a ball,

I go round and round. (make repeated circular movement in air with pointed finger)

I'm a square like a box, (draw a square in the air with both index fingers)

Like a box, like a box.

I'm a square like a box,

My sides are all the same. (bend arms at elbows, hands straight up)

I'm a triangle like a roof, (draw a triangle in the air with both index fingers)

Like a roof, like a roof. (touch hands together over head)

I'm a triangle like a roof,

I have got three sides. (count to three on fingers)

I'm a rectangle like a door, (draw a square in the air with both index fingers)

Like a door, like a door. (stand to attention, both arms at side)

I'm a rectangle like a door,

My sides are long and short. (stretch arms in air, then down again)

Extension

- 1 Divide the class into four groups and assign each group a verse. Play the recording again. When their verse is being played, encourage the pupils to sing along while performing the actions.
- 2 Prepare some simple costumes with your class, one for each shape. For example, you can take two long pieces of paper and string them together. Draw a big circle on one of them. Ask a pupil to put the 'costume' on with the drawing facing the class. Follow the same procedure with the rest of the shapes. The pupils sing the song while they are wearing their costumes!

ENDING THE LESSON

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

Before going into class

Prepare a set of 8 cards: 2 squares, 2 circles, 2 triangles and 2 rectangles.

Explain the activity. Show the cards you have prepared to the class. Place them on your desk in random order. Divide the class into two teams, A and B. Ask a pupil from Team A to come to your desk. Allow him/her to look at the cards for some time, then blindfold him/her. The pupil has to pick up the cards, one at a time, name the shape and group them, *i.e. the two squares together, etc.* Time him/her. Repeat with a pupil from Team B. The winner is the first to finish. Repeat with as many pupils as you think is necessary.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 4, 5 and 6 from the *Activity Book* during this lesson or the next one.

Lesson 3

Objectives

To listen to a story about Woody and Frosty's birthday. 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:

- *Whose birthday is it?*

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

- *How old are you today?*
- *Look! I'm seven today!*
- *This (clock) is for you!*

Extra Materials

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

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BEGINNING THE LESSON

Point to different objects in the classroom and ask pupils to name their shape. Alternatively, hold up the shapes flashcards, one at a time, and ask individual pupils to name them.

PRESENTATION & PRACTICE

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

1 Let's listen. (Track 14)



POSTER

Pupils' books closed. Use the *My birthday* poster to present the story. Explain to the pupils, in L1 if necessary, that it's Woody and Frosty's birthday. Point to the names on the cake in the first picture and ask: *Whose birthday is it?* Elicit: *Woody and Frosty's.* Say: *Happy Birthday, Woody and Frosty!* The pupils repeat after you. Point to the third picture and ask: *How old are you today, Woody?* Point to the circle on Woody's foot, count and then answer: *Look! I'm seven today!* If you wish, you can explain to the children that Woody is made of wood. We can tell how old trees are by counting the rings of their trunks. Repeat with the remaining pictures.

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. Ask pupils to name their presents.

e.g. Teacher: (pointing to the clock in Frame 5)
What's this?

Pupil 1: *It's a clock! 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 follow with their fingers in the book. Play the recording again. The pupils listen and repeat, chorally and/or individually. Then individual pupils take roles and read out the dialogue.

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

e.g. Teacher: *Happy ...*

Class: *Birthday! 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.

Ask the pupils to say 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 a birthday present/cake for Woody and Frosty. Encourage them to present their drawings to the class by saying: *This (robot/cake) is for you! Happy Birthday!*

ACTIVITY BOOK (Optional)

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

Lesson 4

Objectives

To talk about how old trees are. To consolidate the language learnt in the unit. To make a birthday card.

Language

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

- *Let's count the rings!*

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

- *How old are the trees?*
- *Where's the (yellow clock)?*
- *It's (on) the (table).*

Extra Materials

- None.

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BEGINNING THE LESSON

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

PRESENTATION & PRACTICE

(Activities to talk about trees and how old they are.)

★ 1 Count. Say.

Pupils' books closed. Initiate a class discussion about trees. Ask pupils, in L1 if necessary, if they have ever wondered how old certain trees are and how we can tell a tree's age. Remind them about Woody from the dialogue. Tell the pupils that each year, a tree adds a new ring to its trunk and by counting the rings of its trunk we can determine how old a tree is.

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 the picture of Woody and read the speech bubble. Explain the activity. Allow some time for the pupils to count the rings. Point to the first trunk and ask: *How old is this tree? Let's count the rings!* Elicit: *(It's) 6 years old.* Repeat for the second tree (*4 years old*) and the third one (*8 years old*).

Extension

Tell the pupils that they can adopt a tree. Explain to the pupils that we can show the world that we care about our trees and forests by adopting a tree. What they can do is keep a *Tree Journal (book)* with some samples from the tree they have adopted (*e.g. leaves, needles, etc*); how tall it is and how much it grows; draw pictures with their tree in different seasons, etc. Explain to the pupils that by taking care of their tree over the years, they will see it grow along with them.

★ 2 Talk with your friend.

(An activity to revise colours and talking about location.)

Pupils' books closed. Revise the colours by pointing to different items around the class and eliciting the colours. Then place a book on the desk and ask: *Where's the book?* Say: **On the desk.** The pupils repeat after you. Place the book in a bag and ask: *Where's the book now?* Say: **In the bag.** The pupils repeat after you. Repeat with other examples.

Say the instructions twice as you mime them. Refer the pupils to the picture, point to the objects and elicit their names. Read the sentences as you follow with your fingers in your book. Then, in pairs, the pupils ask and answer. Demonstrate this yourself first.

(Suggested answers)

A: Where's the yellow clock?

B: It's in the cupboard.

A: Where's the blue robot?

B: It's on the table.

A: Where's the green lamp?

B: It's on the chair.

★ 3 Portfolio: Make a birthday card.

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

Point to the picture of the birthday card. Ask: *What is it?* Elicit: *It's a birthday card.* Read the card aloud. Ask the pupils to make a similar birthday card for a friend. Once they finish, the pupils present their cards 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 to take out a piece of paper. Explain the activity. The pupils will follow your instructions and draw a picture. Say the following instructions as many times as you think is necessary for the pupils to follow them:

Draw a table. Colour the table yellow.

Now draw a TV on the table. Colour the TV blue.

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ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 8 from the *Activity Book* during this lesson or the next one.

For the next lesson: If you wish, ask the pupils to bring in pictures of past birthday parties (see Ex. 1 *Optional Activity*).

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and Spanish culture. To talk about birthdays in the UK/ Spain.

Language

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

- *UK, Spain*

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

- *It's my birthday today.*
- *My family and friends are here.*

Extra Materials

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

BEGINNING THE LESSON

Ask pupils, in pairs, to come to the front of the class and present each other with the cards they made in the previous lesson (*make sure you have an extra card to participate yourself in case there is an odd number of pupils*). Have them say, e.g. *Happy Birthday, Nick! etc*

OUR WORLD

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

★ Read. Then sing. (Track 15)

Pupils' books open. Say: *Open your books at page thirty.* Write the number 30 on the board and hold up your book. Point to the British flag and say: *the UK.* Point to the first picture of Amy and read the sentences. Then ask: *How old is*

Amy? Elicit: *Five.* Next, ask the pupils to tell you what they see in the picture and what they usually do on their birthdays. Elicit relevant vocabulary (*birthday cake, hat, candles, balloons, streamers, presents, etc*).

Point to the Spanish flag and say: *Spain.* If you have a map of the world, put it up on the board and show where Spain is. Point to the picture of Maria and read the sentences. Say: *It's Maria's birthday today.* The pupils repeat after you.

Ask the pupils if they know the *Happy Birthday* song in English. If they do, ask for volunteers to sing it to you as if you had your birthday today. If they do not know the song, it is a good opportunity to teach it to them.

Play the recording. The pupils listen and follow along in their books. Play the recording again. The pupils listen and sing along.

Optional Activity

Ask the pupils to take out the pictures of their birthday parties. Have a class discussion.

(Activities to consolidate the language of the unit.)

★ Look, read and choose.

Say the instructions twice as you mime them. Elicit the numbers. The pupils look at the pictures and choose the correct word that matches the picture. Ask individual pupils to answer. Ask the rest of the class for verification.

Answers

- | | | |
|-----|-----|-----|
| 1 a | 3 b | 5 a |
| 2 b | 4 a | 6 b |

As an extension, name an item. Ask a pupil to tell you the number of the circle.

e.g. *Teacher: Robot!*

Pupil 1: Six! etc

★ Let's Play!

Tell the pupils they are going to play the *Guess the shape* game. Explain the game. The pupils work in pairs. One pupil draws an imaginary shape with his/her finger on his/her partner's

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back who, in turn, guesses the name of the shape and writes it on the board. The game continues with more pairs.

My Progress

Go through the faces and elicit what each one illustrates. Ask the pupils to choose the corresponding face according to how well they did in this unit. Ask them, in L1 if necessary, what they liked most in the unit and have a brief class discussion.

ENDING THE LESSON

Divide the class into four groups: squares, triangles, circles, rectangles. Have them mime their shapes. Dismiss the class by saying: *Goodbye, (circles)!* etc. They must exit the classroom miming their appointed shape.

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

Lesson 1

Objectives

To present and practise parts of the body.

Language

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

- *It's a (square).*
- *My (head) hurts, right here.*

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

- Parts of the body: *head, arm, tummy, leg, foot.*
- *What's the matter?*
- *Let me see!*
- *No, it isn't./Yes, it is.*
- *My (head) hurts.*

Extra Materials

- Flashcards (6-9) for the *Beginning the Lesson* activity;
- The *My body* poster for *Presentation & Practice*.

BEGINNING THE LESSON



FLASHCARDS (6-9)

Hold up the flashcards (*square, circle, triangle, rectangle*), one by one, and ask for verification.

e.g. Teacher: (*holding the triangle flashcard*)
It's a square.

Pupil 1: *No, it isn't. etc*

Teacher: (*holding the circle flashcard*)
It's a circle.

Pupil 2: *Yes, it is. etc*

PRESENTATION & PRACTICE

(*Activities to present parts of the body.*)



Listen, point and say. (Track 16)



POSTER

Pupils' books closed. Pin up the *My body* poster on the board. Point to the parts of the body (*head, arm, tummy, leg, foot*), one at a

time, and present them. The pupils repeat after you. Then point to the different parts of the body in random order. Pupils name the parts of the body.

Pupils' books open. Say: *Open your books at page thirty-two.* Write the number 32 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.

AUDIOSCRIPT

Head, arm, tummy, leg, foot.

(*Activities to practise parts of the body.*)



1 Listen and point. Then sing. (Track 17)

Look concerned as you ask: *What's the matter?* Then hold your head and as if you are in pain say: *My head hurts, right here.* Ask the pupils to do the same and repeat after you. Follow the same procedure with: *My arm hurts. My leg hurts.* Say the instructions twice as you mime them. Explain the activity. Play the recording. The pupils listen to the song and point to the parts of the body mentioned (*head, arm, leg*).

Play the recording again. The pupils listen, sing along and join in the actions.

AUDIOSCRIPT

What's the matter?

My head hurts! (*hold head*)

My head hurts!

Oh dear! Let me see.

My head hurts!

My head hurts, right here! (*point to a specific place on head*)

What's the matter?

My arm hurts! (*hold arm*)

My arm hurts!

Oh dear! Let me see.

My arm hurts!

My arm hurts, right here! (*point to a specific place on arm*)

What's the matter?

My leg hurts! (*hold leg*)

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My leg hurts!

Oh dear! Let me see.

My leg hurts!

My leg hurts, right here! (*point to a specific place on leg*)

Extension

Divide the class into two groups. One group pretends to be doctors and sings the corresponding parts (*What's the matter? Oh, dear! Let me see.*) and the other group is the patients who mime and sing the rest of the song.

★ 2 Find and say.

Tell the pupils to look at the pictures in their books. Explain the activity. The pupils, in pairs, find the corresponding parts of the body in Ex. 1, mime and say.

Answers

My tummy hurts.

My head hurts.

My leg hurts.

My arm hurts.

My foot hurts.

★ 3 Read and choose.

Say the instructions twice as you mime them. Point to the pictures and the sentences. The pupils look at the pictures, read the sentences and choose the right words. Allow them some time to complete the activity in their notebooks. Check their answers and write them on the board.

Answers

1 a 2 b 3 b 4 a

★ 4 Look and act.

Say the instructions twice as you mime them. Ask the pupils to look at the pictures. Read the speech bubbles as you follow with your finger in the book. The pupils repeat after you. Invite pupils, in pairs, to come to the front and act out the dialogue, each time choosing a different part of the body.

(Suggested answers)

A: (holding his/her foot) Ouch!

B: What's the matter?

A: My foot hurts!

B: (touching the other pupil's foot) Let me see!

A: (holding his/her tummy) Ouch!

B: What's the matter?

A: My tummy hurts!

B: (touching the other pupil's tummy) Let me see!

A: (holding his/her head) Ouch!

B: What's the matter?

A: My head hurts!

B: (touching the other pupil's head) Let me see!

A: (holding his/her leg) Ouch!

B: What's the matter?

A: My leg hurts!

B: (touching the other pupil's leg) Let me see!

ENDING THE LESSON

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

Name a part of the body, e.g. *head*. The pupils touch the corresponding part of their body. Keep changing the rhythm to make the activity fun.

ACTIVITY BOOK (Optional)

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

Lesson 2

Objectives

To present and practise commands. To explore other subject areas: PE & Drama.

Language

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

- *Simon says, (clap your hands)!*

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

- *Clap your hands, nod your head, stamp your feet, wave your arms.*

Extra Materials

- Flashcards (10-13) for *Presentation & Practice*.

BEGINNING THE LESSON

Ask a pair of pupils to come to the board and act out Ex. 4 from the previous lesson. Repeat with as many pairs as you think is necessary.

PRESENTATION & PRACTICE

(Activities to present and practise commands.)

★ Listen, point and say. (Track 18)



FLASHCARDS (10-13)

Pupils' books closed. Pin up the flashcards (10-13) on the board, one at a time. Point to the commands (*clap your hands, nod your head, stamp your feet, wave your arms*), one at a time, and present them. The pupils repeat after you.

Hand out the flashcards (*clap your hands, nod your head, stamp your feet, wave your arms*) to various pupils. Ask the pupils to come to the board, one at a time, show their flashcard and say the corresponding phrase or action. Ask the rest of the class for verification.

Pupils' books open. Say: *Open your books at page thirty-four.* Write the number 34 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.

AUDIOSCRIPT

Clap your hands, nod your head, stamp your feet, wave your arms.

★ 1 Sing and do. (Track 19)

Say the instructions twice as you mime them. Point to the pictures of the monkeys following different commands and elicit the commands. Then clap your hands as you say: *If you're happy and you know it, clap your hands!* Ask the pupils to do the same. Repeat with the following commands, *nod your head, stamp your feet and wave your arms.* Play the recording. The pupils listen and point to the monkeys that follow the corresponding commands. Play the recording again. The pupils listen and perform the actions as they sing along.

AUDIOSCRIPT

If you're happy and you know it, Clap your hands! (clap hands)

If you're happy and you know it, Clap your hands!

If you're happy and you know it, And you really want to show it, If you're happy and you know it, Clap your hands!

... *Nod your head (nod head)*

... *Stamp your feet (stamp feet)*

... *Wave your arms (wave arms)*

★ 2 Listen and number in your notebook. (Track 20)

Say the instructions twice as you mime them. Explain the listening activity. The pupils listen and number the commands in their notebook. Play the recording as many times as you feel is necessary for the pupils to complete the activity. Check the pupils' answers.

Answers

a 3 b 2 c 4 d 1

AUDIOSCRIPT

One: *Clap your hands.*

Two: *Wave your arms.*

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Three: Stamp your feet.

Four: Nod your head.

★ Let's Play!

Simon says

Ask the pupils to look at the picture and read the exchange. Tell the pupils they are going to play the *Simon says* game. Tell the pupils to follow your commands only when they are preceded by the phrase *Simon says*.

e.g. Teacher: *Simon says, wave your arms!*

Class: *(pupils wave their arms)*

Teacher: *Nod your head!*

Class: *(pupils remain still) etc*

Suggested cues: clap your hands, nod your head, stamp your feet, wave your arms, sit down, stand up, touch your head, etc.

ENDING THE LESSON

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

Say, then write on the board: *one - clap your hands*. Ask the pupils to clap their hands. Say, then write on the board: *two - nod your head*. Ask the pupils to nod their heads. Follow the same procedure with the rest of the commands. Explain the activity. The pupils walk around, preferably in a circle. Say a number. The pupils follow the corresponding command.

e.g. Teacher: *three*

Class: *(they start stamping their feet) etc*

ACTIVITY BOOK (Optional)

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

Lesson 3

Objectives

To listen to a story about the animals going to the doctor's. 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**:

- *Oh dear!*
- *Sorry, doctor!*

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

- *What's the matter?*
- *My (head) hurts!*

Extra Materials

- Flashcards (10-13) for the *Beginning the Lesson* activity;
- The *My body* poster for *Presentation & Practice*.

BEGINNING THE LESSON



FLASHCARDS (10-13)

Hold up a flashcard (*clap your hands, nod your head, stamp your feet, wave your arms*) and partially cover it with a piece of paper. Invite the pupils to guess what the command is.

PRESENTATION & PRACTICE

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



★ Let's listen. (Track 21)



POSTER

Pupils' books closed. Use the *My body* poster to present the story. Explain to the pupils, in L1 if necessary, that the forest animals go to the doctor to make them well. Point to the owl in the first picture and say: *This is the doctor*. Point to the doctor in the first picture and ask: *What's the matter?* The pupils repeat after you.

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Point to the deer in the first picture and say: *My head hurts!* The pupils repeat after you. Repeat with the rest of the pictures.

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. Tell the class to look at the story and talk about it with them.

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 follow with their fingers in the book. Play the recording again. The pupils listen and repeat, chorally and/or individually. Then individual pupils take roles and read out the dialogue.

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

e.g. Teacher: *What's the ...*

Pupil 1: *matter? 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.

Ask the pupils to say whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Ask one pupil to be the doctor and the rest of the pupils to be the patients. The patients go to the doctor and he/she helps them get well. Tell the pupils to act out similar dialogues to the one in the story.

Lesson 4

Objectives

To talk about animals with paws/hooves.
To consolidate the language learnt in the unit. To draw a picture of one's body and identify parts of the body.

Language

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

- *What's this?*
- *This is a (cow).*
- *It has got (hooves).*
- *How many (legs)?*

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

- *A (cat) has got (paws).*
- *I've got two heads, four arms and two legs.*
- *This is me. Look! My (head), my (arms), my (tummy), my (legs) and my (foot)!*
- *It has got five heads, two arms and six legs.*

Extra Materials

- Pictures of a cow, a dog, a cat and a horse for *Presentation & Practice*.

