

Ministerul Educației

Limba modernă engleză

Clasa a IV-a

Fairyland 4

Teacher's Book
Jenny Dooley - Virginia Evans



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Limba modernă engleză

Clasa a IV-a

Teacher's Book

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Introduction

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

A1 Basic Users

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

Components

• Pupil's Book

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

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

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

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

Starter Unit: *revision, numbers (1-100);*

Module 1: *countries, appearance, character, family members, ability, chores, requests, sports, actions;*

Module 2: *buildings, directions, clothes, prices, the Green Cross Code, jobs, daily routine, free-time activities, school subjects;*

Module 3: *the country code, rules, illnesses, advice, food, containers.*

Module 4: *animals, habitats, feelings, adjectives, buildings;*

Module 5: *knights, castles, kings, queens, verbs, jobs, famous people;*

Module 6: *fairy animals, months, holidays, things to take on holiday, holiday activities;*

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

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

I Our school

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

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! and Father's Day)

There are four optional units at the back of the book, containing activities for Halloween, New Year, Easter and Father's Day which should be covered as a lead-up to the respective special days.

IV 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.

V Evaluation

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

• Activity Book

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

The **Activity Book** also includes:

I Stickers

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

II Modular Revision and Assessment

Do a quick revision before the pupils complete the tasks. While you are going through the

examples in each category, you can elicit meanings of words, sentences with the target structures, etc.

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

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

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

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

III Board Games

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

How to play the Board Games

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 rolling a dice, spinning a spinner, etc, and then move along the board according to the number. The pupils must complete the task in the space they land on. A correct answer allows the pupils to stay where they are, whereas an incorrect one means that they have to remain where they were. If they land on a 'trap' space they must go back to **Start!** The first pupil to land on **Finish!** is the winner.

IV My Pictionary

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

Introduction

V Plays

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

VI Character Cutouts

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

• My Junior Language Portfolio

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

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

How to make a Junior Language Portfolio

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

• Teacher's Book

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

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

I Instruments for Evaluation

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

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

- *Formative Evaluation Chart*: The teacher uses the chart to evaluate the pupils on an activity at any time during the course and writes the marks obtained with the help of a code. (See page 120(T) for further information.)
- *Pupil's Self-Assessment Forms*: The pupils give their personal opinion about their own results upon completion of each *Checkpoint*. They file these forms in their *Junior Language Portfolio*. (See page 121(T) for further information.)
- *Progress Report Cards*: The teacher completes them, one per pupil, upon completion of **each module**, taking into consideration the pupil's performance and progress throughout the module as well as the mark received in the corresponding Module Test. The pupils file their *Progress Report Cards* in their *Junior Language Portfolio*. (See page 124(T) for further information.)

• Teacher's Resource Pack

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

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

I Reinforcement and Extension Activities

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

II Holiday Activities

These activities are designed for Christmas, Easter and Carnival 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 Progress Tests

There is one test for each unit.

V Module Tests

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

• Picture Flashcards

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

• Posters

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

• Class audio

The **Class audio** includes all the audio for the listening activities in the *Pupil's Book*, *Activity Book* and the *Module Tests*.

• Digital Book

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

Characters

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

Typical layout of a module

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

• Key features of a unit

I Presentation of the new language

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

II Dialogues

All the dialogues cover areas of interest within the pupils' knowledge. They are always followed by a reading comprehension task, which the pupils have to complete after reading and listening to the dialogue. In this way, the pupils not only familiarise themselves with the dialogue, but also practise reading strategies (reading for a specific purpose) and thus enhancing their reading comprehension skills.

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III Grammar and Vocabulary Activities

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

IV Games, Chants & Songs

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

V Development of reading skills

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

VI Gradual progression in writing

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

VII Pronunciation

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

VIII Troll Tales!

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

IX Go Green!

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

X OUR WORLD

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

XI OUR SCHOOL

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

XII Checkpoint

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

Upon completion of the *Checkpoint* section, the pupils read the *Now I can* table, thus keeping a mental record of their progress.

Basic Principles of the series

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

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

• Linguistic Skills

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

- 1 associate pictures with new vocabulary with the aid of illustrations in their books as well as through the use of the picture flashcards or posters;
- 2 produce the sounds, pronunciation and intonation of the target language;
- 3 communicate with their peers in English, exchanging basic information about everyday matters such as introducing themselves, describing a house, talking about animals, etc;

- 4 comprehend dialogues, short exchanges, etc on audio and use the set patterns in multi-sensory tasks; and
- 5 achieve oral competency through the reproduction of short exchanges, songs and chants.

• Learning-to-learn skills

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

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

• Social Skills

Upon completion of each module, the pupils will:

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

Classroom Management

Creating a pleasant environment in the classroom should be one of the teacher's very first goals. It is a good idea for the teacher to arrive a few minutes early to welcome the pupils and have something interesting for the early comers to do. They can listen to the song from the previous lesson, watch the video again or play with the picture flashcards, identifying the book's characters as well as the vocabulary items already presented.

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

- come to class on time,
- bring their Pupil's Book, etc,

- raise their hands when they want to ask a question; and
- wait for their classmates to answer the teacher's questions before they raise their hand to give their answer.

The teacher should empower his/her learners by:

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

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

Songs in the Language Classroom

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

There are numerous ways to use songs in the language classroom. You can play the audio and invite the pupils to move and clap to the rhythm or hum to the melody. If there are lyrics frequently repeated, children will soon start joining in.

Here are some ways to animate the songs:

- a **Total Physical Response (TPR) Activities:** Have the pupils stand in a circle and play the song once. Sing and demonstrate the actions,

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encouraging the pupils to imitate you. Play the song again, this time asking the pupils to listen to the song and repeat after you while doing the actions. Play the song a third time and lead the singing while the pupils join in.

- b Using props:** Bring visuals, realia or word cards to class. Hand out these props to your pupils and ask them to hold up the prop as soon as they hear the equivalent word in the song.
- c Song dramatisations:** Having interesting plots and characters, songs frequently offer themselves for further exploitation through drama. The teacher can dramatise the songs into short sketches, thus motivating his/her pupils. Assign roles and have the pupils sing their lines. Simple costumes and props can be prepared and used to make the performance more realistic.

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

Checking Pupils' Progress

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

Types of learning styles

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

• What are the types of learning styles?

- Visual Learners

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

- Auditory Learners

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

- 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 usually hand-eye coordination. By interacting with the space around them, they are able to remember and process information. They have to do things on their own to be able to learn the new language.

Programme (Contents & Syllabus)

▶▶ Starter Unit

- In this unit pupils will ...
 - practise giving personal information
 - revise basic vocabulary and structures
 - revise/learn numbers 1-100

▶▶ Module 1 (Units 1-2)

- In this module pupils will ...

read about ...

- Alvin receiving a magic mirror as a present from the USA
- the magic in the mirror
- a family with super powers
- the characters helping with the chores around the house
- the Waterland Olympics
- Laura's, Alice's and Tom's magic moments
- Pog and Trog's fight over Mog

listen to ...

- Alvin receiving a magic mirror by post
- the characters looking at themselves in the magic mirror
- the descriptions of famous people
- a song presenting a super grandma
- a description of a super family
- the characters doing different kinds of chores
- the characters visiting the Waterland Olympics
- a song presenting and practising sea animals
- children describing a photo
- an episode of *Troll Tales!*

learn how to ... (COMPETENCES)

- talk about countries and origin
- describe people and talk about their character
- talk about abilities
- distinguish between and pronounce /æ/, /ɔ:/, /g/ and /ŋ/ sounds
- talk about things happening now
- ask for help
- make requests

practise ... (DESCRIPTORS)

Lexical Areas

- countries
- appearance
- abilities
- chores
- sports
- musical instruments
- sea animals

Grammar Focus

- the verb 'to be'
- possessive adjectives
- the verb 'have got'
- the verb 'can'
- present continuous
- prepositions of movement

write about ...

- a super family member
- doing sport on holidays

Go Green! 1 Animals in the ocean!

Pupils will ...

- read and talk about sea animals
- talk about sea pollution

Our World

Pupils will ...

- read about superheroes
- draw and write about their favourite cartoon superheroes and then present their project to the class

Our School

Pupils will ...

- learn about shapes and musical instruments
- make their own drum

Programme (Contents & Syllabus)

►► Module 2 (Units 3-4)

• In this module pupils will ...

read about ...

- Mona and Emma going shopping
- a description of one's neighbourhood
- the characters going on a magical space trip
- the characters going to a concert in space
- Fred's and Jack's routines, favourite subjects and what they want to be when they grow up
- Pog and Trog's driving adventure

listen to ...

- Mona and her grandmother looking for a street
- a description of where Kitty the cat is
- Mona and her grandmother buying things at a shop
- a song about how to cross the street safely
- the characters going on a magical space trip
- the characters attending a concert in space
- a song about XL's favourite things
- a description of Fred's and Jack's favourite school subjects
- an episode of *Troll Tales!*

learn how to ... (COMPETENCES)

- talk about location
- give directions
- identify clothes
- talk about prices
- distinguish between and pronounce /əʊ/, /ɒ/, /ʃ/ and /s/ sounds
- talk about everyday activities
- tell the time
- express preferences

practise ... (DESCRIPTORS)

Lexical Areas

- places in a town
- clothes
- the Green Cross Code
- jobs
- daily activities
- school subjects

Grammar Focus

- imperative
- there is/there are

- prepositions of place
- plurals
- present simple
- adverbs of frequency
- prepositions of time

write about ...

- their neighbourhood
- their favourite subject and what they want to be when they grow up

Go Green! 2 Mr Waste or Mr Green?

Pupils will ...

- do a quiz on how environmentally-friendly they are
- sing a song about Mr Green and Mr Waste

Our World

Pupils will ...

- read about different kinds of currency
- complete a quiz
- design their own money

Our School

Pupils will ...

- learn about computers
- make a poster with computer words

►► Module 3 (Units 5-6)

• In this module pupils will ...

read about ...

- the characters going on a camping trip
- a visit to the doctor's
- ways to keep colds away
- the characters picking fruit and vegetables
- the characters having a meal with the elves
- the trick that Popsie played on Trog and Pog

listen to ...

- the characters practising the Country Code
- the characters visiting the doctor

Programme (Contents & Syllabus)

- a doctor giving advice on how to keep healthy, safe and fit
- a song about how to keep healthy
- the characters picking fruit and vegetables during harvest time
- the characters having a meal with the elves
- people describing what's in their shopping bag
- a song about the elves and their food
- an episode of *Troll Tales!*

learn how to ... (COMPETENCES)

- protect the countryside
- give and follow rules
- talk about illnesses
- give advice
- distinguish between and pronounce /k/, /tʃ/, /v/ and /əʊ/ sounds
- talk about food and quantities

practise ... (DESCRIPTORS)

Lexical Areas

- the countryside
- illnesses
- health
- fruit and vegetables
- containers
- food

Grammar Focus

- must/mustn't
- should/shouldn't
- object pronouns
- much/many/a lot of
- some/any
- containers

write about ...

- some tips on how to keep healthy
- a note to their mums

Go Green! 3 What colour is your food?

Pupils will ...

- read about fruit and vegetables and the vitamins they contain
- write their favourite red, yellow, green and orange fruit and vegetable

Our World

Pupils will ...

- read about food from various countries
- write about their favourite food

Our School

Pupils will ...

- read about how to protect themselves from germs
- listen to a song about ways to get rid of germs

▶▶ Module 4 (Units 7-8)

• In this module pupils will ...

read about ...

- the animals voting for a new president
- Taipei 101, Yorkshire terriers and the Sahara Desert
- Alvin's dad frightening Mona's grandma
- Harry when he was a child
- Popsie making Pog and Trog's things disappear

listen to ...

- the animal elections
- a comparison of different animals
- a song presenting animal habitats
- Mona's grandma being scared of a little green man
- an eyewitness giving a statement
- a song practising feelings
- an episode of *Troll Tales!*

learn how to ... (COMPETENCES)

- make comparisons
- talk about animal habitats
- pronounce the sounds /h/, /θ/ and /f/
- talk about feelings
- talk about where they were

practise ... (DESCRIPTORS)

Lexical Areas

- animals
- animal habitats
- feelings
- places
- character adjectives

Programme (Contents & Syllabus)

Grammar Focus

- comparisons (🌟 optional)
- superlatives (🌟 optional)
- was/were (🌟 optional)
- there was/there were (🌟 optional)

write about ...

- their country
- when they were young

Go Green! 4 Help me, please!

Pupils will ...

- talk about what can harm penguins and other animals
- make an advertisement in order to help an animal find a home

Our World

Pupils will ...

- read about famous cities
- write about a city in their country

Our School

Pupils will ...

- measure length, size, strength and speed

▶▶ Module 5 (Units 9-10)

• In this module pupils will ...

read about ...

- the characters visiting a castle
- Alvin dressing up as a knight
- a king's diary
- what Tina did last Friday
- Willow's accident
- how the characters met Willow, Alvin and Erlina
- how Willow saved Emma's dad's life
- famous people
- Pog and Trog looking for their lost items

listen to ...

- the characters' visit to a castle
- people talking about the preparation for a party
- the characters' experience in a castle
- a boy talking about what he did the night before
- a song about knights
- how the children met Willow, Alvin and Erlina
- Willow describing his accident
- what Lizzie did the day before
- how Willow met Emma's dad
- a song about jobs
- an episode of *Troll Tales!*

learn how to ... (COMPETENCES)

- talk about the past
- identify the silent letters *gh* and pronounce the sound /əʔ/
- talk about people from the past

practise ... (DESCRIPTORS)

Lexical Areas

- life in a castle
- activities
- accidents
- jobs

Grammar Focus

- past simple (regular verbs) (🌟 optional)
- present simple
- present continuous

write about ...

- what they did last weekend
- a famous person

Go Green! 5 Trees for Our Planet

Pupils will ...

- read about the benefits of trees
- do a project about how a tree leaf changes through the seasons

Our World

Pupils will ...

- read about famous castles
- write about a castle or an old building in their country

Programme (Contents & Syllabus)

Our School

Pupils will ...

- read about King Arthur and Excalibur
- write about a legend from their country

► Module 6 (Units 11-12)

• In this module pupils will ...

read about ...

- Erlina getting her garden ready for Fairy Day
- the characters helping Erlina prepare her garden for Fairy Day
- life in the future
- the characters flying to Port Fairy
- Alvin swimming with the dolphins
- Danny's camping trip
- Pog and Trog finding a baby dragon

listen to ...

- the characters spending the day in Erlina's garden
- the characters helping Erlina
- a group of friends organising a picnic
- a song about fairy flowers and fairy animals
- the characters boarding a plane to Port Fairy
- Harry, Lee, Emma and Mona talking about the things they are going to take with them on holiday
- the characters' first day at Port Fairy
- a song about holiday activities
- an episode of *Troll Tales!*

learn how to ... (COMPETENCES)

- ask questions
- talk about life in the future
- distinguish between and pronounce the sounds /g/, /dʒ/, /aɪ/ and /ei/
- talk about plans and intentions

practise ... (DESCRIPTORS)

Lexical Areas

- months
- facial features
- fairy animals and flowers
- holiday items
- free-time activities

Grammar Focus

- question words
- will (★ optional)
- be going to (★ optional)

write about ...

- life in the future
- their holiday plans

Go Green! 6 Earth Day

Pupils will ...

- read about Earth Day
- sing a song about our planet
- do craftwork with rocks

Our World

Pupils will ...

- read about popular holiday destinations
- write about a famous holiday resort in their country

Our School

Pupils will ...

- talk about the temperatures in various cities
- write about what to pack for a specific holiday destination

Round-up

• In this section pupils will ...

- consolidate the key vocabulary and structures of the course

Happy Halloween!

• In this unit pupils will ...

- read about Halloween
- sing a Halloween song
- play Halloween games

Programme (Contents & Syllabus)

Happy New Year

- **In this unit pupils will ...**
- make a New Year's rattle
- read about New Year's traditions in various countries
- sing a song about New Year
- make an invitation for a New Year's Eve party

Happy Easter!

- **In this unit pupils will ...**
- read about the Easter Bunny
- make a painted egg

Father's Day

- **In this unit pupils will ...**
- read about Father's Day
- complete sentences about their father
- make a Father's Day card
- write a poem about their father
- write coupons to give to their fathers on Father's Day

Fun Time

In this section pupils will ...

- consolidate the key vocabulary and grammar structures of the course

Evaluation

In this section pupils will ...

- consolidation the key vocabulary and grammar structures of the course

Let's Start!

- **Aims:** to revise basic structures and vocabulary from the previous levels
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: What's your name? How old are you? I've got dark hair and brown eyes.
- **Extra materials:** *Fairyland* poster

BEGINNING THE LESSON

(Activities to meet the pupils.)

Wait by the door and greet the pupils as they arrive.
Say: *Welcome!*

When everyone is seated, write your name on the board and introduce yourself to the class. Point to your name on the board and say: *Hello, I'm (Miss Taylor)*. Encourage the pupils to greet back.

Ask the pupils to go around the classroom and greet at least five pupils. Allow the pupils some time to do so. Then ask the pupils to name the pupils they have greeted.

e.g. *Pupil 1: Hello, I'm Rose.*
Pupil 2: Hello, I'm Sara. etc
Rose: This is Sara. This is etc

(Activities to reunite the pupils with the characters.)

Ask the pupils to tell you if they remember the names of the characters in the book (*Erlina, Alvin, Willow, Emma, Mona, Lee, Harry*). Ask them to tell you what they remember about the characters from the previous year, i.e. what they look like, if they have got a pet, etc. If you wish, you can pin up the *Fairyland* poster from the previous year on the board during this stage.

PRACTICE

(Activities for the pupils to practise talking about themselves, their family and their friends.)

1 Answer Erlina's questions. Then use the questions to interview your friend.

Pupils' books open. Write a big 10 on the board and ask the pupils to open their books at page ten. Read the instructions and explain the task. Allow the pupils some time to complete the task in their notebooks. Ask some pupils to report back to the class.

(Suggested answers)

My name's Mark.
I'm ten years old.
My friend's name is Jack. He's funny and clever.
I live in the UK.
My father's name is Kevin and my mother's name is Karen.
My father is 35 years old and my mother is 30 years old. My father is a doctor and my mother is a teacher.
I like riding my bike and playing video games in my free time.

In pairs, the pupils use the questions and interview their partner.

e.g. *Pupil A: How old are you?*
Pupil B: 10. What's your father's name?
Pupil A: Jim. etc

Go around the classroom, providing any necessary help.

2 All about me! Read and complete in your notebook.

Read the instructions and explain the task. Go through the incomplete text and stop before each gap. Elicit possible answers. Allow the pupils some time to complete the task in their notebooks. Ask some pupils to read out the text to the class. As an extension, you can ask the pupils to draw/stick a picture of themselves (and their friend) in their notebook.

(Suggested answer)

All about me!

This is me
by **Alex**

My name is **Alex** and I am **ten** years old. I come from **England** and I live in **London**.

My mother's name is **Sue** and my father's name is **Jack**. I go to **Hillside Primary** School and my teacher's name is **Miss Taylor**. My best friend's name is **Tom**. We have a lot of fun together. Our favourite game is **football!** What about you?

3 Let's play!

Read the example and explain the game. Brainstorm ideas and write them on the board (*age, hair colour, personal items, favourite sports, etc*). Allow the pupils a few minutes to write their sentences on pieces of paper. Collect the pieces of paper. Choose one at random and read it to the class. The rest of the class has to guess who the person is.

e.g. *Teacher: I've got brown hair and green eyes. My pencil case is blue. Who am I?*
Pupil: Sam!

Starter Unit

4 My favourites! Complete in your notebook. Then talk with your friend.

Read the example and explain the task. Allow the pupils a few minutes to complete their favourite colour/toy/animal/food/season/day in their notebooks. Then, the pupils work in pairs and ask each other questions about their favourite things.

(Suggested answers)

Favourite colour: **blue** Favourite food: **pizza**
Favourite toy: **guitar** Favourite season: **summer**
Favourite animal: **dog** Favourite day: **Saturday**

A: My favourite toy is my guitar. What's your favourite toy?
B: My teddy bear.

A: My favourite animal is a dog. What's your favourite animal?
B: A cat.

A: My favourite food is pizza. What's your favourite food?
B: Burgers.

A: My favourite season is summer. What's your favourite season?
B: Winter.

A: My favourite day is Saturday. What's your favourite day?
B: Sunday.

Now tell the class.

Explain to the pupils that they have to make a mini-presentation telling the class what their, as well as their partner's, favourite things are. Read the example. Allow the pupils a few minutes to write their sentences in their notebooks and then ask individual pupils to read what they have written.

(Suggested answers)

My favourite toy is my guitar. Pam's favourite toy is her teddy bear.

My favourite animal is a dog. Pam's favourite animal is a cat.

My favourite food is pizza. Pam's favourite food is burgers.

My favourite season is summer. Pam's favourite season is winter.

My favourite day is Saturday. Pam's favourite day is Sunday.

5 Listen and draw in your notebook.

Explain the task. The pupils listen and draw and colour the items in their notebooks, according to what they hear.

Play the audio once. Then play the audio with pauses for the pupils to listen and complete the task. Check their answers.

AUDIOSCRIPT

Draw a desk.

Draw a book and three pencils on the desk.

Draw a pencil case, too.

Now colour the desk blue.

Colour the pencils green.

And colour the pencil case red. Well done!

6 Look, read and say yes or no.

Refer the pupils to the picture of the painting. Read out the name of the painting and the artist, *Bedroom in Arles* by Vincent van Gogh. Ask the pupils to say what they can see in the picture. Explain the task. Allow the pupils time to read the sentences, look at the picture and say *yes* or *no*.

1 yes

3 yes

5 no

2 no

4 yes

Draw a picture of your room. Present it to the class.

Ask the pupils to say if their bedrooms look like the one in the painting. Encourage them to say what is in their bedroom. Explain the task. The pupils draw a picture of their room and present it to the class.

7 Listen and repeat. Then match in your notebook.

(Activities to present and revise numbers 1-100.)

Pupils' books closed. Write number **1** on the board. Say: *What number is it?* Elicit: *One*. Follow the same procedure and revise numbers **1-20**. Say, then write on the board: *30 (thirty)*. The pupils repeat after you. Follow the same procedure and present numbers **40-100**. Say: *twenty-one*. Ask a pupil to come to the board and write the number. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

Pupils' books open. Read the instructions and explain the task. Play the audio. The pupils listen and repeat, chorally and individually. Then, the pupils write and match the written forms of the numbers to the

corresponding digits in their notebooks. Check the pupils' answers.

thirty - 30	seventy - 70
forty - 40	eighty - 80
fifty - 50	ninety - 90
sixty - 60	a hundred - 100

AUDIOSCRIPT

thirty - forty - fifty - sixty - seventy - eighty - ninety - a hundred

8 Listen and choose.

Read the instructions and explain the task. Play the audio twice, if necessary. The pupils listen and write the numbers they hear in their notebooks. Check their answers.

A 13	C 99	E 60
B 40	D 15	F 8

AUDIOSCRIPT

A *thirteen*
B *forty*
C *ninety-nine*
D *fifteen*
E *sixty*
F *eight*

9 Read and write in your notebook. Then act out.

Read the instructions and explain the task to the pupils. Read the example and then act it out with one of the pupils.

*e.g. Teacher: What's your phone number?
 Pupil 1: It's four-three-seven-six-eight-one.*

Allow the pupils enough time to complete the task in their notebooks and then have them work in pairs to act out the rest of the exchanges.

2 8 **3** 11 **4** 55 Queen Street

Let's Play!

(An activity to revise some basic vocabulary.)

Focus the pupils' attention on the page and tell them that they are going to play a board game. Explain the rules.

Rules of the game

- The pupils play in pairs and each player needs a counter (*any small object will do*). They place their counters on **Start** and roll the dice, saying the number that comes up. The player with the highest number begins the game by saying *My turn*.
- Depending on the space they land on, the pupils have to answer the question. If they land on a 'Miss a turn!' space, the pupils miss a turn and wait until it is their turn again.
- The game is non-competitive and should continue until both players reach **Finish**.

- pink
- Miss a turn!
- twenty
- roller skates
- No, it's an orange.
- under the bed
- Miss a turn!
- Suggested answer: Paul
- a-e-r-o-p-l-a-n-e
- a schoolbag
- Suggested answer: Monday.
- Suggested answer: Yes, I do.
- shoes
- Suggested answer: It's hot.

Module 1

Unit 1a

- **Aims:** to talk about countries and origin
- **Vocabulary:** Germany, Greece, Italy, Mexico, Peru, Poland, Portugal, Spain, Turkey
- **Language focus**
Structures: present simple of the verb 'to be' (all forms), possessive adjectives
Language in use: I'm from My name is They're from Their names are
- **Extra materials:** *Around the World* poster, three black markers/pens, one red marker/pen, four slips of paper, a shopping bag (*My Magic Files!*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

Ask the pupils to tell you their favourite colour/toy/animal/food/season/day, etc. The pupils take turns to give you their answers.

- e.g. Teacher: *What's your favourite colour?*
Pupil 1: *My favourite colour is yellow.*
Teacher: *What's your favourite animal?*
Pupil 2: *My favourite animal is a horse. etc*

PRESENTATION & PRACTICE

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

Listen, point and repeat.



POSTER

Pupils' books closed. Put the *Around the World* poster on the board. Point to the flags (*Germany, Greece, Italy, Mexico, Peru, Poland, Portugal, Spain, Turkey*), one at a time, and say the corresponding names of the countries. The pupils listen and repeat, chorally and individually. Point to the flags in random order and ask individual pupils to say the words.

Extension

Ask the pupils to work in pairs and write the countries in alphabetical order. Ask a pair to say the countries. Ask the rest of the class for verification.

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

chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

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

1 Listen and read.

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

- e.g. Teacher: *Why are the children happy?*
Pupils: *Because they are together again.*
Teacher: *What are the birds carrying in picture 1?*
Pupils: *A box. etc*

Write on the board: *Oh, it's a mirror.*

Explain to the pupils that they will listen to the dialogue and say which picture the sentence is from. Play the audio. The pupils listen, follow along and complete the task.

Answer: picture 4

2 Read and match in your notebook.

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

2 a 3 b

Extension

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

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

- e.g. Teacher: *Hello, everyone! It's nice to ...*
Class: *see you again! etc*

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

(Activities to present and practise the present simple of the verb 'to be' in all forms and the possessive adjectives.)

3 Read and choose. Write in your notebook.

Pupils' books closed. Point to yourself, say and write: *I am (Mrs Taylor).* Point to a male pupil and say: *You*

are a boy. Do the same for all persons in the singular. Follow the same procedure to present the negative and interrogative forms of the verb 'to be' in the singular.

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

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

- | | | |
|---------|-------|----------|
| 1 is | 3 are | 5 isn't |
| 2 isn't | 4 is | 6 aren't |

4 Follow the lines and answer.

Elicit the countries. The pupils read the questions and answer them, as in the example.

- | | |
|------------------|--------------------|
| 2 No, she isn't. | 4 No, they aren't. |
| 3 Yes, he is. | |

5 Now point and talk with your friend.

Pupils' books closed. Say, then write: *I am from Italy. My name is Paolo.* The pupils repeat after you. Underline the words in bold. Follow the same procedure and present the rest of the possessive adjectives.

Drill your pupils.

e.g. Teacher: *I*
 Pupil 1: *my*
 Teacher: *John*
 Pupil 2: *his* etc

Pupils' books open. Read the example and explain the task. The pupils, in pairs, ask and answer questions about the people in the pictures. Check their answers. Ask some pairs to report back to the class.