BEGINNING THE LESSON

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

PRESENTATION & PRACTICE

(Activities to talk about animals with paws/hooves.)

★ Look. Choose: A or B.

Before going into class

Have pictures of a cow, a dog, a cat and a horse ready to use.

Pupils' books closed. Pin up the pictures of the animals (*cow, dog, cat, horse*) on the board. Point to the picture of the cow and ask: *What's this?* Elicit: (*This is*) *a cow*. Repeat with the rest of the pictures.

Point to the cow's hooves and say: *It has got*

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hooves. The pupils repeat after you. Explain to the pupils that some animals, such as cows, haven't got feet, like humans have, but instead they've got hooves. Ask pupils to tell you some more animals that have got hooves. Then point to the cat's paws and say: *It has got paws*. The pupils repeat after you. Explain that some other animals, such as cats, have got *paws* instead of *feet*. Ask pupils to tell you some more animals that have got paws.

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. Point to the pictures and elicit the names of the animals. Read sentences A and B and ask the pupils to choose A or B, depending on whether the animal shown has got *hooves* or *paws*. Ask individual pupils to say their answers. Ask the rest of the class for verification.

Answers

- | | |
|--------------|--------------|
| 1 B - hooves | 3 A - paws |
| 2 A - paws | 4 B - hooves |

Then pupils point to the animals and say: *A (cow) has got (hooves)*.

Extension (Optional)

The pupils in groups can make a collage with different animals that have got paws or hooves. They can decorate their class with them.

★ Choose and say.

(An activity to practise the verb 'have got'.)

Say the instructions twice as you mime them. Point to the pictures and elicit the parts of the body of each creature depicted. Ask: *How many (legs)?* and elicit the answers. Point to the speech bubbles and read them out loud, focusing the pupils' attention on the missing words. Then point to the words in the box (*a, b, c*) and tell the pupils to select the right word to complete the sentences. Allow the pupils some time to complete the activity in their notebooks. Ask some pupils to read out the completed speech bubbles. Ask the rest of the class for verification.

Answers

- | | | |
|-----|-----|-----|
| 1 a | 2 c | 3 b |
|-----|-----|-----|

★ Portfolio: Draw in your notebook and write.

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

Say the instructions twice as you mime them. Point to the picture and ask a pupil to read the words. Explain the activity. Ask the pupils to draw a similar picture of their body in their notebook, label the different parts of their body, and present it to the class.

e.g. Pupil: This is me! Look! My (head), my (arms), my (tummy), my (legs) and my (feet).

Make sure you display their work somewhere in the class. Then help them file their drawings in their *Junior Language Portfolios*.

ENDING THE LESSON

Hand out a piece of paper to each pupil and tell them to draw a strange creature's body. Then, in pairs, the pupils take turns describing their creature, *e.g. It has got five heads, two arms and six legs*.

ACTIVITY BOOK (Optional)

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

For the next lesson: If you wish, ask the pupils to bring pictures of unusual creatures that are said to exist/have existed in their country (see Ex. 1 *Optional Activity*).

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Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and Nepali culture: to talk about strange creatures in the UK/Nepal.

Language

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

- *UK, Nepal*

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

- *big/small*
- *Hello, I'm (Nessie). I've got a (small) head and a (big) body.*

Extra Materials

- A map of the world for Ex. 1 (*Optional*);
- Templates of Nessie and Yeti masks from the *Teacher's Resource Pack* for Ex. 1 (*Craftwork*).

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 Nepali culture and explore their own.)

★ Read. Then make and say.

Pupils' books open. Say: *Open your books at page forty.* Write the number 40 on the board and hold up your book. Point to the British flag and elicit the country's name: *UK*. Point to the Nepali flag and say: *Nepal*. If you have a map of the world, put it up on the board and show where Nepal is. Ask the pupils if they know anything about this country (*e.g. stories, animals, etc.*). Explain to the pupils that in this section they will learn about strange creatures that are said to exist/have existed in these countries. Tell the pupils to look at the picture of the strange British creature. Tell them that this is **Nessie**, a creature that is said to live in

Loch Ness, a lake in Scotland. Ask a pupil to read the text about Nessie.

Then tell the pupils to look at the picture of the strange Nepali creature. Tell the pupils that this is **Yeti**, a creature that is said to live in the Himalayas, in Nepal. Ask the pupils if they have ever heard of it. Ask a pupil to read the text about Yeti.

Before going into class

Photocopy the mask templates of Nessie and Yeti from the *Teacher's Resource Pack*, one per pupil.

Hand out the photocopies. Tell the pupils that they are going to make a Nessie/Yeti mask and guide them through the cutting and colouring of their masks. Then the pupils wear their masks and, in pairs, introduce themselves to each other, using the texts in Ex. 1.

e.g. Pupil 1: Hello, I'm Nessie. I've got a small head and a big body.

Pupil 2: Hello, I'm Yeti. I've got a big head, a big body and lots of hair! etc

Optional Activity

Ask the pupils if they know/have heard of any strange/unusual creatures that live(d) in their country. Ask the pupils to take out the pictures/drawings of those creatures and have a class discussion.

(Activities to consolidate the language of the unit.)

★ Look, read and choose.

Say the instructions twice as you mime them. Elicit the numbers. Ask the pupils to tell you what they see in the pictures, *e.g. arm*. The pupils look at the pictures and choose the correct word that matches the picture. Ask individual pupils to answer. Ask the rest of the class for verification.

Answers

1 a 2 b 3 b 4 a 5 a

Module 2 (Unit 3 - My body)

Extension

Say a number. Ask a pupil to tell you what part of the body is in the circle.

e.g. Teacher: One!

Pupil 1: Arm. etc



Match in your notebook.

Say the instructions twice as you mime them. Refer the pupils to the pictures and the phrases. Allow the pupils some time to read and match the phrases to the corresponding pictures in their notebooks. Check their answers and write them on the board.

Answers

2 d - head 3 a - feet 4 b - arms

My Progress

Go through the faces and elicit what each one illustrates. Ask the pupils to choose the corresponding face according to how well they did in this unit. Ask them, in L1 if necessary what they liked most in the unit and have a brief class discussion.

ENDING THE LESSON

Tell the pupils you are going to play a game. Ask them to put on the masks they made for the activity in Ex. 1. Call out instructions for different groups to perform, *e.g. Yetis, stamp your feet! Nessies, nod your head! etc.* The pupils follow your instructions.

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

Lesson 1

Objectives

To present and practise actions. To talk about ability.

Language

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

- *What can he/she do?*
- *Can (you) (sing)? Yes, I can./No, I can't.*
- *What can Sally/Roy do? Let's listen!*

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

- *Actions: sing, dance, ride a bike, play football, draw.*
- *I can (dance). (He) can (sing).*
- *(She) can (sing) and (she) can (ride a bike)!*

Extra Materials

- The *I can sing!* poster for *Presentation & Practice*.

BEGINNING THE LESSON

Play *Simon says*. Explain to the pupils that they should follow your commands only if they are preceded by the phrase *Simon says*.

e.g. Teacher: Simon says, clap your hands.

Class: (pupils clap their hands) etc

PRESENTATION & PRACTICE

(Activities to present actions.)

★ Listen, point and say. (Track 22)



POSTER

Pupils' books closed. Pin up the *I can sing!* poster on the board. Point to the actions (*sing, dance, ride a bike, play football, draw*), one at a time, and present them. The pupils repeat after you. Then point to the actions in random order. The pupils repeat after you.

Extension

Mime an action, *e.g. dancing*, and say: *I can... .* Invite pupils to complete your sentence (*dance*).

Pupils' books open. Say: *Open your books at page forty-two.* Write the number 42 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.

AUDIOSCRIPT

Sing, dance, ride a bike, play football, draw.

(Activities to practise actions.)

★ 1 Listen and point. Then sing. (Track 23)

Elicit the different actions by pointing and asking: *What can he/she do?* Elicit: *(He can) ride a bike. (She can) dance.* etc. Next hold up your book, point to the pictures and ask: *Can you sing and can you dance?* Have the pupils repeat after you. Then answer: *I can do that! I can do that!* The pupils repeat after you. Follow the same procedure and present the rest of the song. Explain the activity. Play the recording. The pupils listen to the song and point to the actions (*sing, dance, ride a bike, draw*).

Play the recording again. The pupils listen and sing as they join in the actions.

AUDIOSCRIPT

Can you sing and can you dance? (mime singing and dancing)

I can do that! I can do that! (point to self)

Can you ride a bike like that? (mime riding a bike)

I can do that! I can do that! (point to self)

Can you draw a big fat cat? (mime drawing in the air)

I can do that! I can do that! (point to self)

★ 2 Read and match.

Say the instructions twice as you mime them. Ask pupils to read the words/phrases aloud. Explain the activity. The pupils match the words/phrases to the children in Ex. 1 in their notebooks.

Answers: a 3 b 1 c 2 d 4

Point to the child singing and say: *Number 3. He can sing.* The pupils repeat after you. Remind the pupils that we use **he** for boys/men and **she**

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for girls/women. Invite individual pupils to point to the children, say the number, and what the child can do.

Answers: *Number 1. She can dance.
Number 2. He can ride a bike.
Number 4. He can draw.*

(Activities to develop pupils' aural/oral skills and practise talking about ability.)

★ Listen and choose. (Track 24)

Say, then write on the board: *Can you dance?* The pupils repeat after you. Now, nod your head, say and write on the board: *Yes, I can.* The pupils repeat after you. Shake your head, write and say: *No, I can't.* The pupils repeat after you. Drill your pupils by asking them questions and eliciting responses.

*e.g. Teacher: Can you sing?
Pupil 1: Yes, I can./No, I can't. etc*

Point to the children and read their names. Point to the pictures and elicit the actions (*sing, dance, etc*). Explain the activity. Say: *What can Sally do? What can Roy do? Let's listen!* Play the recording, twice if necessary. The pupils listen and say what Roy and Sally can do.

Answers: **Sally:** dance, ride a bike
Roy: sing, play football

Point to Sally and encourage pupils to complete your sentence:

*e.g. Teacher: She can ...
Class: dance. etc*

Ask a pupil to say what Roy can do (*sing, play football*).

AUDIOSCRIPT

*A: Sally, what can you do?
Sally: I can dance and I can ride a bike!
A: You can dance and ride a bike?
Sally: Yes, I can.
A: Roy, what can you do?
Roy: I can sing and I can play football.
A: You can sing and play football?
Roy: Yes, I can.*

Extension

The pupils, in pairs, ask and answer to find out which of these activities they can do. Check round the class. Ask some pairs to report back to the class. Demonstrate this yourself first.

*e.g. Peter: Kelly, what can you do?
Kelly: I can dance and I can play football. What can you do?
Peter: I can play football and I can sing.
etc*

★ Let's Play!

Say the instructions twice as you mime them. Ask the pupils to look at the picture and read the speech bubble. Tell the pupils they are going to play the *Follow the Leader* game. Brainstorm for what they can do. Have the pupils walk, preferably in a circle. Choose a pupil to be the leader. The leader mimes an action and says it out loud, *e.g. I can dance.* The rest of the pupils have to do the same action. Keep changing the leaders.

Suggested cues: I can sing, I can dance, I can ride a bike/a horse, I can play football, I can play the piano/etc, I can draw, I can climb, I can run, I can swim, etc.

ENDING THE LESSON

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

Ask a pupil to come to the front of the class. Whisper an action. The pupil mimes the action. The rest of the class guesses what the action is.

*e.g. Teacher: (whispering) sing
Pupil 1: (mimes singing)
Pupil 2: (You can) sing!
Teacher: That's right. Your turn! etc*

ACTIVITY BOOK (Optional)

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

Note: Ask the pupils to have with them an empty tissue box, some rubber bands, cardboard and Sellotape in the next lesson.

Module 2 (Unit 4 - I can sing!)

Lesson 2

Objectives

To present and practise the names of musical instruments. To explore other subject areas: Music.

Language

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

- *(The monkey) can play (the guitar).*

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

- Musical instruments: *piano, guitar, triangle, drum, tambourine, recorder.*
- *(One). I can hear (the piano).*
- *What's (number 1)? A (piano)!*
- *I can (play the guitar)!*

Extra Materials

- Flashcards (14-19) for *Presentation & Practice*;
- Some rubber bands, empty tissue boxes, Sellotape and cardboard for Ex. 4 (*Craftwork*).

BEGINNING THE LESSON

Write an incomplete word/phrase on the board, e.g. *s__ng*. Ask a pupil to come to the board, complete the word/phrase, and say and mime the action. Ask the rest of the class for verification. Repeat the activity with as many pupils as you think is necessary.

PRESENTATION & PRACTICE

(Activities to present and practise musical instruments.)

★ Listen, point and say. (Track 25)



FLASHCARDS (14-19)

Pupils' books closed. Pin up the flashcards 14-19 on the board, one at a time. Point to the musical instruments (*piano, guitar, triangle, drum, tambourine, recorder*), one at a time, and present them. 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. Play the recording. The pupils listen, point and repeat.

AUDIOSCRIPT

Piano, guitar, triangle, drum, tambourine, recorder.

★ 1 Listen and number in your notebook. (Track 26)

Say the instructions twice as you mime them. Point to the different musical instruments in the picture and elicit their names. Explain the listening activity to the pupils. Tell them they are going to listen to some sounds and number the musical instruments in their notebooks. Play the recording as many times as you feel is necessary for the pupils to complete the activity. Check the pupils' answers.

Answers

- | | |
|------------|----------------|
| a 1 piano | d 2 tambourine |
| b 5 drum | e 4 triangle |
| c 3 guitar | f 6 recorder |

★ 2 Let's Play!

Say the instructions twice as you mime them. Ask the pupils to look at the picture and read the exchange. Tell the pupils they are going to play the *Memory* game. Ask them to take a careful look at the picture in Ex. 1 and try to memorise the musical instruments that correspond to each letter and number in their notebooks. Allow the pupils time to look at the pictures and the matches in their notebooks and then ask them to close their books. The pupils, in pairs, take turns and ask each other about the picture. Demonstrate this yourself first. If you wish, you can leave the flashcards on the board to help the pupils remember the musical instruments. You can also play the recording again to help them remember.

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Answers

A: What's number 2?

B: A tambourine!

A: What's number 3?

B: A guitar!

A: What's number 4?

B: A triangle!

A: What's number 5?

B: A drum!

A: What's number 6?

B: A recorder!

★ 3 Sing and do. (Track 27)

Say the instructions twice as you mime them. Ask the pupils to look at the picture. Ask them to point and say what the animals can play. Then point to and say: *I can play the pi-a-no, pi-a-no, pi-a-no, I can play the pi-a-no, pi-a-pi-a-no!* The pupils repeat after you. Repeat with the rest of the musical instruments mentioned in the song.

Play the recording. The pupils listen and point to the animals playing the musical instruments mentioned in the song. Play the recording again. The pupils sing along and do the actions (*mime playing the musical instruments mentioned*).

AUDIOSCRIPT

I can play the pi-a-no,

Pi-a-no, pi-a-no.

I can play the pi-a-no,

Pi-a-pi-a-no!

I can play the tam-bou-rine,

Tam-bou-rine, tam-bou-rine.

I can play the tam-bou-rine,

Tam-bou-tam-bou-rine!

I can play the tri-ang-le,

Tri-ang-le, tri-ang-le.

I can play the tri-ang-le,

Tri-a-tri-angle!

★ 4 Make and play.

Before going into class

Bring some rubber bands, empty tissue boxes, Sellotape and cardboard. Alternatively, ask pupils to bring this material from the previous lesson.

Point to the picture of the child with a guitar and read out the speech bubble. Explain to the pupils that they are going to make a guitar. Show them your model and ask them to take out the material you told them to bring (*some rubber bands, an empty tissue box, Sellotape, cardboard*). Guide the pupils through the making of their guitars:

- 1 Take an empty tissue box and decorate it.
- 2 Stretch some rubber bands around the box and over the hole.
- 3 Attach a long piece of cardboard for the handle and some pins for the tuners.

Then the pupils form a band and 'play' their guitars as they sing the song from Ex. 3.

ENDING THE LESSON

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

Ask a pupil to come to the board, mime playing a musical instrument of his/her choice and say: *I can play the...* . The rest of the pupils have to guess which musical instrument it is. Repeat with as many pupils as you like.

e.g. Pupil 1: (mimes playing the recorder)

I can play the...

Class: recorder! etc

ACTIVITY BOOK (Optional)

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

Lesson 3

Objectives

To listen to a story about the characters and the animals playing in the Fairy Band. 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 is it?*
- *You're good!*
- *What can I do?*
- *We are in the Fairy Band!*

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

- *It's a recorder!*
- *I can play (the guitar)! Listen!*

Extra Materials

- The *I can sing!* poster for *Presentation & Practice*.

BEGINNING THE LESSON

Play the song from the previous lesson. The pupils listen, sing along and mime the actions.

PRESENTATION & PRACTICE

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

★ Let's listen. (Track 28)



POSTER

Pupils' books closed. Use the *I can sing!* poster to present the story. Explain to the pupils, in L1 if necessary, that Woody, Frosty and the forest animals form a band. Point to Frosty in the first picture and ask: *Who's this?* Elicit: *Frosty*. Say, as you point to the recorder: *What is it?* Elicit the correct answer. Point to Woody in frame 2 and mime as you say: *Listen! I can play the recorder!* The pupils repeat after you. Then say in amazement: *You're good!* The pupils repeat after you. Repeat with the rest of the pictures.

Pupils' books open. Say: *Open your books at page forty-six.* Write the number 46 on the board and hold up your book. Say the instructions twice as you mime them. Ask the pupils to identify the characters and the animals 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 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 follow with their fingers in the book. Play the recording again. The pupils listen and repeat, chorally and/or individually. Then individual pupils take roles and read out the dialogue.

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

*e.g. Teacher: It's a ...
Class: recorder! 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.

Ask the pupils to say whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Tell the pupils that you are holding an audition for the *Fairy Band*. One by one, the pupils come to the board, say which musical instrument they can play (*e.g. I can play the guitar. etc*) and mime playing this instrument. Say to each one of them: *You're good!* Once all the instrument players have been found, ask the class: *Who can sing?* Select a pupil to be the singer of the band. He/She comes to the board and says: *I can sing!* Now the *Fairy Band* is ready. Play the song from the previous lesson and have the pupils perform the song.

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Note: You can have as many players and singers as you wish. The important thing is for the pupils to join in and have fun. If there are pupils who do not wish to participate, they can be the 'fans' of *Fairy Band* and can clap their hands.

ACTIVITY BOOK (Optional)

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

Lesson 4

Objectives

To talk about sounds we can hear in the country. To consolidate the language learnt in the unit.