- | |
|--|
| 2 Pupil A: <i>What is her name?</i>
Pupil B: <i>Her name is Božena.</i>
Pupil A: <i>Where is she from?</i>
Pupil B: <i>She's from Poland.</i> |
| 3 Pupil A: <i>What is his name?</i>
Pupil B: <i>His name is Santos.</i>
Pupil A: <i>Where is he from?</i>
Pupil B: <i>He's from Spain.</i> |
| 4 Pupil A: <i>What are their names?</i>
Pupil B: <i>Their names are Sibel and Cari.</i>
Pupil A: <i>Where are they from?</i>
Pupil B: <i>They're from Turkey.</i> |

My Magic Files!

Before going into class

Have three black markers/pens, one red marker/ pen, four slips of paper, a shopping bag ready to use.

The important thing to remember for the magic trick to work is that the markers/pens should look the same (even though they are different colours). Give the following instructions. Explain that you will need four volunteers, three girls and a boy. Give them the slips of paper and a marker (*making sure that you give the red marker to the boy*). Ask the girls to write the name of a person they know (*but you don't*) who is from the same town/city/country as they are. Ask the boy to write the name of a person he knows (*but you don't*) who is not from the same town/city/country as he is. Ask them to fold the slips of paper and put them in the bag. Shuffle the slips and take them out. Say: *I can tell you the names of the people who are from this town and the name of the person who isn't.* Unfold them and put them on your desk. Take the magic wand and wave it over the slips of paper. Say: *Shazam!* Read the names on the girls' slips of paper (*they have used the black markers*) and the name on the boy's slip of paper (*he has used the red marker*).

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Pupils' books closed. Allow the pupils one minute to study the flags and the countries in the unit. Then ask them to close their books. Say the name of a country and the pupils have to remember the colours of that country's flag.

e.g. Teacher: *Greece*
 Pupil 1: *blue and white*
 Teacher: *Italy*
 Pupil 2: *green, white and red* etc

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

Activity Book (Optional)

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

Module 1

Unit 1b

- **Aims:** to talk about appearance, personality and family members
- **Vocabulary:** slim, tall, short, fat, beautiful, handsome, curly hair, straight hair, aunt, uncle, cousin
- **Language focus**
Structures: the verb 'have got' (all forms)
Language in use: I've got short curly hair and glasses. He's tall and he's got long hair. What does Uncle Fergus look like? He's got a big nose. What's he like? He's very funny!
- **Extra materials:** *Around the World* poster, flashcards (1-5)

BEGINNING THE LESSON

Greet the pupils as they arrive.

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



POSTER

Put the *Around the World* poster on the board. Name a country. Ask a pupil to come to the board, write the country and check the spelling on the poster. Repeat with as many pupils as you think is necessary.

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

PRESENTATION AND PRACTICE

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

Listen, point and repeat.



FLASHCARDS (1-5)

Pupils' books closed. Put the flashcards on the board. Point to the flashcards (*slim/tall, short/fat, beautiful/handsome, curly hair/straight hair, aunt/uncle/cousin*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 16 on the board and ask the pupils to open their books at page sixteen. Read the title of the unit and elicit what the pupils remember from the previous unit (e.g. *where the mirror*

is from). Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

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

Listen and read.

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

e.g. *Teacher: (pointing to the mirror in picture 1) What's this?*

Pupils: A mirror.

Teacher: (pointing to Emma in picture 3) Look at Emma in the mirror in picture 3. Has she got long hair?

Pupils: No, she hasn't. etc

Write on the board: *I've got short curly hair and -----!*

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

Answer: glasses (picture 3)

Read and correct in your notebook.

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

2 straight **3** tall **4** fat

Extension

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

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

e.g. *Teacher: A magic mirror!*

Pupil: Harry etc

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

(Activities to present and practise the verb 'have got' in all forms.)

3 Look, read and write in your notebook.

Pupils' books closed. Revise the verb 'have got'. Say, then write: ***I have got (dark) hair.*** Underline the words in bold. Write under the first sentence: ***I've got (dark) hair.*** Underline the words in bold. Elicit the rest of the persons, in long and short forms, from the pupils and write them on the board. Follow the same procedure with the interrogative and negative forms of the verb 'have got'.

Then point to your hair and ask the pupils: ***Have I got (dark) hair?*** Underline the words in bold and explain the meaning. Write under the sentences: ***Yes, I have.*** Point to a fair-haired female pupil and say, then write: ***Has she got (dark) hair?*** Underline the words in bold and explain the meaning. Write under this sentence: ***No, she hasn't.***

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Read the instructions and the example and explain the task. Refer the pupils to the picture. Explain that these people are Alvin's uncle (Fergus), aunt (Mary) and cousin (Patrick). Ask them to describe them to you.

e.g. *Alvin's aunt has got long curly hair.*

Allow the pupils some time to complete the task in their notebooks. Check their answers.

- | | | |
|-----------|-----------|------|
| 2 has got | 4 is | 6 is |
| 3 has got | 5 has got | |

4 Talk with your friend.

(An activity to practise talking about appearance and character.)

Read the instructions and explain the task. Refer the pupils to the picture of Aunt Mary, Uncle Fergus and Cousin Patrick. Then have a pair read the example about Uncle Fergus. Focus the pupils' attention on the use of *What does ... look like?* to talk about appearance and *What's ... like?* to talk about character. The pupils, in pairs, ask and answer questions about the rest of the characters.

- e.g. A: *What does Aunt Mary look like?*
 B: *She's got long curly hair.*
 A: *What's she like?*
 B: *She's very kind and friendly. etc*

Extension

The pupils, in pairs, talk about their friends, family members, etc. Go around the classroom, offering any necessary help. Ask some pairs to report back to the class.

- e.g. A: *What does your friend look like?*
 B: *He's tall and slim.*
 A: *What's he like?*
 B: *He's very clever!*

5 Listen and match in your notebook.

Read the instructions and explain the task. Have some pupils describe the people. Play the audio twice, if necessary. The pupils listen and complete the task in their notebooks. Check their answers.

- 2 D 3 B 4 C

AUDIOSCRIPT

- 1 *Who's got curly fair hair?*
- 2 *Who's got straight red hair?*
- 3 *Who's got long dark hair?*
- 4 *Who's got short curly hair and glasses?*

6 Let's play!

Read the example and explain to the pupils that they will be playing a game in pairs. Tell them that one pupil will select a character from Ex. 5. He/She will not tell his/her partner who that character is. The other pupil has to ask questions concerning that character's appearance and try to guess the name. The pupils take turns guessing.

(Suggested answers)

- A: *Has he got straight hair?*
 B: *Yes, he has./No, he hasn't.*
 A: *Is it Tom Tones?*
 B: *Yes, it is./No, it isn't. etc*

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask the pupils to work in pairs. One describes a member of his family and the other draws him/her. Then, the pupils swap roles and repeat the activity. At the end they check their drawings to see if they look like the real people.

e.g. Pupil 1: *My grandfather is tall. He has got short curly hair and blue eyes.*

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

Activity Book (Optional)

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

Module 1

Unit 1c

- **Aims:** to talk about superheroes, to talk about abilities, to develop the pupils' listening and writing skills
- **Vocabulary:** lift a double-decker bus, swim across the ocean, see through a door, skateboard
- **Language focus**
Structures: the verb 'can'
Language in use: I've got a super grandma, I call her Super Gran! She can jump over a giraffe. He can see through a door. She can climb up a wall.
- **Pronunciation:** /æ/, /ɔ:/
- **Extra materials:** flashcards (6-9)

BEGINNING THE LESSON

Greet the pupils as they arrive.

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

Get the pupils to ask and answer questions about their friend's appearance and character.

e.g. Pupil 1: What does your friend look like?

Pupil 2: She's tall and she's got long straight hair.

Pupil 1: Has she got glasses?

Pupil 2: No, she hasn't.

Pupil 1: What's she like?

Pupil 2: She's very funny! etc

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

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

PRESENTATION & PRACTICE

(Activities to present the vocabulary of the unit.)

Listen, point and repeat.



FLASHCARDS (6-9)

Pupils' books closed. Put the flashcards on the board. Point to the flashcards (*lift a double-decker bus, swim across the ocean, see through a door, skateboard*), one at a time, and say the corresponding phrases/word. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual pupils to say the phrases/word.

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

Listen and complete in your notebook.

Refer the pupils to the pictures and ask them to tell you if their grandmother can do these things. No? Well this grandmother can because she's a *Super Gran*!

Read the instructions and explain the task. Refer the pupils to the song and allow them time to read it once. The pupils listen to the song and complete the task in their notebooks. Check the pupils' answers.

1 ride 2 got 3 lift

Now sing along!

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

Let's play!

Refer the pupils to the picture. Read the example and explain the game to the pupils. Write the following on the board and explain any unknown words:

- Can you clap your hands behind your back?
- Can you stand on one leg for 30 seconds?
- Can you whistle?
- Can you hop to the door?
- Can you walk with a book on your head?
- Can you touch your toes?
- Can you stand with your right foot on your left knee?
- Can you snap your fingers?

Ask a pupil to come to the front of the classroom. Ask him/her one question. If the pupil says *yes*, he/she has to perform the action. Repeat with as many pupils as you think is necessary. Alternatively, divide the class into two teams. Call a pupil from each team each time. Each correct performance gets a point. The team with the most points wins.

e.g. Teacher: Can you stand on one leg for 30 seconds?

Team A Pupil 1: Yes, I can. Look! (pupil stands on his leg for 30 seconds) etc

READING & WRITING

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

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

Read the instructions and explain the task. Refer the pupils to the pictures and elicit what the characters can do. Allow the pupils time to read the text and complete the task in their notebooks. Play the audio. The pupils listen and follow along to check their answers. Individual pupils read out from the text.

1 giraffe 2 door 3 house 4 wall

4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the drawing. Ask them what they can see in the drawing (*a young boy swimming in the ocean*). Tell the pupils to read the text.

Ask the pupils to write a text about an imaginary family member of theirs that has super powers. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write a text and do a drawing of their superhero in their notebooks. Alternatively, you can ask the pupils to write the text and do the drawing as part of their homework.

(Suggested answer)

This is my super dad! He's got short brown hair. He can lift a car with one hand.

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

5 Listen and say. Then read.

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

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

Draw the pupils' attention to the /æ/ and /ɔ:/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

Extension

Draw the following table on the board. Say the words. Ask individual pupils to come to the board, write them in the correct column and repeat the words. Ask the rest of the class for verification.

fat, wall, talk, hat, tall, bat, cat, small, dad, ball

can	walk

can: fat, hat, bat, cat, dad

walk: wall, talk, tall, small, ball

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask the pupils to work in pairs. Pupil 1 is a reporter and Pupil 2 is the person whose super family is in Ex. 3 and is being interviewed. Go around the classroom, offering any necessary help. Ask some pairs to report back to the class.

e.g. *Pupil 1: What does your super mum look like?*

Pupil 2: She's got short curly hair.

Pupil 1: What can she do?

Pupil 2: She can jump over a giraffe!

Pupil 1: What does your super dad look like?

Pupil 2: He's got short fair hair.

Pupil 1: What can he do?

Pupil 2: He can see through a door!

Pupil 1: What does your super uncle look like?

Pupil 2: He's got long dark hair.

Pupil 1: What can he do?

Pupil 2: He can fly over a house!

Pupil 1: What does your super aunt look like?

Pupil 2: She's got long straight hair.

Pupil 1: What can she do?

Pupil 2: She can climb up a wall!

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

Activity Book (Optional)

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

Module 1

Unit 2a

- **Aims:** to talk about chores, to make requests
- **Vocabulary:** wash the dishes, mop the floor, vacuum the carpet, make the bed, water the plants, do the ironing, set the table
- **Language focus**
Structures: present continuous (all forms)
Language in use: What's Alvin doing? He's dancing. Can you help me with my homework? Sorry, I can't. I'm writing an email.
- **Extra materials:** flashcards (10-16), magic mirror template from the *Teacher's Resource Pack (My Magic Files!)*

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 1.)

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

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

PRESENTATION & PRACTICE

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

Listen, point and repeat.



FLASHCARDS (10-16)

Pupils' books closed. Put the flashcards on the board. Point to the flashcards (*wash the dishes, mop the floor, vacuum the carpet, make the bed, water the plants, do the ironing, set the table*), one at a time, and say the corresponding phrases. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual pupils to say the phrases.

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

LISTENING & READING

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

Listen and read.

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

e.g. Teacher: (pointing to picture 2) What is Alvin doing?

Pupils: He is mopping the floor. etc

Write on the board: *Where are the boys?*

Explain to the pupils that they will listen to the dialogue and say which picture the sentence is from. Play the audio. The pupils listen, follow along and complete the task.

Answer: picture 3

Read and choose. Write in your notebook.

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

2 A 3 B

Extension

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

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

e.g. Teacher: What's Alvin doing? I think he's ...

Class: dancing. etc

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

(Activities to present and practise present continuous in all forms.)

Read and complete in your notebook.

Pupils' books closed. Mime, say, then write: *I am dancing*. Explain that this tense is the present continuous. Then say how it is formed (*subject personal pronoun + be + verb + -ing*). Point out that this tense is used to talk about actions happening now, at the moment of speaking. Write under the

sentence: *I'm dancing*. Underline the words in bold and explain that this is the short form of the tense. Follow the same procedure to present the negative and interrogative forms.

Present the spelling difficulties. Write: *make – I'm making*, *mop – I'm mopping*. Elicit the spelling rules.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Then have a picture discussion and elicit what each person is doing. Read the instructions and the example and explain the task. Allow the pupils enough time to complete the task in their notebook. Check their answers.

- | | |
|----------------------|---------------------|
| 2 are washing | 4 is setting |
| 3 is doing | 5 is mopping |

4 This is Ben Busy and his brothers and sisters. Listen and match in your notebook.

Ask pupils to look at the picture in Ex. 4. Go through the picture and elicit the chores that the people are doing. Read the instructions and explain the task. Play the audio twice, if necessary. The pupils listen and match in their notebooks. Check their answers.

- | | |
|-------------------|------------------|
| Buddy – a | Bob – e |
| Brenda – d | Barry – c |
| Betty – b | |

AUDIOSCRIPT

- Adult: Can you see Buddy?
 Boy: Buddy? Yes, that's Buddy writing an email.
 Adult: Oh, yes. Buddy's writing an email.
- Adult: Who's the boy making a cake?
 Boy: Making a cake? Aah, you mean Barry.
 Adult: The cake looks yummy!
 Boy: Yes, Barry makes beautiful cakes!
- Adult: Where's Bob?
 Boy: He's vacuuming the carpet.
 Adult: Vacuuming the carpet? Oh yes, I can see him.
- Adult: Who's the girl making the bed? Is that Brenda?
 Boy: No, Brenda isn't making the bed. Betty is making the bed. Brenda is watching TV.

5 Now take roles and talk with your friend.

Read the instructions and the example, and explain the task. The pupils, in pairs, take roles and act out similar exchanges. Go around the classroom, monitoring the activity and offering help when necessary. Ask different

pairs to act out their exchanges in front of the class.

- Ben: Can you help me with my homework?
 Brenda: Sorry, I can't. I'm watching TV. etc

Extension

Brainstorm other occasions when we ask for help and write them on the board (e.g. *wash the dishes, mop the floor, water the plants, do the ironing, etc*). Ask the pupils to think of reasons why they can't help. Divide the class into pairs/groups. One pupil asks for help and the other makes an excuse not to. Monitor the activity and offer any necessary help. Ask some pairs to report back to the class.

- e.g. Pupil 1: Can you help me wash the dishes?
 Pupil 2: Sorry, I can't. I'm doing my homework.

My Magic Files!

Before going into class

Photocopy the magic mirror template from the *Teacher's Resource Pack*.

Show the mirror to the pupils and say: *This is a magic mirror!* Mime and say: *Can I go through the mirror? Look!* Cut along the lines. Then say as you step into it: *Look. I'm going through the mirror!*

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Pupils' books closed. Allow the pupils one minute to study the chores in the unit. The pupils come to the front of the classroom and mime one of the chores. The rest of the class has to guess what the chore is.

- e.g. Pupil 1: (mimes washing the dishes)
 Pupil 2: Are you doing the ironing?
 Pupil 1: No, I'm not.
 Pupil 3: Are you washing the dishes?
 Pupil 1: Yes, I am. etc

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

Activity Book (Optional)

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

Module 1

Unit 2b

- **Aims:** to talk about sports, to describe actions happening now
- **Vocabulary:** tennis, sea cow, race, water-ski, hockey, volleyball, net, badminton, baseball
- **Language focus**
Structures: prepositions of movement (over, through, into, out of, up, down)
Language in use: Look! They're playing tennis! The ball is going over the net. They're not going very fast! They're eating burgers!
- **Extra materials:** flashcards (10-17), *Free-time Activities* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

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



FLASHCARDS (10-16)

Put the flashcards on the board. Name a chore, e.g. *vacuum the carpet*. Ask a pupil to come to the board and point to the corresponding flashcard. Ask the rest of the class for verification.

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

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

PRESENTATION & PRACTICE

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

Listen, point and repeat.



POSTER/FLASHCARD (17)

Pupils' books closed. Put the *Free-time Activities* poster on the board. Point to the pictures (*tennis, race, water-ski, hockey, volleyball, net, badminton, baseball*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the sports in random order and ask individual pupils to say the words. Put flashcard 17 (*sea cow*) on the board. Point to it and say: *sea cow*. The pupils repeat after you.

Note: The sea cow, also called **Steller's sea cow**, was a very large aquatic mammal and is now extinct. Today, the

term **sea cow** is used to refer to other sirenians, namely, the **manatee** and the **dugong**.

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

LISTENING & READING

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

Listen and read.

Elicit from the pupils, in L1 if necessary, what happened in Unit 2a (*the children were cleaning the mirror when they were transported to another place*). Point to the title and the pictures and ask: *Where are they now?* Elicit: *In Waterland!* Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: *What kind of animals can you see in pictures 1-6?*

Pupils: *We can see a dolphin, a turtle, sea cows, etc*

Teacher: (*pointing to picture 2*) *What are they playing?*

Pupils: *Tennis.*

Write on the board: *The ball is going _ _ _ _ the net.*

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

Answer: over (picture 2)

Read and say yes or no.

Read the instructions and explain the task. The pupils read the sentences and complete the task. Ask individual pupils to answer. Ask the rest of the class for verification.

2 no 3 no 4 yes

Extension

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

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

e.g. *Teacher: They're eating burgers!*
Pupil: Mona etc

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

(Activities to present and practise prepositions of movement.)

3 Look, read and choose. Write in your notebook.

Pupils' books closed. Draw a simple sketch of a net on the board. Then draw a ball going over it. Point to the ball, show the movement and say: *The ball is going **over** the net.* The pupils repeat after you. Underline the word in bold. Draw a simple sketch of a cat going through the door. Point to the cat and say: *The cat is going **through** the door.* The pupils repeat after you. Underline the word in bold. Start going out of the room and say: *I'm going **out of** the room.* Come back and say: *I'm coming **into** the room.* Write the sentences on the board. The pupils repeat after you. Underline the words in bold. Take a pen and throw it up as you say: *The pen is going **up**.* Throw it up again and say: *Now it's coming **down**.* Write the sentences on the board. The pupils repeat after you. Underline the words in bold.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Read the instructions and the examples, and explain the task. Refer the pupils to the picture and ask them what they can see (e.g. *a boy is jumping over a desk, a girl is climbing up a bookcase*). Allow the pupils some time to complete the task in their notebooks. Check their answers.

- | | | |
|-----------|--------|----------|
| 1 through | 3 over | 5 out of |
| 2 up | 4 into | |

4 Talk with your friend.

(An activity to practise talking about sports.)

Read the instructions and explain the task. Refer the pupils to the pictures of the different people doing different kinds of sports. Then have a pair read the example about the first boy. The pupils, in pairs, ask and answer questions about the rest of the characters.

- 2 **A:** What are they doing?
B: They're playing volleyball.
- 3 **A:** What's he doing?
B: He's playing hockey.
- 4 **A:** What's he doing?
B: He's playing tennis.

5 Let's play!

Explain the game. The pupils have three minutes to write down the sports in their notebooks. Once the three minutes are up, the pupils that have managed to write all the required items in their notebooks are the winners.

(Suggested answers)

- 1 tennis, volleyball, badminton
- 2 water-skiing, swimming
- 3 baseball, tennis, football
- 4 hockey, volleyball, baseball, football
- 5 hockey, football

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask the pupils to describe a picture for their partner to draw.

e.g. *Pupil 1: In this picture a boy is jumping over a chair.*

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

Activity Book (Optional)

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

Unit 2c

- **Aims:** to talk about actions, to describe photos, to develop the pupils' listening and writing skills
- **Vocabulary:** turtle, starfish, skiing, table tennis, basketball, violin, drums
- **Language focus**
Structures: consolidation
Language in use: The turtles are all playing tennis and the sea cows are standing in line! We're having a wonderful day! The dolphins are playing the piano and the starfish are dancing in line!
- **Pronunciation:** /g/, /ŋ/
- **Extra materials:** flashcards (18-19), *Free-time Activities* poster, pictures of people doing various sports (*Ending the Lesson*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

Module 1

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

Play a game with the pupils. Ask one pupil at a time to come up to the front of the classroom and mime a sport. The rest of the class has to guess what the sport is.

e.g. Pupil 1: (mimes water-skiing)
Pupil 2: You're playing tennis.
Pupil 1: No, I'm not.
Pupil 3: You're water-skiing.
Pupil 1: Yes, I am. etc

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

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

PRESENTATION & PRACTICE

(Activities to present the vocabulary of the unit.)

Listen, point and repeat.



POSTER/FLASHCARDS (18-19)

Pupils' books closed. Put the *Free-time Activities* poster on the board. Point to the sports/musical instruments (*skiing, table tennis, basketball, violin, drums*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the sports/musical instruments in random order and ask individual pupils to say the words.

Put the flashcards on the board. Point to the sea animals (*turtle, starfish*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually.

Pupils' books open. Write a big 24 on the board and ask the pupils to open their books at page twenty-four. Read the title of the unit and have the pupils repeat after you. Elicit/Explain the meaning of *A wonderful time*. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

1 Listen and point.

Refer the pupils to the pictures in Ex.1. Ask the pupils to tell you if they have ever done any of these activities.

Read the instructions and explain the task. Refer pupils to the song and allow them time to read it once. Play the audio. The pupils listen to the song and point to the corresponding pictures.

Now sing and do!

Demonstrate the miming actions that are mentioned in the song (e.g. *playing tennis, standing in line, playing the piano, dancing in line*) and encourage the pupils to copy you. Explain to them that you will play the song one more time and that they will have to mime the actions that they hear.

Play the audio. The pupils listen and mime the actions.

2 Look at the picture and answer the questions in your notebook. Use one-word answers.

Refer the pupils to the picture. Ask them what they can see in the picture. (e.g. *a boy and a girl playing football*). Read the example. Explain the task to the pupils. Allow them enough time to complete the task in their notebooks. Check their answers.

2 hat 3 football 4 jumping

READING & WRITING

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

3 Read and write A, B or C in your notebook. Then listen and read.

Read the instructions and explain the task. Then read the example. The pupils look at the pictures and read the texts that accompany each picture. Then, they read sentences 2-4 and write A, B or C in their notebooks according to what they have read in the texts. Play the audio. The pupils listen and check their answers. Individual pupils read out from the texts.

2 C 3 B 4 A

4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the drawing and read the text. Ask them what they can see in the picture.

e.g. *A young boy playing basketball.*

Ask the pupils to write a short description and do a drawing about themselves. They can use the texts in Exs 3 and 4 as models.

Allow the pupils time to write a text and do the drawing in their notebooks. Alternatively, you can ask the pupils to write the text and do their drawing as part of their homework.

(Suggested answer)

This is me in Spain. I'm swimming in the ocean. I'm having fun.

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

5 Listen and say. Then read.

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

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

Draw the pupils' attention to the /g/ and /tj/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

Extension

Draw the following table on the board. Say the words. Ask individual pupils to come to the board, write them in the correct column and repeat the words. Ask the rest of the class for verification.

girl, painting, Gary, swimming, sing, Gordon, listening, big, skiing, guitar

Gus	dancing

Gus: girl, Gary, Gordon, big, guitar
dancing: painting, swimming, sing, listening, skiing

ENDING THE LESSON

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

Before going into class

Prepare cards with pictures of the sports/ activities that are presented in the unit.

Show the pictures to the class, one at a time, and ask the pupils to say what the people in the pictures are doing.

e.g. *Teacher: (holding up a card of two people playing tennis) What are they doing?*
Pupil 1: They are playing tennis. etc

Put the pictures on the board, one next to the other. Ask the pupils to close their eyes. Remove a picture and then ask the pupils to open their eyes. Ask a pupil to tell you which picture is missing. Repeat the procedure as many times as you think is necessary.

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

Activity Book (Optional)

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

Troll Tales! (Episode 1)

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

BEGINNING THE LESSON

Ask the pupils to name the characters from the *Troll Tales!* episodes they remember from the previous course. (*Pog, Trog, Popsie.*)

PRESENTATION & PRACTICE

Episode 1: Listen and read.

(Activities to promote reading for pleasure.)

Write a big 26 on the board and ask the pupils to open their books at page twenty-six. Ask the pupils to look at the pictures and guess what the episode is going to be about (e.g. *Pog and Trog are collecting flowers for Mog.*)

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

Now take roles and read.

The pupils take roles and read the episode.

ENDING THE LESSON

Before going into class

Photocopy the episode and tippex out some key words (e.g. *flowers, friend, beautiful, party*). Photocopy the episode with the missing words, one per pupil.

Module 1

Hand out the photocopies. Then play the audio. The pupils listen to the episode and fill in the missing words.

Go Green! 1

- **Aims:** to raise the pupils' environmental awareness, to talk about animals in the ocean and sea pollution
- **Vocabulary:** shark, octopus, sea horse, starfish, coral, sea cow
- **Extra materials:** pictures of a shark, an octopus, a sea horse, a starfish, a piece of coral and a sea cow (*Beginning the Lesson*)

BEGINNING THE LESSON

Before going into class

Find pictures of sea animals (*shark, octopus, sea horse, starfish, coral, seacow*) or draw simple sketches of them.

Show the pupils the pictures of the animals you have brought to class. Ask them whether they have seen any of these animals before. Point to and name them. The pupils repeat after you. Ask them to tell you what they know about them (*e.g. what colour they are, what they look like, etc.*).

PRESENTATION & PRACTICE

1 What am I? Read and say.

Write a big 27 on the board and ask the pupils to open their books at page twenty-seven. Read the instructions and explain the task. Individual pupils read the texts (1-3) and the class as a whole tries to guess which animal is being described.

- 1 starfish 2 sea horse 3 sea cow

Extension

Read the following riddles. Ask the pupils to tell you which animal they are about.

- 1 I'm usually brown. I've got eight long arms. What am I? (octopus)
- 2 I'm usually white and blue. I've got very big teeth. I eat meat. What am I? (shark)
- 3 I'm very beautiful. I can be different colours: red, orange, white, green and more! I can't swim. I eat small animals. What am I? (coral)

2 Take it out of the ocean! Look and choose.

Refer the pupils to the picture. Ask them what they can see on the seabed. Explain, in L1 if necessary, that some people throw their rubbish in the sea. This pollutes the sea. Have individual pupils say what does not belong in the ocean. Elicit their answers, L1 if necessary.

Answer: TV, boot, vacuum cleaner, iron, bicycle, bucket

ENDING THE LESSON

Ask the pupils to draw another 'seabed', similar to the one presented on page 27. Ask them to include only animals and plants that belong in the ocean.

Our World

- **Aims:** to talk about superheroes
- **Vocabulary:** moustache, spaceship, planets, costume
- **Extra materials:** pictures of superheroes from magazines (*Beginning the Lesson*)

BEGINNING THE LESSON

Before going into class

Find pictures of superheroes (*e.g. Spider-Man, Batman, etc.*) from magazines, etc.

Tell the pupils that they will talk about different superheroes. Brainstorm and see how many superheroes they can come up with (*e.g. Superman, Spider-Man, Wonder Woman, Batman, etc.*). Elicit/Explain what a superhero is. Show the pupils the pictures you have brought and ask them to tell you what they know about them (*e.g. what they look like, what they can do, etc.*).