Language

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

- *What can you hear (in the country)?*

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

- *I can hear the (horse).*
- *Can you (dance)? Yes, I can!*
- *I can (draw).*

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 sounds we can hear in the country.)

★ Listen. Choose. (Track 29)

Pupils' books closed. Ask your pupils, in L1 if necessary, how often they go to the country with their family and friends. Have a discussion about what they can see/hear in the country, e.g. *birds, bees, water*, etc. Explain that in this lesson

they will learn about sounds they can hear in the country.

Pupils' books open. Say: *Open your books at page forty-eight.* Write the number 48 on the board and hold up your book. Say the instructions twice as you mime them. Point to the picture and elicit known vocabulary, e.g. *horse, bird, sheep, sun, apples, tree.* Elicit/ Present the words *bee* and *water.* Explain the activity. The pupils listen to the sounds and write the answers in their notebooks. Then pupils point to and say what they can hear.

Answers

- I can hear the water. - a
- I can hear the bird. - d
- I can hear the bee. - c
- I can hear the horse. - e
- I can hear the sheep. - f

★ 2 Read and act.

(An activity to practise talking about abilities.)

Say the instructions twice as you mime them. Point to the pictures and elicit the actions (*swim, draw, sing, play football, ride a bike*). Ask a pair of pupils to read the exchange out loud. Explain the activity. The pupils, in pairs, ask and answer as in the example. Check round the class. Ask some pairs to report back to the class.

(Suggested answers)

- A:** Can you draw?
- B:** No, I can't.
- A:** Can you sing?
- B:** Yes, I can.
- A:** Can you play football?
- B:** No, I can't.
- A:** Can you ride a bike?
- B:** Yes, I can.

★ 3 Portfolio: Draw and write in your notebook.

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

Say the instructions twice as you mime them. Point to the picture and ask a pupil to read the sentences. Explain the activity. Ask the pupils to draw a similar picture in their notebooks and write about what they can do 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 class into two teams, A and B. Each team sends a pupil to the front of the class to mime an action. The other team has to guess the action with only two questions. Otherwise, they do not get the point. The team with the most points wins.

e.g. Team A Pupil 1: (mimes dancing)
Team B Pupil 1: Can you sing?
Team A Pupil 1: No, I can't.
Team B Pupil 2: Can you dance?
Team A Pupil 1: Yes, I can. etc

ACTIVITY BOOK (Optional)

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

For the next lesson: If you wish, ask the pupils to bring pictures of famous people from their country (see Ex. 1 *Optional Activity*).

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and Colombian culture: to talk about famous people in the UK/Colombia.

Language

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

- UK, Colombia
- famous peoples' names (Wayne Rooney, Shakira)

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

- *It's a blue (drum).*

Extra Materials

- A map of the world for Ex. 1 (*Optional*);
- A large piece of cardboard;
- Flashcards (14-19) for the *Ending the Lesson* activity.

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 Colombian culture and explore their own.)

★ 1 Look and read.

Pupils' books closed. Ask the pupils, in L1 if necessary, who the most popular athletes and singers in their country are. Explain to them that today they are going to learn about a famous football player and a famous singer. Invite guesses as to who they think these people are.

Pupils' books open. Say: *Open your books at page fifty.* Write the number 50 on the board and hold up your book. Point to the British flag and elicit the country: *UK.* Point to the Colombian flag and say: *Colombia.* If you have a map of the world, put it up on the

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board and show where Colombia is. Ask the pupils if they know anything about this country (e.g. capital city, famous people, etc.). Explain to the pupils that in this section they will learn about famous people that live in these countries. Point to the picture of Wayne Rooney and read out his name. The pupils repeat after you. Tell them that he is a famous British football player. Ask the pupils if they have ever heard of him (e.g. football team he plays in, other football players from his team, etc). Then point to the picture of Shakira and read out her name. The pupils repeat after you. Tell the pupils that she is a Colombian singer. Ask the pupils if they have ever heard of her and what they know about her (famous songs, etc).

Say the instructions twice as you mime them. Ask the pupils to read the texts about Wayne Rooney and Shakira.

Optional Activity

Ask the pupils if they know any famous people from their country and what they can do. Ask pupils to take out the pictures/drawings of those famous people and have a class discussion.

★ 2 Make.

Before going into class

Bring a large piece of cardboard.

Refer pupils to the example and explain the activity. The pupils make a class football team. In the centre of a large piece of cardboard they draw and write their football team's logo. Then the pupils draw/attach a picture of a football and their names around their football team's logo. The teacher can participate by writing his/her name as the 'coach' of the football team.

(Activities to consolidate the language of the unit.)

★ 3 Look, read and match in your notebook.

Say the instructions twice as you mime them. Point to the pictures and elicit the actions. The pupils look at the pictures, read the words and match

them in their notebooks. Check their answers.

Answers

1 c 2 d 3 e 4 a 5 b

Extension

Say a number. Ask a pupil to tell you the action in the circle.

e.g. Teacher: Five!

Pupil 1: Dance! etc

★ 4 Look and say.

Say the instructions twice as you mime them. Refer the pupils to the picture and ask them what musical instruments they can see in it. Elicit answers (guitar, piano, recorder, drum, triangle, tambourine). Then pupils point to an instrument and say, e.g. It's a blue recorder.

Answers

It's a yellow piano.

It's an orange guitar.

It's a green drum.

It's a red triangle.

It's a pink tambourine.

My Progress

Go through the faces and elicit what each one illustrates. Ask the pupils to choose the corresponding face according to how well they did in this unit. Ask them, in L1 if necessary, what they liked most in the unit and have a brief class discussion.

ENDING THE LESSON



FLASHCARDS (14-19)

Place the flashcards 14-19 in obvious places around the class. Ask a pupil to come to the front and say: (Tom), play the tambourine! The pupil has to find the tambourine flashcard, pick it up and mime playing the musical instrument shown. Repeat with as many pupils as you think is necessary.

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

Lesson 1

Objectives

To talk about animals and what they can do.

Language

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

- *What can a bird do?*

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

- Animals: *butterfly, elephant, spider, bird, frog, monkey.*
- *It's an (elephant).*
- *A (bird) can (fly), but it can't (swim).*
- *That's right!*

Extra Materials

- The *A butterfly!* poster for *Presentation & Practice*;
- Photocopies of the animals and actions templates from the *Teacher's Resource Pack* for Ex. 4.

BEGINNING THE LESSON

Review vocabulary from the previous Unit. Say: *Look! I can play the piano.* Pupils mime the action. Keep changing the actions to make the activity fun for the pupils.

PRESENTATION & PRACTICE

(An activity to present animals.)

★ Listen, point and say. (Track 30)



POSTER

Pupils' books closed. Pin up the *A butterfly!* poster on the board. Point to the animals, one at a time, and say the words. The pupils repeat after you. Point to the animals in random order and name them. The pupils repeat after you.

Extension

Think of an animal and say, e.g. *It's blue. It can fly.* Pupils look at the poster and name the animal, e.g. *bird.*

Suggested cues: *It's blue. It can fly./It's blue. It can swim./It's red. It can climb./It's red. It can run./It's green. It can jump.*

Pupils' books open. Say: *Open your books at page fifty-two.* Write the number 52 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.

AUDIOSCRIPT

Butterfly, elephant, spider, bird, frog, monkey.

(Activities to practise animals and what they can do.)

★ 1 Match in your notebook. Say.

Say the instructions twice as you mime them. Ask the pupils to look at the picture. Explain the activity. The pupils look and match the words to the animals in their notebook. Check the pupils' answers.

Then pupils point to and name the animals.

Answers

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

It's a bird.

It's a monkey.

It's a butterfly.

It's a spider.

It's an elephant.

It's a frog.

★ 2 Sing. (Track 31)

Say the instructions twice as you mime them. Point to the frog and say: *The little green frog goes la di da di da.* The pupils repeat after you. Then mime as you say: *The little green frog goes la di da di da and it can jump and swim.* The pupils repeat after you. Then point to the bird and say: *The little blue bird goes la di da di da.* The pupils repeat after you. Then mime as you say: *The little blue bird goes la di da di da and it can fly and sing.* The pupils repeat after you. Play the recording. The pupils listen and point to the animals. Play the recording again. The pupils listen and sing along, joining in with the actions.

Module 3 (Unit 5 - A butterfly!)

AUDIOSCRIPT

The little green frog goes (all clap) "la di da di da (all clap) la di da di da (all clap) - la di da di da"

The little green frog goes (all clap) "la di da di da"

And it can jump and swim! (mime jumping and swimming)

The little blue bird goes (all clap) "la di da di da (all clap) la di da di da (all clap) - la di da di da"

The little blue bird goes (all clap) "la di da di da la di da di da - la di da di da"

And it can fly and sing! (mime flying and singing)

Extension

Elicit the colours of the other animals and related actions.

e.g. *The little red monkey can climb and jump.
The little blue elephant can swim and run.
The little pink butterfly can fly and dance.
The little red spider can run and climb.*

As a class, choose one of the animals and make a third verse for the song.

e.g. *The little red spider goes "la di da di da la di da di da - la di da di da"
The little red spider goes "la di da di da"
And it can run and climb!*

Play the recording. The pupils sing the song and where there is instrumental music, they sing their own class verse.

★ Look, choose and say.

Pupils' books open. Point to the silhouettes of the animals and elicit their names. Say the instructions twice as you mime them. Explain the activity. Point to the bird and ask: *What can a bird do? Run? Fly?* The pupils say what the animals can/can't do. Do the first one with them as an example.

Answers

A bird can fly, but it can't run.
A spider can run, but it can't swim.
A frog can jump, but it can't draw.
A butterfly can fly, but it can't run.

★ Make and play.

Before going into class

Photocopy the animals and actions templates from the *Teacher's Resource Pack* and give a photocopy to each pair. The pupils cut the templates and colour the animals. Use a pencil to put through the centre of the spinners.

Refer the pupils to the picture and say the instructions twice as you mime them. Point to the picture of the children and read out the example. Hand out the photocopies. Show them your models and guide them through the cutting and colouring of their spinners.

Pupils take it in turns to spin both spinners. The pupils must say whether the animal the spinner lands on **can** or **can't** do the action the second spinner has landed on.

ENDING THE LESSON

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

Ask the pupils to choose a couple of verbs from the ones they have learned and try to draw them in a way that shows what they mean.

e.g.



ACTIVITY BOOK (Optional)

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

Lesson 2

Objectives

To present and practise numbers 11-20. To explore other subject areas: Maths.

Language

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

- *How many legs has a (spider) got?*

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

- Numbers: 11-20
- *One (frog) has got (four legs).*
- *(Fifteen) and (five) is twenty.*

Extra Materials

- None.

BEGINNING THE LESSON

Pupils, in pairs, come to the front. One pupil says and mimes an action. The other pupil mirrors the action.

e.g. Pupil 1: *(miming jumping) I can jump.
I'm a frog.*

Pupil 2: *(miming jumping) Me, too. etc*

PRESENTATION & PRACTICE

(Activities to present and practise numbers 11-20.)

★ Listen, point and say. (Track 32)

Pupils' books closed. Write the numbers (11-20) on the board. Point to the numbers, one at a time, and present them. The pupils repeat after you.

Now, point to a number in random order and ask a pupil to say the corresponding number. Ask the rest of the class for verification. Repeat for the remaining numbers.

Pupils' books open. Say: *Open your books at page fifty-four.* Write the number 54 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.

AUDIOSCRIPT

Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

★ 1 Find the number and say. Sing. (Track 33)

Say the instructions twice as you mime them. Hold up your book and point to the bird. Elicit its name. Ask: *How many legs has a bird got?* Say: *One bird has got two legs.* The pupils repeat after you. Then ask: *Six birds?* Encourage the pupils to say: *twelve legs.* Repeat with the other two animals from the song. Read through the incomplete song. The pupils repeat after you.

Answers: 16, 20

Play the recording. Ask the pupils to listen and check their answers. Play the recording again, encouraging the pupils to sing along.

★ 2 Count. Say.

Say the instructions twice as you mime them. Point to the frog and say: *One frog has got four legs.* Then ask the pupils to complete your sentences.

e.g. Teacher: *One frog, ...*

Class: *four legs*

Teacher: *four frogs, ...*

Class: *sixteen legs.*

Repeat with *chicken* and *horse*.

Extension

Brainstorm for animals and write them on the board. The pupils, in pairs, ask and answer questions. Demonstrate this yourself first.

e.g. Pupil 1: *One ant has got six legs. Two ants?*

Pupil 2: *Twelve legs.*

Pupil 2: *One cow has got four legs. Four cows?*

Pupil 1: *Sixteen legs. etc*

Suggested cues: ant, bat, duck, iguana, jaguar, lion, mouse, panda, rabbit, cat, dog, sheep, elephant, spider, bird, frog, monkey.

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★ Listen and choose. (Track 34)

Say the instructions twice as you mime them. Hold up your book, point to and say each number. Have the pupils repeat after you. Explain the activity. Play the recording, twice if necessary. The pupils listen, choose and point to the number they hear.

As an alternative, have the pupils copy the numbers in their notebooks. The pupils listen to the recording and put a tick next to the numbers they hear.

AUDIOSCRIPT

Thirteen, fifteen, eighteen, eleven, twenty fourteen.

★ Choose. Say.

Say the instructions twice as you mime them. Explain the activity. Tell the pupils to choose two numbers that add up to twenty and say them aloud. The numbers shouldn't be repeated.

(Suggested answers)

Sixteen and four is twenty.
Eighteen and two is twenty.
Fifteen and five is twenty.
Thirteen and seven is twenty.
Seventeen and three is twenty.

ENDING THE LESSON

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

My lucky number: Ask the pupils what their lucky number is. Tell them to write it on a piece of paper and decorate it. They present their lucky numbers as they leave the classroom.

e.g. Pupil: My lucky number is thirteen.

ACTIVITY BOOK (Optional)

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

Lesson 3

Objectives

To listen to a story about Woody and Frosty meeting Cathy, the caterpillar. 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**:

- *This is Cathy, the caterpillar.*
- *What can Cathy do?*
- *She can climb.*

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

- *You've got small legs.*
- *Yes, but I can (climb).*
- *Can you (eat)?*
- *No, I can't.*
- *Look! A butterfly!*

Extra Materials

- The *A butterfly!* poster for *Presentation & Practice*.

BEGINNING THE LESSON

Write the numbers 11-20 on the board. Let the pupils look at them for one minute. Then ask them to close their eyes. Erase a number. Ask them to open their eyes. Ask a pupil to tell you which number you have erased. Repeat the activity as many times as you think is necessary.

PRESENTATION & PRACTICE

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

★ Let's listen. (Track 35)



POSTER

Pupils' books closed. Use the *A butterfly!* poster to present the story. Explain to the pupils, in L1 if necessary, that Woody and Frosty meet a caterpillar named Cathy which turns into a beautiful butterfly. Point to the caterpillar in the first

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picture and say: *This is Cathy, the caterpillar.* The pupils repeat after you. Point to Cathy in the second picture and say: *You've got small legs!* The pupils repeat after you. Then elicit Cathy's answer: *Yes, but I can climb!* The pupils repeat after you. Repeat with the remaining pictures.

Pupils' books open. Say: *Open your books at page fifty-six.* Write the number 56 on the board and hold up your book. Say the instructions twice as you mime them. Point to Cathy, the caterpillar and ask the pupils to name the actions.

e.g. Teacher: (pointing to Cathy in Frame 2)
What can Cathy do?
Pupil 1: *She can climb. 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 follow with their fingers in the book. Play the recording again. The pupils listen and repeat, chorally and/or individually. Then individual pupils take roles and read out the dialogue.

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

e.g. Teacher: *Frosty, this is ...*
Class: *Cathy! 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.

Ask the pupils to say 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 butterfly and name it. Ask them to make their butterflies colourful. Encourage them to present their drawings to the class by saying: *This is Betsy. She's got a small mouth, but she can eat a lot!*

ACTIVITY BOOK (Optional)

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

Lesson 4

Objectives

To learn about the life cycle of a butterfly. To consolidate the language learnt in the unit. To draw their favourite animal.

Language

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

- *Has it got big eyes?*
- *What colour is it?*

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

- *egg, caterpillar, chrysalis, butterfly*
- *I'm an egg.*
- *This is a spider. It's got 8 legs. It can run. It's black.*

Extra Materials

- Pictures of butterflies for Ex. 1.

BEGINNING THE LESSON

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

PRESENTATION & PRACTICE

(Activities to talk about the life cycle of a butterfly.)

★ Look, point and say.

Before going into class

Have pictures of butterflies ready to use.

Pupils' books closed. Initiate a class discussion about butterflies. Show the pictures of the different kinds of butterflies that you have brought to class. In L1 if necessary, ask them if they are aware of the life cycle of a butterfly. Explain to them that a butterfly starts off as an egg, which becomes a caterpillar. The caterpillar eats and grows. It

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attaches itself to a twig and forms a hard outer shell called the chrysalis. Inside the chrysalis, the caterpillar changes into a butterfly. The butterfly then emerges from the chrysalis.

Pupils' books open. Say: *Open your books at page fifty-eight.* Write the number 58 on the board and hold up your book. Say the instructions twice as you mime them. Explain the activity. Point to the colours and elicit their names: **1** A green egg. **2** A pink caterpillar. **3** A yellow chrysalis. **4** A red butterfly.

Extension

Present the following sentences and the corresponding miming actions:

I'm an egg. (*curl, bend your knees and hold yourself*)

I'm a caterpillar. (*kneel down and hold your hands over your head like antennae*)

I'm a chrysalis. (*mime sleeping*)

I'm a butterfly! (*mime flying*)

Assign roles, i.e. some pupils are eggs, some caterpillars, etc. The pupils, in groups of four, present the life cycle of a butterfly.

★ Listen and number in your notebook. (Track 36)

(An activity to practise describing animals and what they can do.)

Explain the listening activity. Tell the pupils they are going to listen and number the pictures of the animals in their notebook. Point to the frog picture and ask: *Has it got big eyes?* Elicit: *Yes, it has.* Then ask: *What colour is it? What can it do?* Elicit: *Green. It can jump.* etc Follow the same procedure with the rest of the animals. Play the recording as many times as you feel is necessary for the pupils to complete the activity. Check the pupils' answers.

Answers

- | | |
|--------------|----------------|
| a frog (4) | c monkey (2) |
| b spider (1) | d elephant (3) |

Then have the pupils describe the animals by saying, e.g. *It's got big eyes. It can jump. It's green.*

AUDIOSCRIPT

One: *I've got eight legs. I can run. I'm pink.*

Two: *I've got big ears. I can climb. I'm red.*

Three: *I've got big ears and a big nose. I can swim. I'm blue.*

Four: *I've got a big mouth. I can jump. I'm green.*

★ Portfolio: Draw and write in your notebook.