PRESENTATION & PRACTICE

1 Look, read and match in your notebook.

Write a big 28 on the board and ask the pupils to open their books at page twenty-eight. Ask the pupils to look at the pictures and say which superheroes they are familiar with. Explain the task and allow the pupils time to read the texts and complete the task in their notebooks. Check their answers.

- 1 c 2 a 3 b

Read the texts again and elicit/explain the meaning of any unknown words.

2 Read and choose. Write in your notebook.

The pupils read the sentences and write the correct word, based on the information in Ex. 1, in their notebooks. Check their answers. Then, individual pupils read out from the texts.

- | | |
|-------------|-------------|
| 1 France | 3 moustache |
| 2 spaceship | 4 costume |

3 Project Work: In groups, draw and write about your favourite cartoon superheroes in your notebook. Present it to the class. You can find information on the Internet.

In groups, the pupils each choose a superhero. They do a drawing and write a text describing him/her. They can use the texts in Ex. 1 as models. Once the pupils' work is checked, the groups present their superheroes to the class. Alternatively, assign the project for homework and have the pupils present it to the class in the next lesson.

(Suggested answer)

This is Batman. He's from the USA. He's got a black costume. He's got a black car. It's very fast!

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

ENDING THE LESSON

Tell the pupils to describe a cartoon character without revealing his/her name. Ask the rest of the class to guess the character.

e.g. *I'm from the USA. I'm yellow and I have a big head. I can fly and I can sing. Who am I? (Tweetie)*

It is advised you do 'Our School' on page 110 during this lesson or the next.

Checkpoint (Units 1 - 2)

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

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

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

Pupil 1: Peter.

Teacher: Where's he from?

Pupil 1: Poland. etc

Teacher: Has your best friend got long hair?

Pupil 2: Yes, she has. etc

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

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

2 Look, read and choose. Write in your notebook.

The pupils read the text in Ex. 1 and write the correct word, based on what they can see in the picture, in their notebooks.

- | | | |
|-----------|--------|--------|
| 1 lift | 3 fair | 5 over |
| 2 through | 4 long | |

2 Look and complete in your notebook. Then choose.

The pupils complete the questions in their notebooks and choose the correct response.

- Are they playing/Yes, they are.
- Is he making/Yes, he is.
- Is she washing/No, she isn't.
- Is she doing/Yes, she is.

3 Read and match in your notebook.

Explain the task. The pupils read and match in their notebooks to form exchanges.

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 d | 2 a | 3 b | 4 c | 5 e |
|-----|-----|-----|-----|-----|

Now I can ...

Once all the exercises have been corrected, ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories, songs they liked the best. Then refer the pupils to the *Now I can* box and read through it with them.

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

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

Module 2

Unit 3a

- **Aims:** to talk about buildings, to talk about location, to give directions
- **Vocabulary:** town, bank, butcher's, supermarket, baker's, hotel, greengrocer's, police station, post office
- **Language focus**
Structures: prepositions of place
Language in use: Where's Mum, Gran? In town. She's at the bank. Excuse me. Where's the clothes shop, please? It's opposite the hospital, next to the baker's. I'm waiting in Hill Street!
- **Extra materials:** completed *Progress Report Cards*, *In town* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 2.)

Play the song *A wonderful time* from Unit 2c, encouraging the pupils to sing along.

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



POSTER

Pupils' books closed. Put the *In town* poster on the board. Point to the places/buildings (*town, bank, butcher's, supermarket, baker's, hotel, greengrocer's, police station, post office*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the places/buildings in random order and ask individual pupils to say the words.

Extension

Ask a pupil to mime an action associated with one of the buildings. Ask the rest of the class to guess which building it is. Repeat with as many pupils as you think is necessary. Demonstrate this yourself first.

e.g. *Pupil 1: (mimes posting a letter)*

Pupil 2: Post office! etc

Pupils' books open. Write a big 30 on the board and ask the pupils to open their books at page thirty. Read the title of the unit and have the pupils repeat after you. Explain/Elicit the meaning of the phrase *In town*. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

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

Listen and read.

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

e.g. *Teacher: Who's with Mona and Emma in picture 1?*
Pupils: Mona's grandma. etc

Write on the board: *There's a new ... here!*

a hotel **b** clothes shop

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

Answer: b clothes shop

Read and choose the places. Write in your notebook.

Explain the task. The pupils look at the pictures and see which of the places (1-6) are mentioned in the dialogue. Allow the pupils time to read and complete the task in their notebooks. Check their answers.

Places: clothes shop, hospital, baker's

Extension

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

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

e.g. *Teacher: Where's Mum, Gran? In ...*

Class: town. etc

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

(Activities to present and practise prepositions of place.)

3 Look and write in your notebook.

Pupils' books closed. Put your pencil **next to** a book, show it to the class and ask: *Where is the pencil?* Answer: *It's **next to** the book.* Write the exchange on the board and underline the words in bold. The pupils repeat after you. Follow the same procedure and present the prepositions **opposite** and **between**, as well as **on the left** and **on the right**.

Drill your pupils:

e.g. *Teacher: (putting a pencil case between two books) Where is the pencil case?*

Pupil: The pencil case is between the books. etc

Pupils' books open. Ask the pupils to read the sentences and the prepositions in the grammar box, making sure that the pupils have understood how the prepositions of place are used. Read the instructions and explain the task. Refer the pupils to the town map and elicit the buildings. Read the example and allow the pupils time to complete the task in their notebooks. Check their answers.

- | | |
|-----------|------------|
| 2 next to | 4 opposite |
| 3 between | 5 opposite |

Now ask and answer.

Read the instructions and explain the task. Ask the pupils, in pairs, to ask and answer questions about the places mentioned in sentences 2-5.

e.g. *Pupil 1: Excuse me, where's the hotel?*
Pupil 2: It's next to the park. etc

Go around the classroom, monitoring the activity. Ask some pairs to report back to the class.

4 Where is Kitty the cat? Listen, look at the map again and write A, B or C in your notebook.

Read the instructions and explain the task. Play the audio, twice if necessary. The pupils listen and complete the task. Check their answers.

- | | |
|-----------------|-------------------|
| 1 C (park) | 3 B (supermarket) |
| 2 A (butcher's) | |

AUDIOSCRIPT

Where's Kitty the cat?

- Walk along East Street. Turn left into Park Road. What's on the right next to the hotel? Kitty the cat is there. She is in the ...*

- Walk along East Street. Turn left into North Street. What's on the left between the bank and the greengrocer's? Kitty the cat is there. She is at the ...*

- Walk along East Street. Turn left into North Street. Turn left into Peel Street. What's opposite the bank? Kitty the cat is there. She is at the ...*

5 Read and answer.

Read the instructions and explain the task. Elicit the items in the pictures. The pupils read and answer the questions orally in class. If you wish, the pupils can write the answers to the questions in their notebooks. Check their answers.

Answers: At the baker's.
At the greengrocer's.
At the pet shop.

6 Let's play!

Refer the pupils to the picture, read the example, and explain the game. Brainstorm buildings and what they can buy/do there. Ask the pupils to form pairs. Each pair decides on where they are (*at the baker's, at the supermarket, etc*) and their roles (*who is the shop assistant and who is the customer*). Allow time for the pupils to practise their dialogues. Then, the pairs take turns to act out their dialogues in front of the class. The rest of the class tries to guess where the dialogue takes place.

(Suggested answers)

Pupil 2: Can I have a cake, please?
Pupil 1: (mimes handing over a cake) Here you are.
Pupil 2: Thank you.
Pupil 3: You're at the baker's! etc

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask the pupils to draw a simple sketch of a town, give it a name and draw the buildings from the unit wherever they like in their town: *a bank, a butcher's, etc*. Then, the pupils, in pairs, talk about their drawings.

e.g. *Pupil 1: Where's the bank in your town?*
Pupil 2: It's opposite the post office. Where's the hotel in your town?
Pupil 1: It's next to the supermarket. etc

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the patterns in Exs 3 and 6.

Module 2

Activity Book (Optional)

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

Unit 3b

- **Aims:** to talk about clothes and prices
- **Vocabulary:** jumper, jeans, scarf, cap, coat, gloves, pyjamas, slippers
- **Language focus**
Structures: plurals
Language in use: Excuse me, where are the jumpers, please? Over there, next to the jeans. Thank you. How much is this jumper, please? It's £15.50.
- **Extra materials:** *In town* poster, flashcards (20-27), coin (*My Magic Files!*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

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



POSTER

Put the *In town* poster on the board. Name a building. Ask a pupil to come to the board, read and point to the corresponding picture on the poster. Ask the rest of the class for verification.

Ask the pupils, in pairs, to act out the exchange from Exs 1, 3 and 6.

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

PRESENTATION & PRACTICE



Listen, point and repeat.

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



FLASHCARDS (20-27)

Pupils' books closed. Put the flashcards on the board. Point to the flashcards (*jumper, jeans, scarf, cap, coat, gloves, pyjamas, slippers*), one at a time, and say the corresponding words. The pupils listen and repeat,

chorally and individually. Point to the flashcards in random order and ask individual pupils to say the words.

Extension

Write the words underneath each flashcard. Remove the flashcards from the board and shuffle them. Ask a pupil to come to the front of the classroom. Give him/her a flashcard. Ask him/her to put it above the corresponding word and name it. Ask the rest of the class for verification. Repeat with other pupils for the rest of the flashcards.

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

LISTENING & READING

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



Listen and read.

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

e.g. Teacher: (pointing to picture 1) Where are Emma and Mona?

Pupils: At the clothes shop. etc

Write on the board: *pyjamas, jumper, coat, jeans, cap, scarf.*

Explain to the pupils that they will listen to the dialogue and say which of the clothes they hear. Play the audio. The pupils listen, follow along and complete the task.

Answer: jumper, jeans, scarf



Read and match in your notebook.

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

1 b 2 c 3 a

Extension

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

Read out sentences spoken by a character in the dialogue. Ask individual pupils to tell the class who said each sentence.

e.g. Teacher: *How much is this jumper, please?*

Class: *Mona! etc*

(Activities to present and practise talking about prices and plurals.)

3 Complete in your notebook.



FLASHCARDS (20-27)

Pupils' books closed. Put the flashcards on the board and write price tags next to clothes (e.g. *scarf: £3.20, gloves: £6.80, pyjamas: £20.02, etc*). Explain that the pound is the currency of the UK and that one pound is a hundred pence (*explain the difference of one penny – two pence*). Point to the scarf, say then write: *How much is this scarf?* Underline the words in bold. The pupils repeat. Say, then write: *It's three pounds, twenty pence.* Underline the words in bold. The pupils repeat. Now point to the rest of the flashcards and elicit the prices.

Point to the *cap* flashcard, say and write: *one cap – two caps.* Underline the **-s**. The pupils repeat. Elicit the formation of the plural number (*i.e. by adding -s to the noun*). Now write: *one dress – two dresses, one scarf – two scarves.* Explain the formation of the plurals and the spelling difficulties. Focus the pupils' attention on the pronunciation of **-s**, **-es** and **-ves**.

Drill your pupils:

e.g. Teacher: *coat*

Pupil 1: *coats*

Teacher: *dress*

Pupil 2: *dresses etc*

Suggested cues: coat, dress, scarf, cap, etc.

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

- 2 How much are these slippers?
- 3 How much are these pyjamas?
- 4 How much are these scarves?
- 5 How much is this dress?
- 6 How much is this jumper?

4 Now talk with your friend.

Revise numbers 1-100. Write some numbers on the board. Ask pupils to identify them.

e.g. Teacher: (*writes 55 on the board*) *What number is this?*

Pupil: *fifty-five etc*

Read the instructions and explain the task. The pupils, in pairs, ask and answer as in the example. Go around the classroom, monitoring the activity. Ask some pairs to report back to the class.

A: How much are these slippers?

B: They're nineteen pounds.

A: How much are these pyjamas?

B: They're fifteen pounds, eighty-seven. etc

5 Read and say yes or no.

Read the instructions and explain the task. Refer the pupils to the prices of the items in Ex. 3. Allow time for the pupils to read the sentences. Ask individual pupils to answer. Ask the rest of the class for verification.

- 1 yes 2 no 3 no 4 yes

My Magic Files!

Before going into class

Bring a coin to class.

Show pupils the coin you have brought and demonstrate the procedure. Explain that you will give it to someone who will put it in his/her right or left hand without you looking. Then, he/she will hold up his/her hand for 30 seconds. Then, he/she will hold out both hands (*covering the coin*) and you will be able to tell him/her which hand the coin is in.

Ask for a volunteer and demonstrate the magic trick. (*The coin is in the hand which looks the palest!*)

ENDING THE LESSON

(*An activity to consolidate the vocabulary and the language taught in the unit.*)

Ask pupils to work in pairs. Write items of clothing on the board (e.g. *jumper, jeans, scarf, cap, hat, etc*). In pairs, the pupils classify the items (e.g. *things we wear on our heads, winter/summer clothes, etc.*). Then, the pairs compare their lists.

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

Activity Book (Optional)

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

Module 2

Unit 3c

- **Aims:** to talk about the Green Cross Code and location, to develop the pupils' listening and writing skills
- **Vocabulary:** walk across, bus stop, restaurant, cinema
- **Language focus**
Structures: imperatives
Language in use: Use the Green Cross Code. Stop, look and listen! Then stand and wait! Look left, look right! Do not cross the road until it's safe! Walk across, never run and look both ways!
- **Pronunciation:** /əʊ/, /ɒ/
- **Extra materials:** flashcards (20-27), *In town* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

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



FLASHCARDS (20-27)

Hand out the flashcards to different pupils, then say a word. Ask the pupil who has the corresponding flashcard to stand up and show the flashcard to the rest of the class. Encourage the pupil to say/repeat the word after you. Then ask them to pass the flashcards on to different pupils and repeat the procedure.

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

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

PRESENTATION & PRACTICE

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

Listen, point and repeat.