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

Point to the picture of the spider and ask the pupils to follow in their books as you read. Tell the pupils they are going to draw and write about their favourite animal. Elicit some of the pupils' favourite animals. Once they finish, they present their drawings to the class and describe their animals. Make sure you display their work somewhere in the class. Then help them file their drawings in their *Junior Language Portfolios*.

ENDING THE LESSON

(An activity to consolidate language of the lesson.)

Play a guessing game. Brainstorm for names of animals and write them on the board. Ask a pupil to come to the front and choose (without the rest of the class knowing) an animal. The rest of the class ask questions to guess which animal it is. Whoever guesses correctly, comes to the front and the game continues.

e.g. Pupil 1: (*thinks of elephant*)

Pupil 2: *Has it got four legs?*

Pupil 1: *Yes, it has.*

Pupil 3: *Has it got big ears?*

Pupil 1: *Yes, it has.*

Pupil 4: *Can it climb?*

Pupil 1: *No, it can't.*

Pupil 5: *An elephant!*

Pupil 1: *Yes! etc*

ACTIVITY BOOK (Optional)

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

For the next lesson: If you wish, ask the pupils to bring pictures of animal shows in their country (see Ex. 1 *Optional Activity*).

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and Thai culture. To talk about animals in the UK/Thailand.

Language

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

- *UK, Thailand*

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

- *Look at the elephants. They can play football.*
- *I'm a butterfly and I can fly and dance. Look at me!*

Extra Materials

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

BEGINNING THE LESSON

Mime different actions. Ask pupils to answer your questions.

e.g. Teacher: (miming climbing) Billy, can you climb?

Billy: Yes, I can./No, I can't. etc

OUR WORLD

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

★ Choose and say.

Pupils' books open. Say: *Open your books at page sixty.* Write the number 60 on the board and hold up your book. Point to the British flag and elicit the country. Point to the picture and elicit vocabulary pupils are familiar with (*horse, jump*). Then engage in a discussion about the sport itself, in L1, if necessary. Tell pupils that there is a long tradition of horse riding in the UK and some of the most important horse races and shows take place there. Read the incomplete sentence. Ask the pupils to choose and say which word is correct.

Answer

- b** jump!

Point to the flag of Thailand and say: *Thailand*. If you have a map of the world, put it up on the board and show where Thailand is. Point to the picture and ask pupils if they know the sport. Elicit or say: *Elephant football*. Tell the pupils that elephants are an important part of Thai culture and the Thai way of life and that elephants have a special talent for sports. They are taught to play elephant football. In this game the elephants toss around a rather large ball, using their trunks and competing to see who can score the highest. Read the incomplete sentence. Ask the pupils to choose and say which word is correct.

Answer

- a** play football.

Optional Activity

Ask the pupils if they know any animal shows from their country. Ask pupils to take out the pictures/drawings of those shows and have a class discussion.

(Activities to consolidate the language of the unit.)

★ Look, read and choose.

Say the instructions twice as you mime them. Elicit the numbers. The pupils look at the pictures and choose the correct word that matches the picture. Ask individual pupils to answer. Ask the rest of the class for verification.

Answers

- | | | |
|------------|------------|------------|
| 1 a | 3 b | 5 b |
| 2 b | 4 a | 6 b |

As an extension, name an animal. Ask a pupil to tell you the number of the circle.

e.g. Teacher: Elephant!

Pupil 1: Three! etc

★ Let's Play!

Tell the pupils they are going to play the *Number Memory* game. Explain the game. Divide the

Module 3 (Unit 5 - A butterfly!)

class into two teams. Ask the pupils to look at the number chart for a few minutes and memorise where the numbers are. The pupils close their books. Say a number. Each correct answer gets one point. The team with the most points is the winner.

e.g. Teacher: 19.
Pupil 1 Team A: 1C.
Teacher: Correct! Team A gets
1 point. 14.
Pupil 1 Team B: 3A.
Teacher: Wrong! etc

Extension

Have the pupils copy the card in their notebooks. They can use any numbers from 11-20 to fill their card. Call out numbers 11-20 in random order. As you call out, the pupils cross out the corresponding number on their card (only one square each time.) The first pupil to cross out his/her squares calls out 'Bingo' and is the winner.

My Progress

Go through the faces and elicit what each one illustrates. Ask the pupils to choose the corresponding face according to how well they did in this unit. Ask them, in L1 if necessary, what they liked most in the unit and have a brief class discussion.

ENDING THE LESSON

Pupils think of an animal and a related action. They come to the front and present themselves.

e.g. Pupil 1: *I'm a butterfly and I can fly and dance. Look at me!*

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

Module 3 (Unit 6 - A sweet tooth)

Lesson 1

Objectives

To present food/drink items. To talk about food preferences.

Language

In this lesson the pupils will learn to

understand:

- *Do you like (chocolate)?*

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

- Food/drink items: *chocolate, jam, cake, lollipops, juice, sweets*
- *I like (chocolate). I don't like (jam).*
- *I've got a sweet tooth. I love (lollipops)!*

Extra Materials

- The *A sweet tooth* poster for *Presentation & Practice*;
- Smarties for Ex. 4.

if someone has *a sweet tooth*, they like sweets and chocolate. Point to the food/drink items, one at a time, and say the words. The pupils repeat after you. Point to the food/drink items in random order and name them. The pupils repeat after you.

Extension

Mime eating/drinking one of the items. Ask pupils to guess which item it is.

e.g. Teacher: (mimes holding a carton of juice and drinking from a straw)

Class: Juice! etc

Pupils' books open. Say: *Open your books at page sixty-two.* Write the number 62 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. Now, ask them to point and say what they like/don't like, *e.g. I don't like (jam).* etc

BEGINNING THE LESSON

Make a rough sketch of an elephant's ear on the board. Pupils ask questions in order to name your animal. Repeat with as many animals as you think is necessary.

e.g. Pupil 1: Is it big?

Teacher: Yes, it is.

Pupil 2: Is it green?

Teacher: No, it isn't.

Pupil 3: Has it got big ears?

Teacher: Yes, it has.

Pupil 4: Can it run?

Teacher: Yes, it can.

Class: It's an elephant!

Teacher: Correct! etc

PRESENTATION & PRACTICE

(An activity to present food/drink items.)

★ **Listen, point and say. (Track 37)**



POSTER

Pupils' books closed. Pin up the *A sweet tooth* poster on the board. Explain to the pupils that

AUDIOSCRIPT

Chocolate, jam, cake, lollipops, juice, sweets.

(Activities to practise food/drink items.)

★ **1 Match in your notebook. Say.**

Say the instructions twice as you mime them. Ask the pupils to look at the picture of the Sweet Monster. Elicit the names of the food/drink items he is holding and those around him. Explain the activity. The pupils match the words to the items in their notebooks. Then pointing to the food/drink items encourage the pupils to say, *e.g. I've got a sweet tooth. I love (lollipops).*

Answer

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

★ **2 Sing. (Track 38)**

Say the instructions twice as you mime them. Point to and say: *I'm a Sweet Monster and I've got a sweet tooth!* The pupils repeat after you. Then point to and say: *I love lollipops and chocolate, too!* The pupils repeat after you. Repeat with the rest of the song. Play the

Module 3 (Unit 6 - A sweet tooth)

recording. The pupils listen and point to the food/drink items. Play the recording again. The pupils listen and sing along.

AUDIOSCRIPT

*I'm a Sweet Monster
And I've got a sweet tooth!
I love lollipops
And chocolate, too!
I love jam
And cake and juice!
I'm a Sweet Monster
And I've got a sweet tooth!*

(Activities to practise talking about food preferences.)

★ Listen and choose yes or no. (Track 39)

Elicit the names of the food items by pointing and asking: *What's this?* Point to the lollipops and say: *I like lollipops. Do you like lollipops?* Elicit a response: *Yes, I do./No, I don't.* Repeat the procedure with the remaining food items. Say the instructions twice as you mime them. Play the recording, twice if necessary. The pupils listen and complete the task in their notebooks. Check the pupils' answers.

1 no 2 yes 3 yes 4 no

Then in pairs, the pupils act out the following exchange. Demonstrate this yourself first.

e.g. Pupil 1: *Do you like juice?*

Pupil 2: *Yes, I do./No, I don't. Do you like juice? etc*

AUDIOSCRIPT

A: *Julie, do you like lollipops?*
Julie: *Lollipops? No, I don't. I don't like lollipops.*
A: *Do you like chocolate?*
Julie: *Oh, yes, I do! I love chocolate!*
A: *How about sweets? Do you like sweets?*
Julie: *Yes, I do. I like sweets.*
A: *Do you like cake, Julie?*
Julie: *Cake? No, I don't.*

★ 4 Make and say.

Before going into class

Bring a bag of Smarties to class. Alternatively, ask pupils to bring Smarties from the previous lesson.

Refer the pupils to the picture and say the instructions twice as you mime them. Point to the picture of the children and read out the example. Tell the pupils they are going to use Smarties to form the word of their favourite sweet. Then in pairs, they ask each other what their favourite sweet is.

Note: If you wish, pupils can use beans, peas, Plasticine, etc to spell out their favourite sweet.

ENDING THE LESSON

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

Tell the pupils they are going to play a game called *Chinese Whispers*. Explain the rules. Approach a pupil at the front desk and whisper a food/drink item. Ask him/her to whisper the same word to his/her partner, who then whispers it to the next pupil, etc. Ask the last pupil to call out the food/drink item. Check if the food/drink said is the correct one. Repeat the procedure as many times as you think is necessary.

ACTIVITY BOOK (Optional)

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

Module 3 (Unit 6 - A sweet tooth)

Lesson 2

Objectives

To present and practise food items (fruit and vegetables). To talk about food that is good for us. To explore other subject areas: Health and Safety.

Language

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

- *What colour are (tomatoes)?*

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

- Fruit and vegetables: *carrots, potatoes, peas, tomatoes, pears, oranges.*
- *Eat (tomatoes). They're good for you.*
- *I like (carrots). They're good for me.*

Extra Materials

- The *A sweet tooth* poster for the *Beginning the Lesson* activity;
- Flashcards (20-25) for *Presentation & Practice*;
- Plasticine for the *Ending the Lesson* activity.

BEGINNING THE LESSON



POSTER

Pin the *A sweet tooth* poster on the board. Ask a pupil to come to the board, choose his/her favourite food/drink item and write his/her name and favourite food/drink item on the board. Then he/she reports back to the class. Repeat the activity until all the pupils have had a turn.

e.g. Pupil 1: I like chocolate and juice. etc

As an extension, the pupils vote for their favourite food/drink item.

PRESENTATION & PRACTICE

(Activities to present and practise food items.)

★ Listen, point and say. (Track 40)



FLASHCARDS (20-25)

Pupils' books closed. Pin up the flashcards on the board, one at a time. Point to the food items and present them. The pupils repeat after you.

Write the words of the lesson on the board in random order. Hand out the flashcards to various pupils. Ask the pupils to come to the board, one at a time, and pin the flashcards next to the corresponding words. Ask the rest of the class for verification.

Pupils' books open. Say: *Open your books at page sixty-four.* Write the number 64 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.

AUDIOSCRIPT

Carrots, potatoes, peas, tomatoes, pears, oranges.

(Activities to talk about food that is good for us.)

★ 1 Look and say.

Hold up your book, point to, and elicit the food items. Say the instructions twice as you mime them. Ask: *What colour are tomatoes?* Elicit the answer (*red*). Repeat with the rest of the food items. Then point and say: *Tomatoes and apples are red. Eat tomatoes. They're good for you.* The pupils repeat after you. Ask pupils to point to and talk about the rest of the food items.

Eat apples. They're good for you.

Eat pears. They're good for you.

Eat peas. They're good for you.

Eat carrots. They're good for you.

Eat oranges. They're good for you.

Eat potatoes. They're good for you.

Extension

Divide the class into four groups. Assign a colour

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(red, green, yellow, orange) to each group. Ask the pupils to think of and draw pictures of other food items, preferably fruit and vegetables, with their corresponding colour. Once the groups have finished drawing their pictures in their notebooks they glue them on a big poster board creating a rainbow of fruit and vegetables.

★ Sing. (Track 41)

Say the instructions twice as you mime them. Point to the rainbow and say: *Rainbow food is good for you.* The pupils repeat after you. Then point to and say: *Red tomatoes and apples, too.* The pupils repeat after you. Follow the same procedure with the rest of the song.

Play the recording. The pupils listen and point to the food items. Play the recording again. The pupils listen and sing along.

AUDIOSCRIPT

*Rainbow food is good for you:
Red tomatoes and apples, too!
Green peas, green pears all for you.
Orange for carrots and oranges, too!
Yummy potatoes.
Red, yellow, green
Rainbow food
A rainbow dream!*

★ Let's Play!

Say the instructions twice as you mime them. Tell the pupils they are going to play a board game. Point to each picture on the board game and elicit the names of the food items.

Explain the rules. The pupils play in pairs/teams and each player needs a counter (*any small object will do*). They place their counters on *Start* and throw the dice, saying the number that comes up. The pupil with the highest number begins the game by saying *My turn!* and moves forward the number of spaces indicated on the dice. If a pupil lands on the *Oh, no!* space, he/she moves back to *Start*. If a pupil lands on the *Great!* space, he/she plays again. Have the

pupils copy the colour chart in their notebooks. When a pupil lands on a food item he/she names it and then ticks the corresponding colour on the colour chart in their notebook. The first pupil/team to tick all four colours on the colour chart is the winner. Stress that the aim of this game is not to reach *Finish* but to tick all four colours on the colour chart.

- 1 peas – green
- 2 orange – orange
- 3 apple – red
- 4 pear – green
- 5 Pupils go back to the *Start*.
- 6 banana – yellow
- 7 carrot – orange
- 8 tomato – red
- 9 peas – green
- 10 Pupils play again.
- 11 orange – orange
- 12 apple – red
- 13 banana – yellow
- 14 carrot – orange
- 15 pear – green
- 16 tomato – red

ENDING THE LESSON

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

Before going into class

Have some Plasticine ready to use.

Pupils use Plasticine to make their favourite food item. Then they talk about it.

e.g. I like carrots. They're good for me!

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.

Lesson 3

Objectives

To listen to a story about the characters meeting the Sweet Monster. 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 has the Sweet Monster got?*

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

- *Do you like (chocolate)?*
- *What's the matter?*
- *My tummy hurts!*
- *No more sweets!*

Extra Materials

- Flashcards (20-25) for the *Beginning the Lesson* activity;
- The *A sweet tooth* poster for *Presentation & Practice*.

BEGINNING THE LESSON



FLASHCARDS (20-25)

Display the flashcards (20-25) on your desk. Ask a pair of pupils to come to the front. Give them blu-tack and ask them to attach the flashcards on the board in the order you call them out. Ask the rest of the class for verification. Repeat the procedure with more pairs.

PRESENTATION & PRACTICE

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

★ Let's listen. (Track 42)



POSTER

Pupils' books closed. Use the *A sweet tooth* poster to present the story. Explain to the pupils, in L1 if necessary, that the characters meet the

Sweet Monster and end up getting ill from eating too many sweets. Point to the Sweet Monster and say: *Hooray! The Sweet Monster!* The pupils repeat after you. Ask the pupils to say what they think the Sweet Monster has in his bag. Elicit their answers. Point to the Sweet Monster again and ask: *Do you like chocolate?* The pupils repeat after you. Point to Woody in the second picture and elicit the answer: *Yes, I do! I love chocolate!* Repeat with the remaining pictures.

Pupils' books open. Say: *Open your books at page sixty-six.* Write the number 66 on the board and hold up your book. Say the instructions twice as you mime them. Point to the food items and ask the pupils to name them.

e.g. Teacher: (pointing to the lollipops in Frame 3) What has the Sweet Monster got?

Pupil 1: He's got lollipops. 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 follow with their fingers in the book. Play the recording again. The pupils listen and repeat, chorally and/or individually. Then individual pupils take roles and read out the dialogue.

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

e.g. Teacher: Hooray! The ...

Class: Sweet Monster! 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.

Ask the pupils to say 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 sweet tooth monster along with his favourite sweet in their notebooks. They present their monsters to the

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class and say, e.g. *This is (Bigly). He's got a sweet tooth. He loves cake.*

ACTIVITY BOOK (Optional)

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

Lesson 4

Objectives

To talk about fruit and vegetables. To consolidate the language learnt in the unit. To draw their favourite fruit and vegetable.

Language

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

- *Is a (carrot) a fruit or vegetable?*
- *It's a (vegetable).*
- *What's your favourite fruit?*

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

- *(Tomatoes) are (fruit).*
- *I'm (Mr Carrot). I'm a vegetable.*
- *This is my garden. Look! I've got (carrots), (potatoes) and (tomatoes).*

Extra Materials

- Photocopies of the fruit/vegetable templates from the *Teacher's Resource Pack* for Ex. 2.

BEGINNING THE LESSON

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

PRESENTATION & PRACTICE

(Activities to talk about fruit and vegetables.)

★ Fruit or vegetable? Match in your notebook.

Pupils' books closed. Present the words *fruit* and *vegetable*. Draw a simple sketch of a carrot on the board and ask: *Is a carrot a fruit or a vegetable?* Elicit: *It's a vegetable.* Next, do the same for tomato and ask the same

question. Most likely, the pupils will say that it's a vegetable. Take this opportunity to tell the pupils that fruits usually have seeds, whereas vegetables don't.

Pupils' books open. Say: *Open your books at page sixty-eight.* Write the number 68 on the board and hold up your book. Read the instructions twice as you mime them. Point to the donkey and the baskets and explain the activity. Give pupils some time to complete the activity in their notebooks. Check their answers. Finally, ask them to name the fruit and the vegetables by saying,

e.g. *Tomatoes are fruit.*

Answers

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

★ 2 Make and say.

Before going into class

Photocopy the fruit/vegetables templates from the *Teacher's Resource Pack*. Allow each pupil to choose one. The pupils cut the templates and colour the fruit/vegetables.

Refer the pupils to the picture and say the instructions twice as you mime them. Point to the picture of the child and read out the example. Focus the pupils' attention on the use of **Mr** for men and **Mrs** for women. Hand out the photocopies. Show them your model and guide them through the cutting and colouring of their fruit/vegetable men/women.

The pupils hold up their fruit/vegetable characters and present them.

e.g. *Pupil 1: I'm Mrs Potato. I'm a vegetable. etc*

★ 3 Talk with your friends.

(An activity to practise talking about fruit and vegetables.)

Refer the pupils to the picture and say the instructions twice as you mime them. Point to the picture of the children and read out the

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example. Explain the activity. The pupils go around the class, ask their classmates what their favourite fruit/vegetable is and complete a survey in their notebooks. Then, in pairs, they present their findings.

e.g. Tom: *What's your favourite fruit?*

Lucy: *Apples! I love apples! etc*

Tom: *Lucy loves apples.*

★ 4 Portfolio: Draw and write in your notebook.

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

Point to the picture and ask the pupils to follow in their books as you read. Tell the pupils they are going to draw and write about their favourite fruit and vegetable. Elicit some of the pupils' favourites. Once they finish, they present their drawings 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

Tell the pupils to imagine they each have got their own garden. Ask them to draw the fruit and vegetables growing in their gardens. Have them present their drawing to the class.

e.g. Pupil: *This is my garden. Look! I've got carrots, potatoes and tomatoes.*

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 7 and 8 from the *Activity Book* during this lesson or the next one.

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and Italian culture. To talk about ice cream in the UK and Italy.

Language

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

- *UK, Italy*

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

- *An ice cream, please.*
- *Here you are.*
- *Thank you.*

Extra Materials

- The *A sweet tooth* poster for the *Beginning the Lesson* activity;
- Flashcards (20-25) for the *Beginning the Lesson* activity;
- A map of the world for Ex. 1 (*Optional*).
- Photocopies of the ice cream cone from the *Teacher's Resource Pack*.

BEGINNING THE LESSON



POSTER/FLASHCARDS (20-25)

Pin up the *A sweet tooth* poster and the flashcards (20-25) on the board. Play *I spy* with the class. Say: *I spy with my little eye something beginning with (p)*. The pupils look and try to guess the food/drink item.

e.g. Teacher: *I spy with my little eye something beginning with p.*

Pupil 1: *Potatoes.*

Teacher: *No.*

Pupil 2: *Pears.*

Teacher: *No.*

Pupil 3: *Peas.*

Teacher: *Yes.*

OUR WORLD

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

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★ Look. Then act.

Pupils' books closed. Say: *Open your books at page seventy.* Write the number 70 on the board and hold up your book. Point to the picture of the ice cream cone and read the sentence. Tell pupils that ice cream is a favourite of both young and old worldwide. Ask pupils what their favourite ice cream flavour is, if they eat ice cream only during the summer, where they usually buy it, etc. Point to the British flag and elicit the country. Tell the pupils that ice cream vans are popular in the UK during the summer months. Children run to buy ice cream when they hear the music from the van as it makes its rounds.

Point to the flag of *Italy* and present the country. If you have a map of the world, put it up on the board and show where Italy is.

Before going into class

Photocopy the ice cream cone template, one per pupil, from the *Teacher's Resource Pack*.

Read the exchange and explain the activity. Hand out the photocopies to the pupils. Ask the pupils to colour in their ice cream according to their favourite ice cream flavour, e.g. *yellow (for banana)*, *brown (for chocolate)*, etc. If they wish, they can 'make up' their own ice cream flavour, e.g. *green (for peas)* and *red (for tomato)*. Upon completion, pin up the templates on the board or mount them on a large piece of construction paper. Ask a pair of pupils to come to the front. The pupils, in pairs, act out the exchange.

e.g. *Pupil 1: A chocolate ice cream, please.*

Pupil 2: Here you are.

Pupil 1: Thank you.

Repeat with as many pupils as you think is necessary.

(Activities to consolidate the language of the unit.)

★ Look, read and say yes or no.

Say the instructions twice as you mime them. Elicit the numbers of the circles. Point to the

pictures and elicit what the pupils can see. Then the pupils read the words and say if they match the picture. Ask individual pupils to answer. Ask the rest of the class for verification.

e.g. *Teacher: One!*

Pupil 1: Yes! etc

Answers

1 yes 3 no 5 no
2 no 4 yes

As an extension, name an item. Ask a pupil to tell you the number of the circle.

e.g. *Teacher: Cake!*

Pupil 1: One! etc

★ Look, read and choose.

Say the instructions twice as you mime them. Point to the items and elicit their names. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

Answers

1 a 3 b 5 a
2 b 4 a 6 b

My Progress

Go through the faces and elicit what each one illustrates. Ask the pupils to choose the corresponding face according to how well they did in this lesson. Ask them, in L1 if necessary, what they liked most in the unit and have a brief class discussion.

ENDING THE LESSON

The pupils leave the classroom in pairs telling you what they like.

e.g. *Teacher: What do you like, Tod?*

Tod: I like chocolate.

Teacher: What do you like, Robbie?

Robbie: I like bananas. etc

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

Lesson 1

Objectives

To talk about the weather.

Language

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

- *Can you say?*

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

- Weather conditions: *It's hot. It's sunny. It's raining. It's snowing.*
- *It's (hot). Number (3).*
- *What's the weather like today? It's (raining).*

Extra Materials

- Flashcards (20-25) for the *Beginning the Lesson* activity;
- *The weather* poster for *Presentation & Practice*;
- Slips of paper with names for the *Ending the Lesson* activity.

BEGINNING THE LESSON

(An activity to review the vocabulary taught in Unit 6.)



FLASHCARDS (20-25)

Pin up the food flashcards (20-25) from Unit 6. Name a food item at random. Ask pupils to come to the front, point to and name the food item. Ask the rest of the class for verification.

PRESENTATION & PRACTICE

(An activity to present and practise weather.)



Listen, point and say. (Track 43)



POSTER

Pupils' books closed. Pin up *The weather* poster on the board. Point to the weather conditions (*It's hot. It's cold. It's sunny. It's raining. It's snowing.*), one at a time, and present them. The pupils repeat after you. Then point to the

weather conditions in random order. The pupils repeat after you.

Pupils' books open. Say: *Open your books at page seventy-two.* Write the number 72 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.

AUDIOSCRIPT

It's hot. It's cold. It's sunny. It's raining. It's snowing.



Listen and point. Then sing. (Track 44)

Say the instructions twice as you mime them. Ask: *What's the weather like today? Can you say?* The pupils repeat after you. Then point to the first picture and say: *It's snowing today!* The pupils repeat after you. Repeat with the rest of the pictures. Explain the activity. Play the recording. The pupils listen to the song and point to the weather conditions mentioned.

Play the recording again. The pupils listen and sing along, joining in with the actions.

AUDIOSCRIPT

What's the weather like today? (point towards the window)

Can you say? Can you say? (make an inquiring gesture)

What's the weather like today? (point towards the window)

It's sunny! It's sunny today! (face tilted up to an imaginary sun, arms outstretched)

What's the weather like today? (point towards the window)

Can you say? Can you say? (make an inquiring gesture)

What's the weather like today? (point towards the window)

It's hot! It's hot today! (hold an imaginary fan and fan yourself)

What's the weather like today? (point towards the window)

Can you say? Can you say? (make an inquiring gesture)

Module 4 (Unit 7 - The weather)

What's the weather like today? (point towards the window)

It's raining! It's raining today! (mime putting up an umbrella)

What's the weather like today? (point towards the window)

Can you say? Can you say? (make an inquiring gesture)

What's the weather like today? (point towards the window)

It's snowing! It's snowing today! (hug yourself and shiver)

★ Look and match in your notebook.

Say the instructions twice as you mime them. Tell the pupils to read and copy the sentences in their notebooks. Then look at the pictures in Ex. 1. Explain the activity. The pupils match the sentences according to what they see in each picture. Allow them time to complete the activity and check their answers.

a 3 b 1 c 2 d 4 e 5

Invite individual pupils to point to the pictures, say what the weather is like as well as the number of the picture.

It's snowing. Number 1.

It's sunny. Number 2.

It's hot. Number 3.

It's raining. Number 4.

It's cold. Number 5.

★ Look and say.

Say the instructions twice as you mime them. Point to the picture showing the different weather conditions and read out the exchange. The pupils repeat after you. The pupils, in pairs, practise similar exchanges by pointing to the pictures, and asking and answering questions about the weather. Walk around the class monitoring. Ask some pairs to report back to the class.

A: What's the weather like today?

B: It's snowing.

A: What's the weather like today?

B: It's cold.

A: What's the weather like today?

B: It's raining.

A: What's the weather like today?

B: It's sunny.

A: What's the weather like today?

B: It's hot.

★ Let's Play!

Say the instructions twice as you mime them. Ask the pupils to look at the picture and read the speech bubble. Tell the pupils they are going to play the *Weather* game. Say a weather condition, e.g. *It's cold*. The pupils have to mime being cold (*hugging themselves, shivering, etc.*).

ENDING THE LESSON

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

Before going into class

Prepare slips of paper with names, e.g. *Tom, Roy, Danny, Sara, Jim*.

Who am I?

Put up *The weather* poster and pin up the slips of paper with the names that you have prepared next to the people shown in the poster. Think of a person and mime as you say, e.g. *It's very hot today!* The pupils look at the poster and name the person. Ask a pupil to take your place and resume the activity.

ACTIVITY BOOK (Optional)

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

Lesson 2

Objectives

To talk about seasons. To explore other subject areas: Science.

Language

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

- *What's Erlina's favourite season?*

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

- Seasons: *spring, summer, autumn, winter.*
- *Look! It's (spring)!*
- *(Erlina's) favourite season is (spring) because (she) loves (flowers).*

Extra Materials

- *The weather poster for the Beginning the Lesson activity;*
- *Flashcards (26-29) for Presentation & Practice.*

BEGINNING THE LESSON



POSTER

Write the following sentences on the board with some letters missing. Ask the pupils to copy them in their notebooks and complete them. Check the pupils' answers.

*e.g. It's h _ _ t. It's c _ _ ld. It's s _ _ nn _ _ .
It's r _ _ _ n _ _ ng. It's s _ _ _ w _ _ ng.*

PRESENTATION & PRACTICE

(Activities to present and practise seasons.)



Listen, point and say. (Track 45)



FLASHCARDS (26-29)

Pupils' books closed. Pin up the flashcards (26-29) on the board, one at a time. Point to the seasons (*spring, summer, autumn, winter*), one at a time, and present them. The pupils repeat after you.

Pupils' books open. Say: *Open your books at page seventy-four.* Write the number 74 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.

AUDIOSCRIPT

Spring, summer, autumn, winter.



1 Look, read and match in your notebook. Then say.

Say the instructions twice as you mime them. Point to the pictures and elicit the seasons. Read the sentences aloud. Explain the activity. Allow the pupils some time to complete the activity in their notebooks. Then point to the first picture and say: *Look! It's spring! It has got flowers.* The pupils repeat after you. Point to the rest of the pictures and invite the pupils to make similar sentences.

Answers

1 D 2 A 3 B 4 C



2 What's their favourite season? Listen and match in your notebook. (Track 46)

Say the instructions twice as you mime them. Ask the pupils to look at the pictures, point to and elicit the names of the characters and the seasons depicted. Then ask: *What's Erlina's favourite season? Let's listen!* Play the first part of the recording. The pupils listen and match Erlina to her favourite season. Play the rest of the recording, twice if necessary, for the pupils to complete the activity in their notebooks.

Answers

1 a 2 d 3 c 4 b

Point to the picture of spring and say: *Look! Flowers. Erlina's favourite season is spring because she loves flowers.* The pupils repeat after you. Point to the rest of the pictures and elicit the words *snow, rain* and *sun*. Ask pupils to tell you about the rest of the characters. Provide any necessary help.

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Answers

Frosty's favourite season is winter because he loves the snow.

Alvin's favourite season is autumn because he loves the rain.

Woody's favourite season is summer because he loves the sun.

AUDIOSCRIPT

A: Erlina? What's your favourite season?

Erlina: Spring.

A: Spring?

Erlina: Yes. My favourite season is spring. I love spring because I love flowers.

A: Frosty? What's your favourite season?

Frosty: Winter.

A: Winter?

Frosty: Yes. My favourite season is winter. I love winter because I love the snow.

A: Alvin? What's your favourite season?

Alvin: Autumn.

A: Autumn?

Alvin: Yes. My favourite season is autumn. I love autumn because I love the rain.

A: Woody? What's your favourite season?

Woody: Summer.

A: Summer?

Woody: Yes. My favourite season is summer. I love summer because I love the sun.

Extension

Ask the pupils, in pairs, to act out similar exchanges about their favourite season.

e.g. Pupil 1: What's your favourite season?

Pupil 2: Winter.

Pupil 1: Winter?

Pupil 2: Yes. My favourite season is winter.

I love winter because I love the snow. etc



Sing. (Track 47)

Say the instructions twice as you mime them. Play the recording. The pupils listen and point to the corresponding seasons in Ex. 2. Play the recording again. The pupils listen and sing along, joining in with the actions.

AUDIOSCRIPT

Spring is my favourite season

And let me tell you the reason: (wag index finger)

I love spring because I love flowers (smell an imaginary bunch of flowers)

Spring is my favourite season!

Summer is my favourite season

And let me tell you the reason: (wag index finger)

I love summer because I love the sun (tilt head upwards towards an imaginary sun, arms outstretched)

Summer is my favourite season!

Autumn is my favourite season

And let me tell you the reason: (wag index finger)

I love autumn because I love the rain (mime putting up an umbrella)

Autumn is my favourite season!

Winter is my favourite season

And let me tell you the reason: (wag index finger)

I love winter because I love the snow (mime making and throwing a snowball)

Winter is my favourite season!

ENDING THE LESSON

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

The pupils work in pairs. One pupil traces the name of his/her favourite season on his partner's palm with his finger and the other tries to guess the name of the season. Then the pupils change roles. Check round the class. Ask some pairs to report back to the class.

e.g. Pupil 1: What's my favourite season?

(traces the word spring)

Pupil 2: Spring! 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.

Lesson 3

Objectives

To listen to a story about the characters enjoying a hot and sunny day. 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**:

- *Two ice creams, please.*
- *What's the matter?*
- *Poor Frosty!*

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

- *What's the weather like today?*
- *It's hot and sunny.*
- *Summer is my favourite season!*

Extra Materials

- Flashcards (26-29) for the *Beginning the Lesson* activity;
- *The weather poster* for *Presentation & Practice*.

BEGINNING THE LESSON



FLASHCARDS (26-29)

Pin up flashcards 26-29 from Lesson 2 on the board. Write the corresponding words below the seasons in random order. Invite the pupils to come to the board and match the words to the flashcards by drawing lines.

PRESENTATION & PRACTICE

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



Let's listen. (Track 48)



POSTER

Pupils' books closed. Use *The weather poster* to present the story. Explain to the pupils, in L1 if necessary, that Woody and Frosty are enjoying

a hot and sunny day. Point to the sun in the first picture and ask: *What's the weather like today?* The pupils repeat after you. Point to the second picture and elicit: *It's hot and sunny.* The pupils repeat after you. Repeat with the rest of the pictures.

Pupils' books open. Say: *Open your books at page seventy-six.* Write the number 76 on the board and hold up your book. Say the instructions twice as you mime them. Ask the pupils to identify the characters, weather conditions, etc.

e.g. Pupil 1: *(pointing to Frosty in frame 1)*
What's the weather like today?
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 follow with their fingers in the book. Play the recording again. The pupils listen and repeat, chorally and/or individually. Then individual pupils take roles and read out the dialogue.

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

e.g. Teacher: *What's the weather like ...*
Class: *today? 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.

Ask the pupils to say whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

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

Freeze!

Divide the class into four groups and assign a season to each one. The pupils, in groups, think of

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actions associated with the allocated season, e.g. summer: swimming, sunbathing, etc. Explain the activity. The pupils mime doing the actions but freeze into position when they hear you say *Freeze!*

ACTIVITY BOOK (Optional)

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

Lesson 4

Objectives

To talk about the importance of water. To consolidate the language learnt in the unit. To draw a picture of one's favourite season.

Language

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

- *What can you see?*
- *Who needs water?*
- *What's your favourite season?*

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

- *A (child) needs water.*
- *My favourite season is (winter) because I love (the snow).*

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 the importance of water.)

★ Who needs water? Look, choose and say.

Pupils' books closed. Ask your pupils, in L1 if necessary, what would happen if there was no water on earth. Could we live without water? Have a discussion about the importance of water in nature, farming, etc. Explain that in this lesson they will learn about who/what needs water in order to survive.

Pupils' books open. Say: *Open your books at page seventy-eight.* Write the number 78 on the board and hold up your book. Say the instructions twice as you mime them. Point to the picture and ask various questions about what the pupils can see in it, e.g. *What can you see? (A dog, a boy, a tree, etc.). What's the weather like? (It's raining.)* etc Explain the activity. Ask the pupils to look at the pictures and say which person/animal/thing needs water in order to live and/or grow. Ask individual pupils to answer. Ask the rest of the class for verification. Repeat with different pupils for all the pictures.

Answers

child, dog, bird, frog, tree, flower

Then point to the picture of the child in the book and say: *A child needs water.* The pupils repeat after you. Ask individual pupils to tell you who/what needs water.

Answers

- a A child needs water.
- b A dog needs water.
- c A bird needs water.
- d A frog needs water.
- e A tree needs water.
- h A flower needs water.

Optional Activity

The pupils, in groups, design a poster for the conservation of water. Decorate the school/classroom with them.

e.g.



★ 2 Look and say.

(An activity to talk about seasons.)

Say the instructions twice as you mime them. Explain the activity. Point to the pictures and elicit the items. Ask individual pupils to read the text aloud.

As an extension, you can ask pupils to talk about their mother, father, brothers and/or sisters.

(Suggested answers)

My mummy's favourite season is spring because she loves flowers.

My daddy's favourite season is summer because he loves the sun.

My brother's favourite season is autumn because he loves the rain.

My sister's favourite season is winter because she loves the snow.

Optional activity

Tell the pupils you are going to do a class survey. Copy the table below on the board. Ask a pupil: *What's your favourite season?* Elicit the response, e.g. *spring*. Write his/her name, draw a smiley face, a line, etc below the word *SPRING* on the table. Ask the rest of the pupils to come, one at a time, to the board and write his/her name, draw a smiley face, etc under their favourite season and say, e.g. *My favourite season is (summer)*. Once they finish, pupils add up and find the class's favourite season.

My favourite season

spring 	summer 	autumn 	winter 
			
			
			
3	4	2	2

★ 3 Portfolio: Draw and write in your notebook.

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

Point to the picture and ask the pupils to follow in their books as you read. Tell the pupils they are going to draw and write about their favourite season in their notebook. Make sure you display their work somewhere in the class. Then help them file their drawings in their *Junior Language Portfolios*.

ENDING THE LESSON

Chinese Whispers

Explain the game. Whisper a season to a pupil. The pupil whispers the word to the next pupil and so on. The last pupil says the word.

ACTIVITY BOOK (Optional)

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

For the next lesson: If you wish, ask the pupils to bring pictures depicting different weather conditions in their country (see Ex. 1 *Optional Activity*).

Module 4 (Unit 7 - The weather)

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and Greek culture: to talk about the weather in the UK/Greece.

Language

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

- UK, Greece
- umbrella
- sunshine
- What season is it?