POSTER

Pupils' books closed. Put the *In town* poster on the board. Point to the pictures (*walk across, bus stop, restaurant, cinema*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the pictures in random order and ask individual pupils to say the words.

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

Listen and read.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them to tell you what they think *The Green Cross Code* is (*a guide that shows you how to cross the road safely*). Elicit what we should do when we cross a road. Play the song. The pupils listen and read.

Now sing and do!

Play the audio. The pupils listen and follow along. Play the audio again. The pupils listen and sing along. Demonstrate the following miming actions and encourage the pupils to imitate you.

Use the Green Cross Code

When you cross the road: (*mime crossing the road*)
Stop, look and listen! (*stop walking, look around and cup your hand around your ear*)

Find a safe place to cross,
Then stand and wait! (*stand still, hand out in a 'stop' gesture*)

Use your ears, use your eyes, (*point to your ears and your eyes*)

Look left, look right! (*turn your head left and right*)

Do not cross the road (*raise your index finger to show prohibition*)

Until it is safe!

Walk across, never run, (*mime walking*)

And look both ways! (*turn your head left and right*)

Streetwise! Look and say.

Pupils' books closed. Present the use of the imperative. Say, then write: *Wait!* The pupils repeat after you. Then say and write: *Don't run!* The pupils repeat after you. Explain that we form the negative imperative using **don't**.

Pupils' books open. Refer the pupils to the picture, and point to the boy doing different things (1-6) in the street. Read out the sentences and explain/ elicit the words *never* and *always*. Ask individual pupils to give the appropriate instruction for each action, as in the examples. Ask the rest of the class for verification.

1 Never play in the street!

- 2 Always stop before you cross the street!
- 3 Never listen to music in the street!
- 4 Always look both ways before you cross the street!
- 5 Never ride your skateboard in the street!
- 6 Always listen before you cross the street!

READING & WRITING

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

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

Read the instructions and explain the task. Refer the pupils to the map and ask them to identify the buildings. Then ask some questions (e.g. *Where's the cinema? Next to the school. Where's the sweet shop? Between the baker's and the restaurant.*). Allow the pupils time to read the text and complete the task in their notebooks. Then play the audio for the pupils to check their answers. Ask individual pupils to read out from the text.

Answers: supermarket, baker's, cinema

4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the drawing and read the text. Ask them what they can see in the picture (*houses/buildings, trees, a street, a street sign*).

Ask the pupils to write a text and do a drawing about their neighbourhood. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write the text and draw their picture. Alternatively, you can ask the pupils to write the text and draw their picture as part of their homework.

(Suggested answer)

This is my neighbourhood. My house is in High Street, next to the post office.

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

5 Listen and say. Then read.

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

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

Draw the pupils' attention to the /əv/ and /v/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

Extension

Draw the following table on the board. Say the words. Ask individual pupils to come to the board, write them in the correct column and repeat the words. Ask the rest of the class for verification.

road, cross, stop, coat, boat, goat, opposite, body

frog	toad

frog: cross, stop, opposite, body

toad: road, coat, boat, goat

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Simon Says: Explain the game. The pupils follow your commands only if they are preceded by the phrase *Simon says*.

e.g. **Teacher:** *Simon says, Listen!*

Pupils (*pupils mime listening*)

Teacher: *Run!*

Pupils: (*pupils remain still*) etc

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

Activity Book (Optional)

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

Unit 4a

- **Aims:** to talk about space and jobs, to say what pupils want to be when they grow up
- **Vocabulary:** spaceship, planet, moon, astronaut, alien, chef, cook, pilot, greengrocer, baker, mechanic
- **Language focus**
Structures: present simple (all forms)
Language in use: I fly into space. Do you cook in here? Do you know any aliens? Of course I do! When Mona grows up, she wants to be ...
- **Extra materials:** flashcards (28-36)

Module 2

BEGINNING THE LESSON

Greet the pupils as they arrive.

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

Play the song *The Green Cross Code* from Unit 3c, encouraging the pupils to sing along and do the actions.

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



FLASHCARDS (28-36)

Pupils' books closed. Put the flashcards on the board. Point to the flashcards (*spaceship/planet, moon, astronaut, alien, chef/cook, pilot, greengrocer, baker, mechanic*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 36 on the board and ask the pupils to open their books at page thirty-six. Read the title of the unit and have the pupils repeat after you. Explain/Elicit the meaning of the phrase *A space trip*. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

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

Listen and read.

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

e.g. Teacher: *What do the characters see in the mirror in picture 1?*

Pupils: *The moon. etc*

Write on the board: *Andy goes to a different planet every week.*

Explain to the pupils that they will listen to the dialogue and say whether the sentence is *True* or *False*. Play the audio. The pupils listen, follow along and complete the task.

Answer: True

Read and say yes or no.

Explain the task. Allow the pupils some time to read the dialogue. Ask individual pupils to answer. Ask the rest of the class for verification.

1 yes 2 yes 3 no 4 no

Extension

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

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

e.g. Teacher: *The moon looks so ...*

Class: *beautiful. etc*

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

(Activities to present and practise the present simple in all forms.)

Look and write in your notebook.



FLASHCARD (34)

Pupils' books closed. Refer the pupils to the *greengrocer* flashcard on the board. Say and then write: *I'm a greengrocer. I **sell** vegetables.* The pupils repeat, chorally and individually. Underline the word in bold. Revise the form and the use of the present simple. Explain that it is used to describe habitual actions (*something that happens regularly, such as working at a place*). Write the second and the third person singular on the board. Underline the **-s** in the third person. Explain that the third person singular is usually formed by adding **-s** to the verb. Point out that there are exceptions to the rule. Write these verbs on the board: **know, make, do, fly**, and show the pupils how the third person singular is formed (**knows, makes, does, flies**). Focus the pupils' attention on the pronunciation of the suffixes. Present the interrogative, negative and the short answers in the same way as the affirmative. Point out that we need **do** to form the first and second person singular and **does** to form the third person singular.

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

- 2 greengrocer, sells 4 mechanic, fixes
3 baker, makes

4 Correct your teacher.

Explain the task to the pupils and read out the example. Give false statements. The pupils have to correct you and give the right answer, as shown in the example.

Suggested prompts: A mechanic flies into space. A greengrocer cooks in a restaurant, etc

5 Look and say.

Read the instructions and explain the task. Go through the table and elicit any unknown words. The pupils look at the table and make sentences, orally in class.

(Suggested answers)

When Mona grows up, she wants to be a famous singer. She doesn't want to have a big car. She wants to go into space. She doesn't want to be a footballer. She wants to buy a big boat and she wants to go to Africa. etc

What about you?

Explain the task. Ask Individual pupils to use their own ideas or the ideas in Ex. 5 and say what they want/don't want to do when they grow up.

(Suggested answer)

When I grow up, I want to be a doctor. I want to have a big house. I don't want to buy a boat. etc

6 Draw in your notebook. Then talk with your friend.

Explain the task and read out the dialogue. Ask the pupils to draw a picture of something they like (e.g. a sport, food, etc). Then, in pairs, the pupils look at their partner's picture and act out dialogues similar to the example. Go around the classroom, monitoring the activity. Ask some pairs to report back to the class.

(Suggested answer)

- A:** Do you like computer games?
B: Of course I do! I play computer games every day.

My Magic Files!

This trick needs two people – the 'magician' (the teacher) and an assistant (a pupil). Put the jobs flashcards on the board. The 'magician' leaves the room and everyone in the room picks out a flashcard for the 'magician' to guess. Then, the 'magician' comes back into the room. The

assistant points to the flashcards and the magician says *no* until at last, he says *yes* to the flashcard that was selected by everyone in the class!

The 'magician' will know when it is the selected flashcard after the assistant has pointed to something blue (or any other colour agreed on beforehand) on one of the flashcards, or to the top left-hand corner of a flashcard, etc.

- e.g. (the class has selected the greengrocer)
Pupil: (pointing to the mechanic flashcard)
 Is it the mechanic?
Teacher: No, it isn't.
Pupil: (pointing to the greengrocer's blue
 trousers)
 Is it the greengrocer?
Teacher: Yes, it is.

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask the pupils to choose a profession and draw themselves in the uniform of the corresponding profession and write a few words about it.

- e.g. *When I grow up, I want to be a pilot.*
Jimmy

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the patterns in Ex. 6.

Activity Book (Optional)

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

Unit 4b

- **Aims:** to talk about daily routines, to tell the time
- **Vocabulary:** concert, go to the gym, go shopping, get dressed, visit, study
- **Language focus**
Structures: adverbs of frequency (always, usually, sometimes, never), prepositions of time
Language in use: How often do you play in concert? Twice a week. I always dance when I sing. I go to the gym every morning. It's half past eleven!
- **Extra materials:** flashcards (37-42)

Module 2

BEGINNING THE LESSON

Greet the pupils as they arrive.

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

Write scrambled words from Unit 4a on the board and invite individual pupils to unscramble them.

e.g. Teacher: (writes on the board) *pltoi*
Pupil 1: *pilot etc*

Ask the pupils, in pairs, to act out the exchanges from Exs 1 and 6.

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



FLASHCARDS (37-42)

Pupils' books closed. Put the flashcards on the board. Point to the flashcards (*concert, go to the gym, go shopping, get dressed, visit, study*), one at a time, and say the corresponding words/phrases. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual pupils to say the words/phrases.

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

LISTENING & READING

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

1 Listen and read.

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

e.g. Teacher: *Where are the characters?*
Pupils: *At a space concert. etc*

Write on the board: *I go to the gym e _ _ _ _ morning.*

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

Answer: every

2 Read and answer. Write in your notebook.

Read the instructions. Allow the pupils time to read the dialogue and answer the questions in their notebooks. Check their answers.

- 2 No, he doesn't. 4 Yes, he does.
3 Yes, he does.

Extension

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

Read out phrases from the dialogue. Ask individual pupils to tell the class who said them.

e.g. Teacher: *XL is a famous rock star.*
Class: *Andy! etc*

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

(Activities to present and practise adverbs of frequency and prepositions of time.)

3 All about Emma! Look and complete in your notebook.

Pupils' books closed. Say, then write on the board: *XL **always** dances when he sings.* Underline the word in bold. The pupils repeat after you. Present and explain the meaning of the adverbs of frequency. Explain that we use these adverbs to show how often (or not) we do things. Explain that we usually put the adverbs of frequency before the main verb and after the verbs 'to be', 'have got', etc.

Revise the prepositions of time. Say, then write: *I study **at 7 o'clock in** the evening. I never study **on** Sundays.* Underline the words in bold. The pupils repeat, chorally and individually. Elicit the use of the prepositions of time (**at + time/night, in + parts of the day, on + days of week**).

Drill your pupils:

e.g. Teacher: *Monday*
Pupil 1: *on Monday etc*

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

- 2 usually 3 sometimes 4 always 5 never

(Activities to present and practise telling the time.)

4 Listen and write the times in your notebook.

Pupils' books closed. Draw a big clock on the board. Draw hands so that the clock shows six o'clock. Ask: *What time is it?* Elicit: *It's six o'clock.* Repeat with *half past six*, *quarter to six* and *quarter past six*. Ask a pupil to come to the board. Say: *It's (half past eleven).* The pupil draws a clock that shows the corresponding time. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

Pupils' books open. Explain the task. Play the audio, twice if necessary. The pupils listen and complete the task in their notebooks. Check the pupils' answers.

- 1 quarter past ten 3 half past twelve
2 six o'clock

AUDIOSCRIPT

- A:** *XL, what time do you get up in the morning?*
B: *I usually get up at quarter past ten.*
A: *Quarter past ten? That's late! Then, what do you do?*
B: *I have breakfast, then, I swim in my pool.*
A: *And what do you do in the evening?*
B: *Well, I go to the gym, of course. I always go to the gym at six o'clock.*
A: *At six?*
B: *Yes, I go to the gym at six o'clock.*
A: *So what time do you go to bed, XL?*
B: *Oh, late. I always go to bed at half past twelve.*
A: *Half past twelve. That's quite late.*

Extension

The pupils work in pairs. One plays the role of XL and the other is a reporter. They act out the dialogue using the ideas from the listening and their own ideas.

5 Make true sentences about you and your friend.

Explain the task. Refer the pupils to the questions and to the example. Ask them, in pairs, to ask and answer the questions. Allow them time to do the task. Ask individual pupils to report back to the class.

e.g. I get up late everyday. My friend never gets up late.

6 Let's play!

Refer the pupils to the picture, read the example and explain the game. Write on the board: *What do I do (in the morning/afternoon/evening/at night)?* Brainstorm

ideas and write them on the board. Invite a pupil to come to the board. Ask the pupil to mime two actions he/she does in the morning (*e.g. getting up, washing his/her face*). The rest of the class tries to guess the actions. Whoever guesses correctly, comes to the front and the game continues.

Suggested prompts:

- In the morning:** get up, have a shower, go to school, etc
In the afternoon: come home, do homework, watch TV
In the evening: have dinner, watch TV, read a book, play computer games, visit my friend
At night: have a shower/bath, watch TV, go to bed

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Say a time, *e.g. seven o'clock in the morning*. Individual pupils say what they usually do at that time.

e.g. Teacher: seven o'clock in the morning

Pupil 1: I usually get up at seven o'clock in the morning. etc

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

Activity Book (Optional)

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

Unit 4c

- **Aims:** to talk about free-time activities and school subjects, to develop the pupils' listening and writing skills
- **Vocabulary:** Art, English, Geography, History, ICT, Maths, Music, PE, Science
- **Language focus**
Structures: like + *-ing*
Language in use: What's your favourite subject? Art. Why? Because I love painting pictures.
- **Pronunciation:** /s/, /ʃ/
- **Extra materials:** *School subjects* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

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

Module 2

Write on the board: *Wednesday, six o'clock, the morning, Saturday, the afternoon, half past eight, Monday, the evening, a quarter past ten, Thursday, night, a quarter to nine.* Then draw three columns:

at	on	in
----	----	----

Ask individual pupils to come to the board and put the words/phrases in the correct column. You can also ask them to make sentences.

at: six o'clock, half past eight, a quarter past ten, night, a quarter to nine

on: Wednesday, Saturday, Monday, Thursday

in: the morning, the afternoon, the evening

e.g. I always play football on Wednesday. etc

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

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

PRESENTATION & PRACTICE

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

Listen, point and repeat.