In this lesson the pupils will learn to use:

- It's (autumn).

Extra Materials

- A map of the world for Ex. 1 (Optional);
- Flashcards (26-29) 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 Greek culture and explore their own.)

★ 1 Look, read and match in your notebook.

Pupils' books closed. Ask the pupils, in L1 if necessary, what the weather is usually like in their country. Explain to them that today they are going to learn about the weather in two countries.

Pupils' books open. Say: *Open your books at page eighty.* Write the number 80 on the board and hold up your book. Point to the British flag and elicit the country. Point to the Greek flag and present the country. If you have a map of the world, put it up on the board and show where Greece is. Ask the pupils if they know anything about the weather in these countries, e.g. *if it's cold or hot, etc.* Point to the pictures and read out the texts. Explain to the pupils that the

weather in the UK is much different than the weather in Greece. In the UK it rains a lot and it's usually cold, whereas the weather in Greece is mostly hot and sunny. Then point to sentences A and B and have the pupils read them out loud. Tell them to match the sentences in their notebook. Allow them time to complete the activity and check their answers.

Answers

1 B 2 A

Optional Activity

Ask pupils to bring pictures/drawings depicting different weather conditions in their country and have a class discussion.

(Activities to consolidate the language of the unit.)

★ 2 Look, read and say yes or no.

Say the instructions twice as you mime them. Elicit the numbers of the circles. Point to the pictures and elicit what the pupils can see. Then the pupils read the sentences and say if they match the picture. Ask individual pupils to answer. Ask the rest of the class for verification.

e.g. Teacher: *One! It's cold!*

Pupil 1: *Yes! etc*

Answers

1 yes 3 yes 5 yes
2 no 4 no

Extension

Name a weather condition. Ask a pupil to tell you the number of the circle.

e.g. Teacher: *It's raining.*

Pupil 1: *Four! etc*

★ 3 Match in your notebook.

Say the instructions twice as you mime them. Ask the pupils to match the pictures to the corresponding words in their notebook.

Answers

a 2 b 3 c 1 d 4

My Progress

Go through the faces and elicit what each one illustrates. Ask the pupils to choose the corresponding face according to how well they did in this unit. Ask them, in L1 if necessary, what they liked most in the unit and have a brief class discussion.

ENDING THE LESSON



FLASHCARDS (26-29)

Pin up the flashcards of the seasons (26-29) on the board. Ask a pupil to come to the front. Tell him/her to choose one of the pictures and mime being there. The rest of the class tries to guess the season. Demonstrate this yourself first. Whoever guesses correctly, comes to the front and continues the game.

e.g. Pupil 1: (thinks of spring and mimes picking flowers and smelling them)

Pupil 2: Spring! etc

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

Module 4 (Unit 8 - Looking good!)

Lesson 1

Objectives

To present and practise items of clothing.

Language

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

- *No. That's wrong.*
- *That's right.*

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

- Clothes: *boots, jacket, jeans, jumper, dress, hat.*
- *I'm wearing my (jumper) and my (jeans).*
- *(You're wearing) boots!*

Extra Materials

- Flashcards (26-29) for the *Beginning the Lesson* activity;
- The *Looking good! poster for Presentation & Practice*;
- Templates from the *Teacher's Resource Pack* for Ex. 4 (*Craftwork*).

BEGINNING THE LESSON

(An activity to review the vocabulary taught in Unit 7.)



FLASHCARDS (26-29)

Pin up the flashcards of the seasons (26-29) from Unit 7. Say a season at random. Ask pupils to come to the front, point to and name the season. Ask the rest of the class for verification.

PRESENTATION & PRACTICE

(Activities to present and practise items of clothing.)



Listen, point and say. (Track 49)



POSTER

Pupils' books closed. Pin up the *Looking good!* poster on the board. Point to the items of clothing (*boots, jacket, jeans, jumper, dress, hat*), one at a

time, and present them. The pupils repeat after you. Then point to the clothes in random order. The pupils repeat after you.

Extension

Point to items of clothing worn by pupils. Elicit their names in English.

Pupils' books open. Say: *Open your books at page eighty-two.* Write the number 82 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.

AUDIOSCRIPT

Boots, jacket, jeans, jumper, dress, hat.



Look, read and match in your notebook.

Say the instructions twice as you mime them. Point to the picture and elicit the names of the items of clothing (*jumper, jacket, jeans, boots, hat*). The pupils look at the words and match them to the pictures. Allow them some time to complete the activity. Check pupils' answers.

Answers

1 d 2 c 3 e 4 a 5 b



2 Sing. (Track 50)

Point to one of the pictures and say: *I'm looking good. I'm looking great!* The pupils repeat after you. Then say: *I'm wearing my new clothes!* The pupils repeat after you. Point to and elicit the items of clothing mentioned in the song.

Say the instructions twice as you mime them. Play the recording. The pupils listen to the song and point to the clothes as they are mentioned in the song (*jumper, jacket, jeans, boots*).

Play the recording again. The pupils listen and sing along, joining in with the actions.

Module 4 (Unit 8 - Looking good!)

AUDIOSCRIPT

I'm looking good (both hands on chest)
I'm looking great! (both arms outstretched)
I'm wearing my new clothes - (run hands down sides).

I'm looking good (both hands on chest)
I'm looking great! (both arms outstretched)
From my feet up to my nose! (bend to touch feet, come up to touch nose)

Jumper, jacket, (point to items/flashcards)
Jeans, boots
I'm looking great (both hands on chest)
I'm looking good! (both arms outstretched)

3 Choose. Say A or B.

Say the instructions twice as you mime them. Point to pictures A and B and elicit the items of clothing. Refer the pupils to the words underneath the pictures and explain the activity. The pupils look at the words 1-6 and say A or B. Ask individual pupils to answer. Ask the rest of the class for verification.

Answers

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

Game (Optional)

Play a guessing game. Divide the class into two teams, A and B. Allow the pupils some time to look at the pictures before they close their books. Say a sentence, e.g. *I'm wearing my jeans*. The teams take it in turns saying which child, A or B, is wearing the item of clothing. Each correct guess wins a point. The team with the most points wins.

e.g. Teacher: *I'm wearing my jacket.*
Team A Pupil 1: *A!*
Teacher: *No, that's wrong.*
 I'm wearing my dress.
Team B Pupil 1: *A!*
Teacher: *That's right. 1 point for*
 Team B. etc

4 Make and play.

Before going into class

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

Point to the pictures and read out the speech bubble. Hand out the photocopies and tell the pupils that they are going to draw and dress themselves. Guide them through the cutting and colouring of their templates. Then the pupils hold up their templates and say what they are wearing. Demonstrate this yourself first.

ENDING THE LESSON

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

Explain the activity. Ask a pupil to come to the board. He/she thinks of an item of clothing and mimes putting it on. The class tries to guess the item of clothing. Repeat with as many pupils as you think is necessary.

e.g. Pupil 1: (mimes putting on boots)
Pupil 2: (You're wearing) boots! etc

ACTIVITY BOOK (Optional)

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

Module 4 (Unit 8 - Looking good!)

Lesson 2

Objectives

To talk about items of clothing. To explore other subject areas: Maths.

Language

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

- *Take off your (shoes).*
- *Put on your (T-shirt).*

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

- Clothes items: *T-shirt, shorts, vest, socks, cap, shoes.*
- *big/small*
- *(Daddy Bear's) shorts are (big).*

Extra Materials

- The *Looking good!* poster for the *Beginning the Lesson* activity;
- Flashcards (30-35) for *Presentation & Practice* and for the *Ending the Lesson* activity.

BEGINNING THE LESSON



POSTER

Pin up the *Looking good!* poster on the board. Invite a pupil to come to the board. Say an item of clothing. The pupil points to and names it. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

PRESENTATION & PRACTICE

(Activities to present and practise items of clothing.)



Listen, point and say. (Track 51)



FLASHCARDS (30-35)

Pupils' books closed. Pin up the flashcards (30-35) on the board, one at a time. Point to the items of clothing (*T-shirt, shorts, vest, socks, cap, shoes*), one at a time, and present them. The pupils repeat after you.

Pupils' books open. Say: *Open your books at page eighty-four.* Write the number 84 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.

AUDIOSCRIPT

T-shirt, shorts, vest, socks, cap, shoes.



Match in your notebook. Say.

Revise the words *big* and *small*. Point to the flashcard of the *T-shirt* and mime as you say: *a big T-shirt*. The pupils repeat after you. Repeat with *small*.

Say the instructions twice as you mime them. Point to the pictures of *Daddy Bear (B)* and *Baby Bear (A)*, as well as the pictures of the clothing items (1-8). Elicit the names and the sizes of the clothing items, e.g. *a big (T-shirt), a small (T-shirt), etc.* Ask the pupils to match the clothes to *Daddy* and *Baby Bear*. Allow them some time to complete the activity in their notebook. Then point to the picture of the big shorts and say: *Daddy Bear's shorts are big*. The pupils repeat after you. Individual pupils point to and make sentences orally in class. Provide any necessary help with the use of **is** or **are**. Ask the rest of the class for verification.

Answers

A - 2, 5, 6, 7

B - 1, 3, 4, 8

Baby Bear's shorts are small.

Daddy Bear's T-shirt is big.

Baby Bear's T-shirt is small.

Daddy Bear's shoes are big.

Baby Bear's shoes are small.

Daddy Bear's vest is big.

Baby Bear's vest is small.



Look, read and match in your notebook.

Present the phrases *take off* and *put on*. Say: *Take off your shoes*. The pupils repeat after you. Mime taking off your shoes. Then say: *Put on your shoes*. The pupils repeat after you. Mime putting on your shoes. Drill your pupils by giving

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them similar instructions. The pupils mime the actions.

e.g. Teacher: *Take off your jumper.*

Class: *(mime taking off their jumpers)*
etc

Say the instructions twice as you mime them. Ask the pupils to look at the sentences and the pictures and elicit the names of the items of clothing shown (*shoes, socks, T-shirt, cap*). Ask the pupils to match the sentences to the pictures in their notebooks. Allow them some time to complete the activity. Check their answers.

Answers

1 b 2 a 3 d 4 c

3 Sing. (Track 52)

Say the instructions twice as you mime them. Say enthusiastically: *Get ready to go. Get ready for some fun!* The pupils repeat after you. Then mime as you say: *Take off your shoes!* The pupils repeat after you. Repeat with the rest of the actions from the song.

Play the recording. The pupils listen to the song and point to the corresponding actions in Ex. 2, as they are mentioned in the song (*Take off your shoes. Take off your socks. Put on your T-shirt. Put on your cap.*).

Play the recording again. The pupils listen and mime the actions as they sing along.

AUDIOSCRIPT

Get ready, Get ready to go (*take position as though beginning a race*)

Get ready for some fun (*wave arms in air*)

Get ready, get ready to go (*take position as though beginning a race*)

Get ready, everyone! (*point around the room*)

Take off your shoes (*mime taking off shoes*)

Take off your socks (*mime taking off socks*)

Get ready for some fun!

Put on your T-shirt (*mime putting on T-shirt*)

Put on your cap (*mime putting on cap*)

Get ready for the sun! (*arms outstretched*)

ENDING THE LESSON

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



FLASHCARDS (30-35)

Place the flashcards of the items of clothing in random places around the classroom. Next to each flashcard write a number from 1-6. Tell the pupils to walk around the classroom, while you play the song from Ex. 3. Stop the music and call out a number. The pupil who is standing the closest to the flashcard whose number you have called out, names the item of clothing on that flashcard.

ACTIVITY BOOK (Optional)

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

Lesson 3

Objectives

To listen to a story about the characters getting ready to go on holiday. 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**:

- *It's holiday time!*
- *Come on! Get ready!*
- *Happy holidays!*

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

- *Put on your (jumper).*
- *I'm looking good!*
- *I'm wearing my (new hat)!*

Extra Materials

- Flashcards (30-35) for the *Beginning the Lesson* activity;
- The *Looking good!* poster for *Presentation & Practice*.

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BEGINNING THE LESSON



FLASHCARDS (30-35)

Hand out the flashcards of the previous lesson in random order. Ask the pupils, one at a time, to come to the board, pin up the flashcard and write the corresponding word below it. Ask the rest of the class for verification.

PRESENTATION & PRACTICE

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



Let's listen. (Track 53)



POSTER

Pupils' books closed. Use the *Looking good!* poster to present the story. Explain to the pupils, in L1 if necessary, that the characters are getting ready to go on holiday. Point to Willow in the first picture and ask: *Who's this?* Elicit: *Willow.* Say, as you point to the calendar: *It's holiday time!* Repeat with the rest of the pictures.

Pupils' books open. Say: *Open your books at page eighty-six.* Write the number 86 on the board and hold up your book. Say the instructions twice as you mime them. Ask the pupils to identify the characters.

e.g. Pupil 1: (pointing to Erlina in frame 1)
(This is) Erlina! 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 follow with their fingers in the book. Play the recording again. The pupils listen and repeat, chorally and/or individually. Then individual pupils take roles and read out the dialogue.

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

e.g. Teacher: *It's holiday ...*
Class: *time! 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.

Ask the pupils to say whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Provide each child with a piece of A4 paper and ask them to draw an item of clothing of their choice and present it to the class.

e.g. Pupil 1: *It's a (T-shirt). etc*

ACTIVITY BOOK (Optional)

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

Lesson 4

Objectives

To talk about scarecrows on farms. To consolidate the language learnt in the unit. To draw a picture of oneself wearing different clothes.

Language

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

- *scarecrow*
- *What is he wearing?*

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

- *He's wearing a (yellow) hat.*
- *It's (hot). I'm wearing my (shorts).*

Extra Materials

- A picture of a scarecrow.

BEGINNING THE LESSON

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

PRESENTATION & PRACTICE

(Activities to talk about scarecrows on farms.)

★ 1 Look, point and say.

Before going into class

Have the picture of the scarecrow ready to use.

Pupils' books closed. Pin up the picture of the scarecrow on the board, point to it and say: *scarecrow*. Ask your pupils, in L1 if necessary, what they know about scarecrows, where and why they are used (*people use them on farms and fields to keep birds away*). Ask the pupils if they have ever seen a scarecrow.

Pupils' books open. Say: *Open your books at page eighty-eight*. Write the number 88 on the board and hold up your book. Say the instructions twice as you mime them. Point to the picture and ask various questions about what the scarecrow is wearing, *e.g. What is he wearing? (A hat, a jumper, a jacket, jeans and shoes.)*. Explain the activity. Ask individual pupils to describe what the scarecrow is wearing. Ask the rest of the class for verification.

Answers

He's wearing a yellow hat.
He's wearing a green jacket.
He's wearing a red jumper.
He's wearing blue jeans.
He's wearing orange shoes.

★ 2 Listen and choose. (Track 54)

Say the instructions twice as you mime them. Point to the pictures and elicit the items of clothing, as well as what the weather is like (*e.g. It's raining. She's wearing a jacket. etc.*). Explain the activity. Tell the pupils they are going to listen and choose the right child. Play the recording as many times as you think is necessary for the pupils to complete the activity in their notebooks.

Answers

1 a 2 b 3 a

AUDIOSCRIPT

- 1 Girl: *It's raining. I'm wearing my jacket.*
- 2 Boy: *It's hot and sunny. I'm wearing my cap.*
- 3 Boy: *It's cold and it's snowing. I'm wearing my boots.*

★ 3 Portfolio: Draw and write in your notebook.

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

Point to the picture and ask the pupils to follow in their books as you read. Tell the pupils they are going to draw a picture in their notebook and write a description of what they are wearing. Make sure you display their work somewhere in the class. Then help them file their drawings in their *Junior Language Portfolios*.

ENDING THE LESSON

The pupils talk about the clothes they are wearing today.

e.g. Pupil 1: I'm wearing my blue T-shirt and my white shoes. etc

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 6 and 7 from the *Activity Book* during this lesson or the next one.

For the next lesson: If you wish, ask the pupils to bring in pictures of traditional costumes in their country (see Ex. 1 *Optional Activity*).

Module 4 (Unit 8 - Looking good!)

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and Japanese culture: to talk about traditional clothes in the UK/Japan.

Language

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

- UK, Japan
- kilt, kimono

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

- (He)'s wearing a (kilt).

Extra Materials

- A map of the world for Ex. 1 (Optional);
- Pictures of traditional costumes from around the world for the *Ending the Lesson* activity.

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 Japanese culture and explore their own.)

★ Choose.

Pupils' books closed. Ask the pupils, in L1 if necessary, to talk about traditional clothes in their country. Explain to them that today they are going to learn about traditional clothes in two countries.

Pupils' books open. Say: *Open your books at page ninety.* Write the number 90 on the board and hold up your book. Point to the British flag and elicit the country. Point to the Japanese flag and present the country. If you have a map of the world, put it up on the board and show where Japan is. Ask the pupils if they know anything about traditional clothes in these countries. Point to the **kilt** in the first picture and

say: *kilt*. The pupils repeat after you. Explain to the pupils that the kilt is a traditional piece of tartan cloth in the shape of a skirt, usually worn by men in Scotland. Then point to the **kimono** in the second picture and say: *kimono*. The pupils repeat after you. Explain to the pupils that the kimono is the national costume of Japan and that it is worn by women, men, and children. Then point to the sentences and have the pupils choose the correct item (*kilt, kimono*) and write it in their notebook.

Answer

1 kilt 2 kimono

Optional Activity

Ask pupils to take out the pictures/drawings of traditional costumes from their country and have a class discussion.

(Activities to consolidate the language of the unit.)

★ 2 Look, read and choose.

Say the instructions twice as you mime them. Elicit the numbers of the circles. The pupils look at the pictures and choose the correct word that matches the picture. Ask individual pupils to answer. Ask the rest of the class for verification.

Answers

1 a 3 a 5 a
2 b 4 b 6 a

Extension

Name an item of clothing. Ask a pupil to tell you the number of the circle.

e.g. Teacher: Dress.

Pupil 1: One! etc

★ 3 Let's Play!

Point to and elicit the items of clothing in the picture and their colour. Have a pair of pupils read the example. Ask the pupils to look at the items of clothing for some time before they close their books. Divide the class into two teams, A and B. A pupil from each team says

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a colour and a pupil from the other team has to name the item of clothing. Each correct answer wins a point. The team with the most points wins.

e.g. Team A Pupil 1: *It's red!*

Team B Pupil 1: *A T-shirt!*

Teacher: *Correct. 1 point for Team B.*

Team B Pupil 2: *They're blue.*

Team A Pupil 2: *Shorts! etc*

My Progress

Go through the faces and elicit what each one illustrates. Ask the pupils to choose the corresponding face according to how well they did in this unit. Ask them, in L1 if necessary, what they liked most in the unit and have a brief class discussion.

ENDING THE LESSON

Before going into class

Find pictures of traditional costumes from around the world and cut them in half.

Hand out the pictures of traditional costumes. Ask the pupils to go around and find their matching pairs. Upon completion, ask them to guess where the traditional costumes are from. Provide the correct answers.

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

Fun Time Key & Instructions

Fun Time 1

1 Read and choose.

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

- 1 her 3 Linda's 5 He 7 their
2 They 4 She 6 His

2 Read and answer.

(Pupils' own answers)

3 Look and answer.

Point to the picture of Harry and ask: *What's his name?* Elicit: *His name is Harry.* Follow the same procedure with the rest of the children. Explain the task. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

- 1 His name is Larry.
2 Her name is Emma.
3 Their names are Amy and Claire.
4 His name is Harry.

4 Look and match in your notebook.

Read the instructions and explain the task. Elicit the rooms in the picture. The pupils look and match in their notebooks. Check the pupils' answers.

- 1 c 2 b 3 e 4 a 5 d

Extension (Optional)

Ask the pupils to look at the picture for one minute before they close their books. Say a room, e.g. *bathroom*. Ask the pupils to tell you the corresponding letter, e.g. *b*.

5 Look and answer.

Point to the picture of Jill and ask: *Where's Jill?* Elicit: *She's in the bedroom.* Follow the same procedure and elicit where the rest of the characters are. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

- 1 She's in the bedroom.
2 They're in the living room
3 It's in the garden.
4 He's in the kitchen.

Extension

Ask the pupils to answer your questions.

e.g. *Teacher: Is Ben in the bedroom?*
Pupil 1: No, he isn't. He's in the kitchen.

Teacher: Are Karen and Jen in the living room?

Pupil 1: Yes, they are. etc

Fun Time 2

1 Read and match in your notebook.

Read the instructions and explain the task. Tell the pupils to read the sentences and then match them with the corresponding pieces of cake. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

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

2 Look, read and say yes or no.

Read the instructions and explain the task. Elicit the items in the pictures. Allow the pupils some time to read the sentences and complete the task in their notebooks. Check the pupils' answers.

- 1 no 3 yes 5 no
2 no 4 yes 6 no

3 Say the shapes.

Read the instructions and explain the task. Allow the pupils some time to look at the letters in the shapes and say what they are. Ask individual pupils to answer. Ask the rest of the class for verification.

- 1 square 3 rectangle
2 triangle 4 circle

Fun Time Key & Instructions

4 Look, read and match in your notebook.

Have a picture discussion. Hold up your book, point to the flowers and elicit their location. Read the instructions and explain the task. Allow the pupils some time to read and match the sentences to the flowers, in their notebooks. Check the pupils' answers.

1 c 2 a 3 e 4 b 5 d

5 Look and answer.

Hold up your book, point to the bat in the first picture and say: *Look. This is Bertie the bat. Where is he?* Elicit the answer (*under the bed*). Allow the pupils some time to look at the pictures. Ask individual students to answer. Ask the rest of the class for verification.

1 Yes, he is. 4 No, he isn't.
2 Yes, he is. 5 Yes, he is.
3 No, he isn't. 6 No, he isn't.

picture in their notebooks. Check the pupils' answers.

1 b - A 3 d - C
2 c - D 4 a - B

4 Look, read and answer.

Read the instructions and explain the task. Point to the pictures and ask the pupils to describe them. Allow the pupils some time to complete the task in their notebooks.

1 Yes, it has. 4 No, she hasn't.
2 Yes, they have. 5 Yes, he has.
3 No, they haven't.

5 Look and choose.

Read the instructions and explain the task. Point to the pictures and ask the pupils to describe them. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

1 a 2 b 3 b 4 a

Fun Time 3

1 Look, read and match in your notebook.

Read the instructions and explain the task. Allow the pupils some time to look at the picture and complete the task in their notebooks. Check the pupils' answers.

1 c 2 b 3 a 4 e 5 d

2 Look, read and choose.

Read the instructions and explain the task. Allow the pupils some time to look at the pictures, read, and complete the task in their notebooks. Check the pupils' answers.

1 arm 2 head 3 tummy

3 Match the phrases. Then number the pictures.

Read the instructions and explain the task. Point to the pictures and elicit the commands. Allow the pupils some time to match the phrases and number the corresponding

Fun Time 4

1 Look and say yes or no.

Read the instructions and explain the task. Point to the first picture and say: *She can ride a bike. Yes or No?* Elicit the answer: *Yes*. Allow the pupils some time to look at the sentences and the pictures. Ask individual students to read a sentence out loud and say *yes* or *no*. Ask the rest of the class for verification.

1 yes 3 no 5 yes
2 yes 4 no 6 yes

2 Let's Play!

Read the instructions and the example. Explain the game. Ask the pupils to look at the pictures. Ask a pupil to tell the class what he/she can do by saying only the numbers that relate to the corresponding pictures. Choose another pupil to name the actions that correspond to the numbers. The first pupil responds by either saying *That's right!*

Fun Time Key & Instructions

or *That's wrong!* The game continues until everyone has had a turn.

3 Look and match in your notebook.

Read the instructions and explain the task. Allow the pupils some time to complete the task. Check the pupils' answers.

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

4 Look and say yes or no.

Hold up your book, point to the children and elicit what they can/can't do. Read the instructions and explain the task. Allow the pupils some time to look at the sentences and the pictures. Ask individual pupils to answer. Ask the rest of the class for verification.

1 yes 3 no 5 yes
2 yes 4 no

5 Look, read and match in your notebook.

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

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

Fun Time 5

1 Look and say: *a* or *an*.

Read the instructions and explain the task. Allow the pupils some time to look at the pictures and then have individual pupils say the answer. Ask the rest of the class for verification.

a duck, **a** bat, **a** rabbit, **a** jaguar, **a** fox, **an** iguana, **an** ant, **a** snail, **a** lion, **a** zebra

2 Look, read and choose.

Read the instructions and explain the task. Allow the pupils some time to copy the numbers and complete the task in their

notebooks. Check the pupils' answers.

20 - a 12 - a
15 - a 17 - b
19 - b 13 - a

3 Count and choose.

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

A twenty D fifteen
B eight E seventeen
C ten

4 Read and say yes or no.

Elicit the animals and what they can do, e.g. *swim*, *fly*, etc. Read the instructions and explain the task. Allow the pupils some time to read the sentences. Ask individual pupils to answer. Ask the rest of the class for verification.

1 yes 3 no 5 yes
2 no 4 yes 6 no

5 Look, read and answer.

Read the instructions and explain the task. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers. As an alternative, ask individual pupils to say the answer and ask the rest of the class for verification.

1 Yes, he can.
2 No, it can't.
3 No, they can't.
4 Yes, she can.

Fun Time 6

1 Read and match in your notebook.

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

A 3 C 1 E 6 G 2
B 4 D 5 F 8 H 7

Fun Time Key & Instructions

2 Look and make sentences.

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

- 1 I like sweets.
- 2 We don't like bananas.
- 3 She doesn't like apples.
- 4 I don't like peas.
- 5 They like sandwiches.
- 6 We like chocolate.

3 Answer about yourself.

(Pupils' own answers.)

4 Read and number in your notebook.

Point to the Sweet Monster and ask pupils if they remember who he is. Have a picture discussion and have pupils read the sentences aloud. Read the instructions and explain the task. Allow the pupils some time to complete the task. Check the pupils' answers.

- 1 c 2 e 3 d 4 b 5 a

5 Now read again and answer.

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

- 1 Yes, they do.
- 2 Yes, they do.
- 3 No, they don't.
- 4 Yes, they do.
- 5 No, they don't.

Fun Time 7

1 What's the weather like? Point and say.

Read the instructions and explain the task. Elicit different types of weather. Ask individual pupils to answer. Ask the rest of the class for verification.

- | | |
|-----------------|-----------------|
| 1 It's hot. | 4 It's raining. |
| 2 It's sunny. | 5 It's cold. |
| 3 It's snowing. | |

2 Look, read and match in your notebook.

Read the instructions and explain the task. Elicit the weather in the pictures. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

- A 2 B 3 C 1

3 Which picture? Look, read and choose A, B or C.

Read the instructions and explain the task. Have a picture discussion. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

- | | | |
|-----|---------|-----|
| 1 B | 4 B | 7 B |
| 2 A | 5 C | 8 A |
| 3 C | 6 A (C) | 9 C |

4 Find the odd one out!

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

- A snow
B butterflies
C flowers

5 Look, read and choose.

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

- | | | |
|-----|-----|-----|
| 1 b | 3 b | 5 b |
| 2 a | 4 a | 6 a |

Fun Time Key & Instructions

Fun Time 8

1 Look and match in your notebook.

Read the instructions and explain the task. Elicit the items of clothing. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

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

2 Look, read and answer.

Read the instructions and explain the task. Elicit the items of clothing. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

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

3 Look, read and choose.

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

1 a 3 b 5 a
2 b 4 a 6 b

4 Look, read and answer.

Read the instructions and explain the task. Allow the pupils some time to look at the sentences and the pictures. Ask individual pupils to answer. Ask the rest of the class for verification. As an alternative, have the pupils write the answers in their notebooks.

- 1 No, she isn't.
- 2 Yes, they are.
- 3 Yes, she is.
- 4 No, he isn't.
- 5 Yes, she is.
- 6 No, they aren't.

Objectives

To consolidate the key vocabulary of the course.

Vocabulary

mummy, daddy, brother, sister, bedroom, bathroom, living room, kitchen, garden, robot, computer, bike, TV, lamp, clock, square, circle, rectangle, triangle, head, arm, tummy, leg, foot, clap your hands, nod your head, stamp your feet, wave your arms, butterfly, elephant, spider, bird, frog, monkey, chocolate, jam, cake, lollipops, juice, sweets, carrots, potatoes, peas, tomatoes, pears, oranges, It's hot., It's cold., It's sunny., It's raining., It's snowing., spring, summer, autumn, winter, boots, jacket, jeans, jumper, dress, hat, T-shirt, shorts, vest, socks, cap, shoes

Note: *Round-up* aims to consolidate the vocabulary of the course. The teacher can spend some time at the end of the school year on this section. Alternatively, the teacher can cover the section gradually upon completion of every unit/module.

★ Point and say.

Have a class discussion. Hold up your book, point to an item, *e.g. carrots* and ask: *What colour are they?* Elicit: *Orange*. Then ask: *What are they?* Elicit: *Carrots*. Continue with as many items as you feel necessary. If you wish, you can ask the pupils to write the words in their notebooks. Write the words on the board so the pupils can check their spelling.

Here are some suggested games/activities the teacher can do with the pupils.

I. I SPY ...

Ask the pupils to look at the picture. Divide the class into two teams, A and B. Explain the game. You say a letter and the pupils, in teams, take turns finding an item in the picture. Each correct answer gets one point. The team with the most points wins.

e.g. Teacher: I spy with my little eye, something beginning with a /æ/.

Pupil 1 Team A: Arm!

Teacher: Correct! 1 point for Team A. etc

II. CATEGORIES

Draw some columns on the board, *e.g.*

<i>butterfly</i>	<i>bedroom</i>	<i>jacket</i>

Ask the pupils to work in pairs/groups and find more items in the picture that can go with the ones given. They can copy the chart or draw simple sketches in their notebooks. Ask the pairs/groups to report back to the class.

e.g. butterfly: elephant, spider, bird, frog, ... (animals)

bedroom: bathroom, living room, kitchen, ... (parts of a house)

jacket: jeans, jumper, dress, hat, T-shirt, ... (clothes)

III. MIME THE WORD

Ask the pupils to look at the picture. Divide the class into two teams, A and B. Explain the game. Mime one of the items in the picture and the pupils in teams take turns finding which item it is. Each correct answer gets one point. The team with the most points wins.

e.g. Teacher: (mimes clapping hands)

Pupil 1 Team A: Clap your hands.

Teacher: Correct! 1 point for Team A. etc

IV. WORDS IN A HEART

Draw a big heart on the board. Ask the pupils to do the same in their notebooks. Ask the pupils to draw the items they like, want to have, etc in the hearts. Then pupils present their drawings to the class.

Round-up

V. TELEPATHY

Divide the class into two teams, A and B. Think of an item and say the name of the unit, e.g. *Looking good!* The teams take turns finding which item it is. Each correct answer gets one point. The team with the most points wins.

e.g. Teacher: *(thinks of a dress)*
 Looking good!
Pupil 1 Team A: *(Is it) a T-shirt?*
Teacher: *No!*
Pupil 1 Team B: *(Is it) a dress?*
Teacher: *Yes! 1 point for Team B.*
 etc

Objectives

To talk about Halloween. To sing a Halloween song.

Language

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

- *monster, ghost, trick or treat, pumpkin*

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

- *Happy Halloween!*

Extra Materials

- Coloured paper, glue, scissors, for the *Ending the Lesson* activity.

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

BEGINNING THE LESSON

Write 31st October on the board and say: *Happy Halloween!* Tell the pupils that Halloween is celebrated in the UK/USA and on that day children wear fancy dress costumes, go trick or treating and get a treat. Have the pupils wish each other a Happy Halloween!

PRESENTATION & PRACTICE

★ Sing. (Track 55)

Pupils' books open. Say: Open your books at page *one hundred and eighteen*. Write the number 118 on the board and hold up your book. Point to the characters and say: *Look at them. They are playing 'Trick or treat'!* Say: *Let's all take a chance. Let's do the Halloween dance!* The pupils repeat after you. Then mime as you say: *Clap your hands and stamp your feet!* The pupils repeat after you. Play the recording as many times as you think is necessary for the pupils to start singing along.

AUDIOSCRIPT

Let's all take a chance

Let's do the Halloween dance!

Clap your hands and stamp your feet

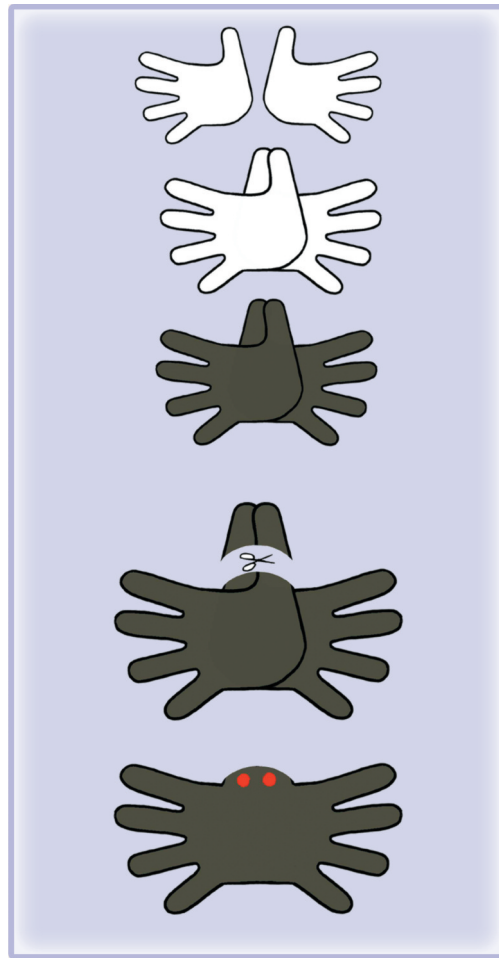
And shout together 'Trick or Treat'!

ENDING THE LESSON

Before going into class

Have some coloured paper, glue and scissors ready to use.

Tell the pupils they are going to make a scary spider. Help them follow the procedure depicted below:



Guide the pupils through the cutting and gluing of the scary spider. Go around the class as the pupils are working, providing any necessary help. As an extension play the song in Ex. 1 again. Encourage the pupils to move around the class shaking their spiders at the same time.

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

Happy New Year!

Objectives

To talk about New Year. To sing a New Year song.

Language

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

- *fun, snow, triangles, presents, sing*

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

- *Happy New Year!*

Extra Materials

- Sweets.

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

BEGINNING THE LESSON

Play the song *Happy New Year* from Ex. 1 as the pupils are arriving. Greet them with *Happy New Year*.

PRESENTATION & PRACTICE

★ Sing. (Track 56)

Pupils' books closed. Have a class discussion, in L1 if necessary, about what we usually do when we celebrate New Year and what comes to their mind when they hear the words *New Year*. Ask the pupils to tell you how they spend their holidays.

Pupils' books open. Say: *Open your books at page one hundred and nineteen.* Write the number 119 on the board and hold up your book.

Point to the picture and ask the pupils to say what they see (snow, triangles, presents). Say: *Ding, dong, diggy, diggy, dong! Happy New Year to everyone!* The pupils repeat after you. Repeat with the rest of the song. Play the recording as many times as you think is necessary for the pupils to start singing along. Encourage the pupils to nod their heads from side to side in unison as they sing.

AUDIOSCRIPT

*Ding Dong,
Diggy Diggy Dong!
Happy New Year
To everyone!*

*Ding Dong Diggy Diggy Dong,
Diggy Diggy Ding Dong Dong!*

*Ding Dong,
Diggy Diggy Dong!
Happy New Year
Let's all have fun!*

★ 2 Let's Play!

Before going into class

Bring some sweets for the pupils.

Say the instructions twice as you mime them. Refer the pupils to the picture and tell them they are going to play the *Happy New Year* game. Explain the game. The pupils sit in a circle. Start by saying a number, e.g. 12. Point to a pupil in the circle to continue the count down by saying the next lowest number and so on until the last pupil shouts *Happy New Year* and takes a sweet from a jar in the centre of the circle. Continue until everyone has had a sweet.

ENDING THE LESSON

Ask the pupils to work in pairs and draw pictures of what *New Year* means to them. Invite them to present their work to the rest of the class. Make sure you display their work in the class.

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

Objectives

To talk about Easter. To play an Easter game.
To sing an Easter song.

Language

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

- *Happy Easter!*

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

- *bunny, egg, basket, chick, flowers, chocolate, cake, lamb, butterfly, spring, bonnet, Easter Sunday, nest, sweets, bee, hot cross bun*

Extra Materials

- Pieces of paper.

BEGINNING THE LESSON

Play the song from Ex. 2 as the pupils are arriving. Great them with *Happy Easter*.

Write the word *Easter* on the board. Ask the pupils to tell you, in L1 if necessary, words that come to their mind when they think of this celebration and write them on the board. During this stage present/elicit words such as *bunny, egg, basket, chick, flowers, chocolate, cake, lamb, butterfly, spring, bonnet, Easter Sunday, nest, sweets, bee, hot cross bun*.

PRESENTATION & PRACTICE

★ Play Easter Bingo!

Pupils' books open. Say: *Open your books at page one hundred and twenty.* Write the number 120 on the board and hold up your book. Refer the pupils to the pictures and explain the game. Tell the pupils to choose 10 items from the grid and write them in their notebooks. Then call out ten items in random order. If a pupil hears an item that he/she has written down, he/she puts a tick next to it. The pupil that ticks all of his/her items says *Bingo* and is the winner.