POSTER

Pupils' books closed. Put the *School subjects* poster on the board. Point to the subjects (*Art, English, Geography, History, ICT, Maths, Music, PE, Science*), one at a time, and say the corresponding words. The pupils repeat, chorally and individually. Explain that ICT stands for **I**nformation and **C**ommunication **T**echnology and PE stands for **P**hysical **E**ducation. Point to the words in random order. Individual pupils say the words. Ask the rest of the class for verification.

Pupils' books open. Write a big 40 on the board and ask the pupils to open their books at page forty. Read the title of the unit and have the pupils repeat after you. Elicit/Explain what the title means. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

Read and complete in your notebook. Then listen and check.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them to tell you what they think the song is about (XL). Allow the pupils time to read and

complete the task in their notebooks. Play the song. The pupils listen to the song and check their answers.

1 music 2 Moon 3 rain 4 train

Now sing along!

Play the audio again. The pupils listen and sing along. Alternatively, ask the pupils to perform the following actions:

I like playing music, (mime playing the guitar)

And watching kids' cartoons. (draw a square in the air)

I like eating sushi, (mime eating)

And fishing on the Moon! (mime fishing)

I'm a happy kind of person, (wave your hands in the air)

I always laugh and smile. (use both thumbs and index fingers to draw a smile on your face)

I'm a happy kind of person, (wave your hands in the air)

People like my style! (blow kisses and wave)

I like having picnics, (mime eating)

And skipping in the rain. (mime skipping)

I like planting flowers, (mime planting flowers)

And riding in a train! (mime train motion)

A happy pupil! Match in your notebook. Then talk with your friend.

Explain the task. The pupils look at the pictures. Ask the pupils to say what school subjects are shown in the pictures (*PE, ICT, Music, Maths, Art*). Read out the phrases and explain any unknown words. Allow the pupils some time to do the task in their notebooks. Check their answers.

1 d 2 e 3 c 4 b 5 a

Refer the pupils to the dialogue and read out the exchange. The pupils, in pairs, act out similar dialogues.

A: What's your favourite subject?

B: PE.

A: Why?

B: Because I like playing sport.

A: What's your favourite subject?

B: ICT.

A: Why?

B: Because I like using the computer.

A: What's your favourite subject?

B: Music.

A: Why?

B: Because I like playing the violin. etc

READING & WRITING

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

3 Read and answer. Then listen and read.

Read the instructions and explain the task. Ask the pupils to look at the pictures. Have a picture discussion as to what they can see. Allow the pupils some time to read the texts. Ask individual pupils to answer the questions. Play the audio. The pupils listen, follow the lines and check their answers.

1 Fred 2 Jack 3 Jack 4 Fred

Ask individual pupils to read out from the texts.

4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the picture and read the text. Ask them what they can see in the picture (*flowers in a vase*).

Ask the pupils to write a text about what they love doing in their free time, their favourite subject and what they want to be when they grow up. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write the text and draw a picture. Alternatively, you can ask the pupils to write the text and draw their picture as part of their homework.

(Suggested answer)

I love playing the piano. My favourite subject is Music. I want to be a famous pianist one day.

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

5 Listen and say. Then read.

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

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

Draw the pupils' attention to the /j/ and /s/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

Extension

Draw the following table on the board. Say the words. The pupils come to the board, write them in the

correct column and repeat the words. Ask the rest of the class for verification.

English, smile, skip, study, dish, shoe, shop, fish, sell, subject

wash	Saturday

wash: English, dish, shoe, shop, fish

Saturday: smile, skip, study, sell, subject

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask the pupils to tell you what they want to be when they grow up and what subjects they are good at.

e.g. Pupil: I want to be an artist. I'm very good at English and Art.

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

Activity Book (Optional)

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

Troll Tales! (Episode 2)

- **Aims:** to read for pleasure
- **Vocabulary:** seatbelt, start, go slow, light, be careful, either
- **Extra materials:** photocopies of the episode (*Ending the Lesson*)

BEGINNING THE LESSON

Ask the pupils if they remember what the previous episode was about (*Pog and Trog picking flowers for a girl, Mog, and they end up fighting.*). Ask them if they remember any phrases/sentences from that episode and ask them to say them out loud (*e.g. Nice flowers! Are they for me? Mog is my friend. Hello, boys! This is my friend, Hugo! We're going to a party!*).

Module 2

PRESENTATION & PRACTICE

Episode 2: Listen and read.

(Activities to promote reading for pleasure.)

Write a big 42 on the board and ask the pupils to open their books at page forty-two. Refer the pupils to the episode. Ask them to look at the pictures and guess what it is going to be about (e.g. *Pog and Trog driving a car and ending up in a lake.*).

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

Now take roles and read.

The pupils take roles and read the episode.

ENDING THE LESSON

Before going into class

Photocopy the episode and cut out the speech bubbles. Put the speech bubbles in random order on a separate piece of paper. Photocopy the episode without the speech bubbles and the speech bubble sheet, one per pair.

The pupils work in pairs. Hand out the episode and the speech bubbles to each pair. The pupils read and match the bubbles to the correct picture frames. As extra help, you can have them listen to the episode again before they do the activity. Go around the classroom, monitoring the activity.

Go Green! 2

- **Aims:** to raise the pupils' environmental awareness, to talk about recycling and saving energy
- **Vocabulary:** newspaper, bottle, recycling bin
- **Extra materials:** pictures of different recyclable materials and recycling bins from magazines, etc (Ex. 1)

BEGINNING THE LESSON

Present the new vocabulary (*newspaper, recycling bin*) by using pictures/photos. Put the pictures on the board, point to each one and say the word. The pupils repeat, chorally and individually.

PRESENTATION & PRACTICE

Read and say yes or no.

Write a big 43 on the board and ask the pupils to open their books at page forty-three. Read the title (*Mr Waste or Mr Green?*) and explain/elicit what it means. Show the pupils some of the photos you have brought and tell them that we can all do something to help the environment (e.g. *recycle paper/plastic/etc, use less water, give away toys, reuse things, etc*). Ask the pupils if they ever do these things. Then refer the pupils to the sentences and read them aloud. Explain/Elicit any unknown words. Ask individual pupils to answer. Read the sentences, one by one, and have a discussion, in L1 if necessary, in order to draw conclusions on what they should do in order to become environmentally-friendly.

As an alternative, ask the pupils to write *yes* or *no* for each sentence in their notebooks. Then discuss.

(Pupil's own answers)

Let's sing!

Refer the pupils to the pictures and ask them to tell you what they can see (*Mr Green collects rubbish and recycles it, while Mr Waste drops litter and pollutes the environment*). Ask individual pupils to read out the song lyrics. Play the song. The pupils listen to the song and sing along.

ENDING THE LESSON

The pupils draw a poster to accompany the song in pairs/groups. Brainstorm ideas (e.g. *recycling bins, rubbish, flowers, trees, etc*). Make sure to display their work in the classroom.

Our World

- **Aims:** to talk about money and different kinds of currency
- **Vocabulary:** euro, dollar, buck, pound, quid, coin, note
- **Extra materials:** coins and notes (real or photocopies), coloured paper (*Ending the Lesson*)

BEGINNING THE LESSON

Write the following words on the board: *notes, coins*. Show the pupils a handful of notes and a handful of coins and explain the difference in meaning.

PRESENTATION & PRACTICE

1 Match the money to the country in your notebook.

Write a big 44 on the board and ask the pupils to open their books at page forty-four. Read the instructions and explain the task. Refer the pupils to the pictures and explain to them that in different parts of the world people use different kinds of notes and coins. Point to the picture and the symbol of the **dollar**, say and write on the board $\$1 = 100 \text{ cents}$. Explain that the dollar is the currency of the USA and tell the pupils that another word for *dollar* is *buck*. Then point to the picture and the symbol of the **euro**, say and write on the board $\text{€}1 = 100 \text{ cents}$. Explain that the euro is the currency of some of the European Union countries, such as France, Spain, Germany, etc. Finally point to the picture and the symbol of the **pound**, say and write on the board $\text{£}1 = 100 \text{ pence}$. Explain that the pound is the currency of the UK and tell the pupils that another word for *pound* is *quid*. Allow the pupils time to match the money to the countries in their notebooks.

UK – Pounds and pence

USA – Dollars and cents

Germany – Euros and cents

Extension

You can ask the pupils to do research and find other countries that use dollars, euros and pounds (e.g. **dollars**: Australia, Canada; **euro**: Greece, Slovakia, Italy, Spain; **pounds**: Egypt, South Sudan).

2 Penny Wise! Try the money quiz. Read and choose. Write A or B in your notebook.

Read the instructions and explain the task. Refer the pupils to the quiz. Allow them time to read the sentences, choose the correct answer and write A or B in their notebooks. Check their answers.

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

3 Project Work: Imagine that you've got your own country. Design your own money.

Read the instructions and explain the task. Ask the pupils to draw their own money (*notes and/or coins*) and present it to the class. Allow them time to do the project. Alternatively, assign the project for homework and have the pupils present it to the class in the next lesson.

(Pupils' own drawings)

Note: Once the pupils have completed their projects, guide them on how to file them in their *Junior Language Portfolios*.

ENDING THE LESSON

Hand out the photocopies of different currency that you have brought to class. Tell the pupils they are going to make a money collage by cutting out the pictures of the different currency and sticking them onto coloured paper. Make sure you display their work in the classroom.

It is advised you do 'Our School' on page 111 during this lesson or the next.

Checkpoint (Units 3 - 4)

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

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

e.g. *Teacher: What do we call the man that makes bread?*

Pupil 1: A baker.

Teacher: Where do we buy fruit and vegetables?

Pupil 2: At the greengrocer's.

Teacher: What are you wearing?

Pupil 3: I'm wearing a jumper and jeans.

Teacher: What's your favourite school subject?

Pupil 4: Geography. etc

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

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

1 Look, read and choose. Write in your notebook.

The pupils look at the picture, choose and write the correct word in their notebooks.

- | | |
|----------|------------------|
| 1 cinema | 3 police station |
| 2 bank | 4 post office |

Module 2

2 Read and choose. Write in your notebook.

Read the instructions and explain the task. The pupils read the sentences, choose the correct item and write A or B in their notebooks.

- | | | | |
|-----|-----|-----|-----|
| 1 A | 3 B | 5 A | 7 A |
| 2 B | 4 B | 6 B | 8 B |

3 Answer about you. Write in your notebook.

Refer the pupils to the questions and explain the task. The pupils read and answer the questions about themselves in their notebooks.

(Suggested answers)

- 1 Yes, there is./No, there isn't.
- 2 Yes, I do./No, I don't.
- 3 At eight o'clock.
- 4 History.

Now I can ...

Once all the exercises have been corrected, ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories or characters they liked the best. Then refer the pupils to the *Now I can* box and read through it with them.

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

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

Unit 5a

- **Aims:** to talk about the Country Code, to give and follow rules
- **Vocabulary:** countryside, put out a fire, drop litter, make a noise, grass
- **Language focus**
Structures: must, must not (mustn't)
Language in use: We must put out the fire. We mustn't drop litter. We mustn't ride our skateboards.
- **Extra materials:** completed *Progress Report Cards*, flashcards (43-47), bank note (*My Magic Files!*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 4.)

Play the song *A happy person* from Unit 4c, encouraging the pupils to sing along.

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



FLASHCARDS (43-47)

Pupils' books closed. Put the flashcards on the board. Point to the flashcards (*countryside, put out a fire, drop litter, make a noise, grass*), one at a time, and say the corresponding words/phrases. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual pupils to say the words/phrases.

Write the words/phrases underneath each flashcard. Remove the flashcards and hand them out to various pupils. Ask the pupils to come to the board, put them above the correct word/phrase and say the word/phrase. Ask the rest of the class for verification.

Pupils' books open. Write a big 46 on the board and ask the pupils to open their books at page forty-six. Read the title of the unit and have the pupils repeat after you. Explain/Elicit the meaning of the phrase *The Country Code* (a set of instructions that we must follow in order to

respect, protect and enjoy the countryside), in L1 if necessary. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

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

Listen and read.

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

e.g. *Teacher:* (pointing to picture 1) *Where are the children?*

Pupils: *In the countryside. etc*

Write on the board: *We mustn't drop litter.*

Explain to the pupils that they will listen to the dialogue and say which picture the sentence is from. Play the audio. The pupils listen, follow along and complete the task.

Answer: picture 4

Read and say yes or no.

Explain the task. Allow the pupils time to read the dialogue again. Ask individual pupils to answer. Ask the rest of the class for verification.

1 yes 2 no 3 no

Extension

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

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

e.g. *Teacher:* *I love the ...*

Class: *countryside! etc*

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

(Activities to present and practise *must/mustn't*.)

In the park! Look, match and say. Then write in your notebook.

Pupils' books closed. Say and then write on the board: *You **must** put out the fire!* Underline the word in bold.

Module 3

The pupils repeat after you. Explain that we use **must** to say what we are obliged to do. Say, then write: *You **mustn't** drop litter!* Underline the words in bold. The pupils repeat after you. Explain that **mustn't** is the short form of **must not** and that we use it to say what we are not allowed to do.

Ask the pupils if they remember the *Green Cross Code* (Unit 3c) and write the following prompts on the board: *play, run, find a safe place to cross, stand and wait before we cross, listen to music when we cross, look both ways before we cross.* Invite the pupils to tell you what they *must/mustn't* do when they are in the street.

(Suggested answers)

Pupil 1: We *mustn't* play in the street.

Pupil 2: We *mustn't* run in the street.

Pupil 3: We *must* find a safe place to cross. etc

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Explain the task. Refer the pupils to the picture of the park and to the sentences (1-5). Point to the signs (a-e) shown in the picture and read them out loud. Explain/Elicit any unknown words. Ask the pupils to say which person in the picture each sign refers to.