★ 2 Sing. (Track 57)

Draw a simple sketch of a chick and an egg on the board. Point to them and say: *Chick, chick, chick, chick, chicken, lay a little egg for me.* Have the pupils repeat after you. Then say: *Chick, chick, chick, chick, chicken, I want one for my tea.* Have the pupils repeat after you. Follow the same procedure and present the rest of the song.

Play the CD. The pupils listen to the song. Play the song again and encourage the pupils to sing along.

AUDIOSCRIPT

*Chick, chick, chick, chick, chicken,
Lay a little egg for me.*

*Chick, chick, chick, chick, chicken,
I want one for my tea.*

*I'm wishing you a Happy Easter,
Please lay an egg or three!*

*Oh, chick, chick, chick, chick, chicken,
Lay a little egg for me.*

ENDING THE LESSON

CRAFTWORK

Before going into class

Have pieces of paper ready to use.

Tell the pupils they are going to make an Easter card. Show them your model. Write *Happy Easter!* on the board. 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 words and pictures on p. 120 for ideas. Go around the class and help if needed.

Instruments for Evaluation

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.

The evaluation activities are included in both the *Teacher's Book* and the *Pupil's Books*.

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 91 (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 92(T)].

In the Pupil's Books 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 – My family

1 Read. Circle.

Ask the pupils to look at the picture and elicit the family members' names and their relationship to each other. Explain the activity. Allow the pupils some time to read the sentences and choose the correct answer. Check their answers.

daddy, mummy, brother, sister

2 Complete. Find the stickers.

Read the instructions and explain the activity. Allow the pupils some time to complete the words. Check their answers. Then 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.

mummy, daddy, brother, sister

3 Look. Answer.

Revise the parts of a house. Direct the pupils' attention to the cross section of Ronny's house. Point to the different parts of the house and elicit their names. Explain the activity. Tell the pupils to look at the picture and answer the questions. Ask: *Where's Ronny?* Elicit: *(In the) kitchen.* Repeat the procedure for the remaining rooms. Allow the pupils some time to complete the activity. Check their answers.

kitchen, living room, bathroom, bedroom, garden

4 Look. Circle.

Revise the use of **he** for boys/men and **she** for girls/women. Say: *Paul.* Elicit: *He.* Then say: *Mary.* Elicit: *She.* Ask the pupils to look at the pictures and circle the correct words. Check their answers.

1 He 2 He 3 She 4 She

5 Where's Ronny? Follow. Colour.

Revise the colours. Point to the example and ask: *What colour is this?* Elicit: *red.* Repeat for the remaining pictures. Direct the pupil's attention to the maze and the pictures of Ronny in the different rooms of the house. Explain the activity. The pupils follow and colour the carrots. Then point to the pictures and ask: *Where's Ronny? What colour is the carrot?*

6 Read and (✓).

Point to Woody in the first picture and read the question. Read the answer choices. Tell the pupils to put a tick next to the correct answer. Allow the pupils some time to complete the activity. Check their answers.

1 No, he isn't. 3 No, she isn't.
2 No, he isn't. 4 Yes, she is.

7 Read. Draw. Colour.

Explain the activity. Read the first sentence. Ask: *Where's the yellow ball?* Elicit: *It's in the bathroom.* Ask the pupils to draw a yellow ball in the bathroom. Allow the pupils some time to complete the activity. Once they finish, check their work. Then in pairs, the pupils ask and answer.

e.g. Pupil 1: *Where's the red ball?*
Pupil 2: *It's in the garden.*

Unit 2 – My birthday

1 Trace. Colour.

Explain the activity. The pupils look at the pictures and trace the correct words. Then ask them to colour the pictures. Check their answers. As an extension, you can ask the pupils to present their pictures, e.g. *a (red) robot, a (blue) computer, a (yellow) lamp, a (green) clock.*

2 Draw.

Revise the numbers 1-10. Point to the picture of the birthday boy and girl and read the speech bubbles. Ask the pupils to

Activity Book Key & Instructions

draw the right number of candles on their cakes. Check their answers.

- A** six candles **B** ten candles

3 Write.

Point to the picture and explain the activity. Tell the pupils to use the code to decipher the speech bubble. Allow them some time to complete the activity and check their answers. Ask a pupil to read out the speech bubble: *HAPPY BIRTHDAY, PAM!*

4 Look and (✓).

Revise the names of the shapes. Point to the pictures and ask the pupils to name the shapes they see in each picture. Explain the activity. The pupils tick the shapes shown in each picture. Check their answers.

- 1 square, triangle, rectangle
- 2 triangle, circle, square
- 3 triangle, circle, rectangle
- 4 square, rectangle, circle

5 Circle. Write.

Point to the shapes and elicit their names. Explain the activity. Tell the pupils to circle and write the name of the shape that is different. Allow the pupils some time to complete the activity and check their answers.

- 1 triangle 3 rectangle
- 2 square 4 circle

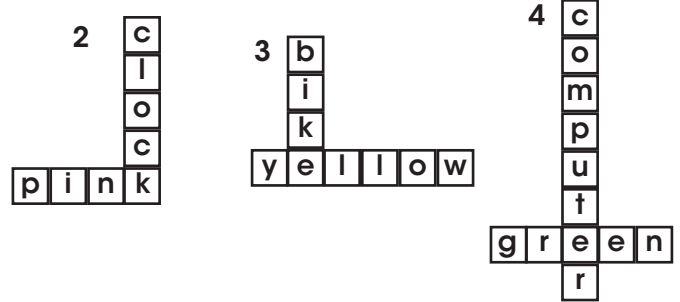
6 Read and find the stickers.

Read the instructions and explain the activity. Read the sentences. Ask the pupils to find the corresponding stickers, from the sticker section, and show them to you for verification before sticking them in.

7 Choose. Write. Colour.

Read the names of the colours and the presents. Refer the pupils to the example and explain the activity. The pupils look at the pictures, choose the corresponding

words from above and complete the puzzles. Check their answers.



8 Circle 5 differences.

Ask the pupils to look at the two pictures and elicit the differences. Allow the pupils some time to circle the differences. Then individual pupils point to each of the differences and say, e.g. *The robot is on the TV in picture A. The robot is on the bed in picture B.*

Answers

The robot is on the TV in picture A.
The robot is on the bed in picture B.

The bike is on the bed in picture A.
The bike is in the cupboard in picture B.

The clock is on the table in picture A.
The clock is in the schoolbag in picture B.

The computer is in the schoolbag in picture A.

The computer is on the TV in picture B.

The lamp is in the cupboard in picture A.
The lamp is on the table in picture B.

MODULE 2

Unit 3 – My body

1 Write.

Revise the parts of the body. Read the instructions and explain the activity. Allow some time for the pupils to write the words using the letters. Check their answers.

- 1 head 3 tummy 5 leg
- 2 arm 4 foot

Activity Book Key & Instructions

2 What's the matter? Read. Circle.

Point to picture 1A and ask: *What's the matter?* Elicit: *My head hurts!* Then point to picture 1B and elicit: *My tummy hurts!* Repeat for the remaining pictures. Explain the activity and allow the pupils some time to circle the correct picture. Check their answers.

1 A 2 B 3 A 4 B

3 Look and (✓).

Revise the commands by miming an action (*clap hands, stamp feet, nod head, wave arms*) and elicit the correct answer. Direct the pupils' attention to the pictures and explain the activity. Allow the pupils some time to tick the correct sentence. Check their answers.

- 1 Clap your hands.
- 2 Nod your head.
- 4 Stamp your feet.

4 Read and find the stickers.

Read the instructions and explain the activity. Read the speech bubbles. The pupils repeat after you. 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 individual pupils read out the speech bubbles.

5 Read. Choose.

Read the instructions and explain the activity. Direct the pupils' attention to the pictures and elicit the names of the parts of the body. Ask a pupil to read the sentence. Allow the pupils some time to look at the monsters in pictures A and B and choose the correct picture.

Answer: A

6 Look. Trace.

Revise the use of **he** for boys/men and **she** for girls/women. Explain the activity. The pupils read the sentences and trace the correct words. Check their answers.

Answers

- 1 She's got a big nose.
- 2 He's got a big tummy.
- 3 He's got big ears.

Unit 4 – I can sing!

1 Trace. Find the stickers.

Read the instructions and explain the activity. Read the words, *e.g. sing*. The pupils repeat after you. Have the pupils trace the words. 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.

2 Read. Complete.

Direct the pupils' attention to the picture. Point to Nick and ask: *What can Nick do?* Elicit: *He can sing*, etc. Explain the activity. Allow the pupils some time to read and complete the sentences. Check their answers.

- | | | |
|--------|---------|--------|
| 1 sing | 3 dance | 5 draw |
| 2 play | 4 ride | |

3 Circle 6 differences.

Ask the pupils to look at the two pictures and elicit the differences. Allow the pupils some time to circle the differences. Then individual pupils point to each of the differences and say, *e.g. I can see a red guitar in picture A. I can see a green guitar in picture B.*

Answers

I can see a red guitar in picture A.

I can see a green guitar in picture B.

I can see a blue drum in picture A.

I can see a red drum in picture B.

I can see a yellow triangle in picture A.

I can see a blue triangle in picture B.

I can see a green piano in picture A.

I can see a pink piano in picture B.

I can see a pink tambourine in picture A.

I can see an orange tambourine in picture B.

Activity Book Key & Instructions

I can see an orange recorder in picture A.
I can see a yellow recorder in picture B.

4 Trace. Circle.

Read the instructions and explain the activity. Allow the pupils some time to trace the musical instruments. Point to the picture of the drum and say: *I can play the...* Elicit the correct answer: *drum*. The pupils circle the word. Allow the pupils some time to complete the activity. Check their answers.

2 recorder 3 triangle 4 piano

5 Match. Say.

Point to and elicit the actions. Then direct the pupils' attention to the pictures of the hands and feet. Explain the activity. Point to the picture of the child playing football and ask: *Can you play football with your hands or feet?* Elicit: *feet*. Say: *I can play football with my feet. I can't play football with my hands*. Allow the pupils some time to complete the activity and check their answers. Then pupils point to each picture and make sentences orally in class.

Answers

I can draw with my hands.

I can't draw with my feet.

I can jump with my feet.

I can't jump with my hands.

I can run with my feet.

I can't run with my hands.

I can play the guitar with my hands.

I can't play the guitar with my feet.

I can play the drum with my hands.

I can't play the drum with my feet.

6 Look and (✓).

Point to the pictures of the animals performing different actions. Elicit the actions. Point to the first picture and ask: *Can he ride a bike?* Elicit the correct answer. Explain the activity. Allow the pupils some time to read the questions and tick the correct answer. Check their answers.

1 Yes, he can.

3 Yes, he can.

2 No, she can't.

4 No, she can't.

MODULE 3

Unit 5 - A butterfly!

1 Read and find the stickers.

Read the instructions and explain the activity. Ask individual pupils to read the words (1-4). 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.

2 Look and (✓) or (X).

Read the instructions and explain the activity. Point to the elephant swimming and ask: *Can an elephant swim?* Elicit: *Yes, it can*. Ask the pupils to put a tick in the corresponding circle. Point to the elephant flying and ask: *Can an elephant fly?* Elicit: *No, it can't*. Ask the pupils to put a cross in the corresponding circle. Allow the pupils some time to do the same for the rest of the animals. Then pupils point to and make sentences orally in class.

Answers

A bird can fly, but it can't ride a bike.

A spider can run, but it can't draw.

A frog can jump, but it can't play football.

A monkey can climb, but it can't sing.

3 Match. Colour.

Read the instructions and explain the activity. Ask the pupils to match the numbers to the words. Then ask them to colour in each number according to the colour of the corresponding word. Check their answers.

4 How many? Count. Write.

Read the instructions and explain the activity. Point to the pictures A-D and the words underneath. Ask the pupils to count the parts of the body and write the correct number underneath each picture. Check their answers.

1 fourteen

3 twenty

2 four

4 sixteen

Activity Book Key & Instructions

Then, individual pupils point to and make sentences orally:

A frog has got two eyes.

Seven frogs have got fourteen eyes.

A monkey has got one mouth.

Four monkeys have got four mouths.

An elephant has got four legs.

Five elephants have got twenty legs.

A rabbit has got two ears.

Eight rabbits have got sixteen ears.

5 Look. Write and draw.

Read the instructions and explain the activity. Ask individual pupils to look at the pictures and the half-finished sentences. Ask the pupils to find the animals in the pictures and complete the sentences. Check their answers.

- | | |
|-------------|----------|
| 1 butterfly | 4 frog |
| 2 elephant | 5 spider |
| 3 monkey | |

Then pupils draw an animal and complete the sentence.

6 Complete. Colour.

Ask the pupils to read the speech bubbles and complete the sentences. Allow the pupils some time to complete the activity. Check their answers. Then ask the pupils to colour in the pictures.

- 1 eight, run (red spider)
- 2 two, fly (pink butterfly)
- 3 two, jump (yellow rabbit)

Unit 6 - A sweet tooth

1 Circle. Find the stickers.

Allow the pupils some time to circle the word. Then tell 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.

Answers: cake, juice, lollipops

2 Trace.

Ask the pupils to look at the pictures (1-4) and read the question in each one. The pupils trace the correct answer according to the picture. Check their answers.

- | | |
|----------------|----------------|
| 1 Yes, I do. | 3 No, I don't. |
| 2 No, I don't. | 4 Yes, I do. |

3 Write.

Ask the pupils to look at the numbers and the corresponding letters. Refer them to the pictures (1-3) and ask them to use the code to write what each child says. Check their answers.

- | | |
|-------------------|----------------|
| 1 I LOVE CARROTS! | 3 I LOVE PEAS! |
| 2 I LIKE PEARS! | |

4 Look. Circle.

Point to the picture and the words and ask the pupils to circle the food items they see. Check their answers.

The pupils circle: peas, pears, apples, oranges, carrots, potatoes

5 Join.

Focus the pupils' attention on the use of **is** with singular nouns and **are** with plural nouns. Point to the table and ask the pupils to join the words to make sentences. Check their answers.

Answers

Tomatoes are good for you.

Milk is good for you.

Carrots are good for you.

Juice is good for you.

Oranges are good for you.

Cheese is good for you.

6 Read and (✓).

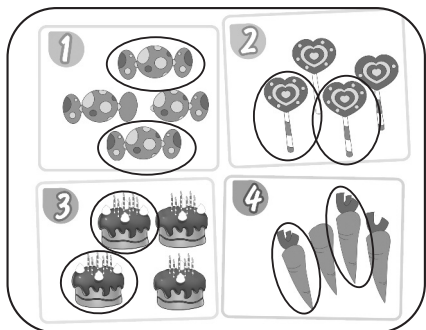
Ask the pupils to read the speech bubble and look at the pictures. The pupils tick the food items Betty likes/loves. Check their answers.

The pupils tick: potatoes, carrots, oranges, tomatoes, chocolate

Activity Book Key & Instructions

7 Circle the same.

Read the instructions and explain the activity. Ask the pupils to look at the pictures (1-4) and circle two items in each set that are the same. Check their answers.



8 Colour the fruit red and the vegetables green.

Read the instructions and explain the activity. Ask the pupils to find and colour the fruit words red and the vegetable words green. Check their answers.

Fruit (red): pears, oranges, bananas

Vegetables (green): carrots, peas, potatoes

MODULE 4

Unit 7 - The weather

1 Look. Trace.

Read the instructions and explain the activity. Point to each picture and elicit the weather. Have the pupils trace the correct word to complete the sentences. Check their answers.

- | | |
|-----------|-----------|
| 1 hot | 3 raining |
| 2 snowing | 4 cold |

2 What's the weather like? Read. Circle.

Allow the pupils some time to circle the right pictures, A or B. Check their answers.

- 1 B 2 A 3 A

3 Find. Colour.

Read the instructions and explain the activity. Point to the word *winter* and elicit its colour (*blue*). Then point to the word *winter* within the grid. Ask the pupils to do the same for the other three seasons.

4 Read and find the stickers.

Ask individual pupils to read out the sentences (1-4). 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.

5 Look. Trace.

Point to pictures A and B and elicit the seasons. Ask the pupils to trace the correct words in the sentences and check their answers.

- A autumn, rain B winter, snow

6 Match.

Read the instructions and explain the activity. Allow the pupils some time to draw lines and complete the jigsaw puzzle. Check their answers.

7 Look. Draw.

Read the instructions and explain the activity. Ask the pupils to look at both pictures and tell you what's missing from the second picture. Allow the pupils some time to draw the missing items on the second picture. Then pupils colour the picture.

Unit 8 - Looking good!

1 Look and (✓). Colour.

The pupils look at the picture and tick the items of clothing they see. Then they colour the items of clothing. Check their answers.

The pupils tick: jeans, dress, jacket, jumper

Activity Book Key & Instructions

2 Read. Complete.

Read the instructions and explain the activity. Ask the pupils to look at the pictures and the speech bubbles, and complete the sentences with the missing words. Allow the pupils some time to complete the activity. Check their answers.

- 1 hat, dress
- 2 jeans, boots
- 3 wearing a red, yellow

3 Find the stickers. Play with your friend.

Ask the pupils to find the missing stickers from the sticker section and show them to you for verification before sticking them in the appropriate spaces. Then, have a pair of pupils read out the exchange and explain the game. The pupils, in pairs, play the game. Check round the class.

4 Draw lines.

Ask the pupils to look at the pictures (1-4) and read out the sentences. The pupils match the sentences to the corresponding pictures. Check their answers.

- 1 Take off your socks.
- 2 Put on your hat.
- 3 Take off your jacket.
- 4 Put on your vest.

5 Circle 5 differences.

Point to pictures A and B and ask the pupils to find and circle 5 differences. Then, ask the pupils to point to the pictures and say: *(He's) wearing (a yellow cap in Picture A). - (He's) wearing (a yellow hat in Picture B).*

Answers

He's wearing a yellow cap in Picture A.
He's wearing a yellow hat in Picture B.

He's wearing blue boots in Picture A.
He's wearing yellow boots in Picture B.

He's wearing a green jumper in Picture A.
He's wearing a red jumper in Picture B.

She's wearing a yellow dress in Picture A.
She's wearing a pink dress in Picture B.

She's wearing red shoes in Picture A.
She's wearing red boots in Picture B.

6 Look. Circle.

Read the instructions and explain the activity. Point to the pictures and the sentences. Ask the pupils to circle the right words in each sentence. Check their answers.

- | | |
|-----------|-----------|
| 1 They're | 3 It's |
| 2 It's | 4 They're |

7 Write.

Read the instructions and explain the activity. The pupils write the rhyming words. Check their answers.

Answers

frog - dog	peas - cheese
square - hair	bike - like
blue - shoe	

Board Games (1-4)

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

Notes

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