1 d 2 a 3 b 4 c 5 e

Read the example and allow the pupils some time to complete the task in their notebooks. Check their answers.

2 *mustn't* 4 *must*
3 *must* 5 *mustn't*

4 Read and match in your notebook.

Read the instructions and explain the task. Tell the pupils to match the rules to the place (*at home or at school*). Allow them time to complete the task in their notebooks. Check their answers.

At home: Help with the chores. Make your bed. Don't eat in bed.

At school: Listen to your teacher. Don't be late. Don't eat in class. Don't drop litter in class.

5 Talk with your friend.

Read the example and explain the task. The pupils work in pairs. One reads the rules and the other has to name the place. Then the pupils change partners and roles, and repeat the activity. Ask some pairs to report back to the class.

e.g. A: *Listen to your teacher.*

B: *At school. etc*

Extension

Ask pupils to work in pairs or in groups. They write down more rules connected with the places. Ask a pair/group to tell you their rules and write them on the board. Ask the other pairs/groups to tell you any other rules they have come up with.

My Magic Files!

Before going into class

Have a bank note ready to use.

Hold a bank note up and issue a challenge: *I bet no one can pick up this (1 Leu) note! If anyone can pick it up, they can keep it!* Ask someone to step forward and accept your challenge. Give the following commands to a volunteer: *Stand up straight against the wall, make sure your heels are touching it.* Now place the (1 Leu note) on the ground in front of the volunteer and say: *Lean over and pick up the money. DO NOT bend your knees or move your feet!* Have as many classmates try as possible – no one will be able to do it!

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask a pupil to think of one of the rules in Exs 3 or 4 and mime it. The rest of the class tries to guess the rule. Whoever guesses correctly comes to the front and the game is repeated.

e.g. Pupil 1: (*mimes riding a skateboard*)

Pupil 2: *We mustn't drop litter.*

Pupil 1: *No!*

Pupil 3: *We mustn't ride our skateboards.*

Pupil 1: *Yes! etc*

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

Activity Book (Optional)

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

Unit 5b

- **Aims:** to talk about illnesses, to give advice
- **Vocabulary:** a rash, a headache, a cold, a toothache, a stomachache, dentist, aspirin, cough syrup, skin cream
- **Language focus**
Structures: object pronouns, should/shouldn't
Language in use: You should be careful! Look at me! I've got a rash! I've got a headache! And I've got a cold! You should all go to the doctor's. You shouldn't go outside!
- **Extra materials:** *At the doctor's poster*

BEGINNING THE LESSON

Greet the pupils as they arrive.

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

Ask the pupils to tell you as many of the Country Code rules as they remember.

In pairs, the pupils act out the exchange from Ex. 1.

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



POSTER

Pupils' books closed. Put the *At the doctor's* poster on the board. Point to the pictures (*a rash, a headache, a cold, a toothache, a stomachache, dentist, aspirin, cough syrup, skin cream*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the pictures in random order and ask individual pupils to say the words.

Mime an illness. Individual pupils name the illness.

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

LISTENING & READING

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

Listen and read.

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

e.g. *Teacher:* (pointing to picture 2) *What's wrong with Harry?*

Pupils: *He's got a rash. etc*

Write on the board: *a rash, a stomachache, a cold, a toothache, a headache.*

Explain to the pupils that they will listen to the dialogue and say which of the health problems are mentioned. Play the audio. The pupils listen, follow along and complete the task.

Answer: a rash, a headache, a cold

Read again and write a name in your notebook.

Explain the task. Allow the pupils time to read the dialogue again and find who said each sentence. Check their answers.

2 Lee

3 Mona

4 Emma

Extension

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

Read out sentences from the dialogue. Ask individual pupils to tell the class who said each sentence.

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

Class: *Miss Dee! etc*

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

(Activities to present and practise object pronouns, should/shouldn't.)

Look, read and write in your notebook.



POSTER

Pupils' books closed. Say, then write: *I am (Mrs Jones). Look at **me!*** The pupils repeat after you. Underline the words in bold. Say, then write: *That's **Sam.** Look at **him!*** *He's a pupil.* The pupils repeat after you. Underline the

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words in bold. Follow the same procedure to present the rest of the personal object pronouns. Explain that they are used after verbs.

Put the *At the doctor's* poster on the board. Point to the boy with the rash, say, then write: *He's got a rash. He **should** put some skin cream on it.* Underline **should**. The pupils repeat, chorally and individually. Point to the boy with the cold, say, then write: *He's got a cold. He **shouldn't** go outside.* Underline **shouldn't**. The pupils repeat, chorally and individually. Tell the pupils that *shouldn't* is the short form of *should not*. Explain the form and use of **should**. Explain that we use it to give advice.

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

2 him 3 them 4 her

4 Listen to the doctor and write yes or no in your notebook.

Read the instructions. Refer the pupils to the title, pictures and the prompts. Explain/Elicit any unknown words. Play the audio, twice if necessary. The pupils listen and complete the task in their notebooks. Check their answers.

1 yes 3 yes 5 yes
2 no 4 yes 6 no

AUDIOSCRIPT

Doctor: Hello, children. I'm here today to talk to you about how to keep healthy, safe and fit! Now then, let's talk about riding our bikes. What should we wear?

Child: A helmet.

Doctor: Yes, very good. We should always wear a helmet when we ride our bikes. Who watches TV every day?

Children: Me!

Doctor: I see. Well we shouldn't really watch too much TV. It's not good for us. Now, I want to ask you another question. What should we do before we eat?

Child: Wash our hands!

Doctor: Exactly. We should always wash our hands before we eat. Now let me see – who goes to bed early every night?

Children: I do!

Doctor: Very good. We should go to bed early every night. Who likes playing outside?

Child: Me!

Doctor: Excellent! We should play outside as much

as we can, and go for walks. But if it rains outside, be very careful. We shouldn't run when it's wet outside. It's very dangerous! Now let's talk about...

5 Now look and say.

Read the instructions and explain the task. Refer the pupils to the pictures in Ex. 4 and the example. Ask individual pupils to give advice based on Ex. 4.

We shouldn't watch too much TV.

We should wash our hands before we eat.

We should go to the bed early every night.

We should play outside as much as we can.

We shouldn't run when it's wet outside.

6 Let's play!

Brainstorm what we should do when we are ill and write the ideas on the board.

e.g. *We should go to the doctor's. We should take an aspirin/some cough syrup. etc*

Ask the pupils to tell you which illness they associate with the above sentences. Read the dialogue and explain the game. The pupils work in pairs. One mimes an illness and the other gives appropriate advice. Go around the classroom, monitoring the activity. Ask some pairs to report back to the class.

e.g. **A:** *What's the matter?*

B: *(holding his/her head) I've got a headache.*

A: *You should take an aspirin. etc*

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Play *snowman*. Divide the class into two teams. Explain the game. Tell them that you will think of a word and will draw a number of dashes on the board corresponding to the number of letters in the word. A pupil from each team will suggest a letter each time. If the letter appears in the word, you will write it in, if not you will add one circle to gradually make a snowman (each team has its own snowman).

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the pattern in Ex. 6.

Activity Book (Optional)

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

Unit 5c

- **Aims** to talk about ways of staying healthy, to develop the pupils' listening and writing skills
- **Vocabulary:** vegetables, fit, strong, exercise, rich, sweets
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** /k/, /tʃ/
- **Extra materials:** *At the doctor's* poster, flashcards (48-53)

BEGINNING THE LESSON

Greet the pupils as they arrive.

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

Put the *At the doctor's* poster on the board. Point to a picture, hiding the word with your hand. Ask a pupil to come to the board and write the word(s) near the corresponding picture. Reveal the word so that the pupil can check the spelling. Repeat the procedure with as many pupils as you think is necessary.

Ask the pupils, in pairs, to act out the exchanges from Exs 1 and 6.

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

PRESENTATION & PRACTICE

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

Listen, point and repeat.



FLASHCARDS (48-53)

Pupils' books closed. Put the flashcards on the board. Point to the flashcards (*vegetables, fit, strong, exercise, rich, sweets*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual pupils to say the words.

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

Listen and answer.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them to tell you what they think the song will be about (*rules about staying healthy*). Explain to the pupils that they will listen to the song and answer the question. Play the song. The pupils listen and follow along.

Answer: We must eat fruit and vegetables every day, get lots of sleep and exercise.

Now sing along!

Play the audio again. The pupils listen and sing along. Alternatively, encourage the pupils to join in with the following actions:

(Have the pupils march in a line, like soldiers, moving in time to the music.)

Staying healthy's really cool,

So listen to my golden rule:

Fruit and veggies every day

Keep the doctor far away!

Keep your body strong and fit, (bend down, touch toes)

You must, you must look after it! (stretch up, arms in the air)

(Have the pupils march in line, like soldiers, moving in time to the music.)

Staying healthy's really cool,

So listen to another rule:

Lots of sleep and exercise

Makes you healthy, rich and wise!

Shoo, cold, shoo! Read and complete in your notebook. Then say.

Read the instructions and explain the task. Explain to the pupils that *shoo* means the same as *go away*. Refer them to the text and ask them to complete the rules with the appropriate word in their notebooks. Tell them that the missing word appears as a mirror image underneath the gaps in order to help them.

- play **sports**
- wear warm **clothes**
- eat a good **breakfast**
- drink a lot of **water**
- eat fruit and **vegetables**

Refer the pupils to the example at the bottom of the poster. Read it out loud and ask individual pupils to make similar rules about the rest of the tips.

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We should play sports.
 We should wear warm clothes.
 We should eat a good breakfast.
 We should drink a lot of water.
 We should eat fruit and vegetables.

READING & WRITING

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

3 How healthy are you? Read and choose. Write in your notebook.

Read the instructions and explain the task. Refer the pupils to the quiz and explain/ elicit any unknown words. Allow the pupils time to do the quiz in their notebooks. Go through the sentences 1-6 once more, and read out the correct answers. Tell them that each correct answer is worth one point, and allow them time to do the calculations and find out their results.

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

4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the picture and read the text. Ask them to say what they can see in the picture (*a glass of orange juice and some nuts*).

Ask the pupils to write a text and draw a picture about what we should eat/drink in order to stay healthy. Tell them to use the text in Ex. 4 as a model.

Allow the pupils time to write the text and draw their picture in their notebooks. Alternatively, you can ask the pupils to write the text and draw their picture as part of their homework.

(Suggested answer)

We should drink a lot of water and eat vegetables every day.

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

5 Listen and say. Then read.

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

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

Draw the pupils' attention to the /k/ and /tʃ/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

Extension

Draw the following table on the board. Say the words. Ask individual pupils to come to the board, write them in the correct column and repeat the words. Ask the rest of the class for verification.

which, toothache, headache, chips, stomachache, rich, chocolate

mechanic	check

mechanic: toothache, headache, stomachache
check: which, chips, rich, chocolate

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask the pupils, in groups, to write down a list of things to eat/drink/do in order to stay healthy.

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

Activity Book (Optional)

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

Unit 6a

- **Aims:** to talk about food and quantities
- **Vocabulary:** lime, mango, lemon, coconut, olive oil, grapes, strawberry, melon, watermelon
- **Language focus**
Structures: How much/many, a lot of
Language in use: There are a lot of fruit and vegetables here! How many trees are there? A lot! How much food is there?
- **Extra materials:** *Meal time* poster, cup or glass, small sponge, tissue paper, strawberries
(My Magic Files!)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(An activity to revise the language of Unit 5c.)

Play the song *Stay healthy* from Unit 5c, encouraging the pupils to sing along.

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



POSTER

Pupils' books closed. Put the *Meal time* poster on the board. Point to the items (*lime, mango, lemon, coconut, olive oil, grapes, strawberry, melon, watermelon*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the items in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 52 on the board and ask the pupils to open their books at page fifty-two. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

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

Listen and read.

Read the instructions. Tell the pupils that Alvin has got some friends in Yumville. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: (pointing to picture 2) Where are the children?*

Pupils: In Yumville. etc

Write on the board: *There are a lot of trees in Yumville.*

Explain to the pupils that they will listen to the dialogue and find out if the sentence is *True* or *False*. Play the audio. The pupils listen, follow along and complete the task.

Answer: True

Read and choose. Write in your notebook.

Read the instructions. Allow the pupils time to read the dialogue and write the correct food items in their notebooks. Check their answers.

Answer: mangoes, lemons, coconuts

Extension

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

(Activities to present and practise *much, many* and *a lot of*.)

Read and write in your notebook. Then sing along!



POSTER

Pupils' books closed. Put up the *Meal time* poster. Point, count on your fingers and say: *One lime, two limes, three limes*. Explain that the word *lime* is **countable** (*we can count limes*). Point to the olive oil and explain that the word *olive oil* is **uncountable**. Write random food items on the board (e.g. *lemon, cheese, honey, melon, bread, etc*) and elicit which are countable and which uncountable.

Draw simple sketches of 5 strawberries. Ask and write: *Are there **many** strawberries?* Underline the word in bold. The pupils repeat after you. Answer: *Yes, there are **a lot of** strawberries.* Underline the words in bold. The pupils repeat after you. Erase four strawberries and ask the same question. Answer: *No, there aren't **many** strawberries.* The pupils repeat after you. Elicit the use of **a lot of** in affirmative sentences with countable nouns and the use of **many** in interrogative and negative sentences with countable nouns. Follow the same procedure for **much** and **a lot of**.

Draw simple sketches of 5 coconuts, say, then write: ***How many** coconuts are there?* Answer: ***A lot!*** Underline the words in bold. The pupils repeat after you. Elicit the use of **How many** with countable nouns. Erase four coconuts. Ask the question again. Answer: ***Not many!*** The pupils repeat after you. Draw simple sketches of 5 loaves of bread and follow the same procedure to present **How much...?/A lot!/Not much!** for uncountable nouns.

Drill your pupils:

e.g. *Teacher: honey*

Pupil 1: How much honey? etc

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Explain the task. Allow pupils time to complete the task in their notebooks. Play the song. The pupils listen and check their answers. Play the song again. The pupils listen and sing along.

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- | | | |
|-----------|------------|-------------|
| 2 bread | 4 coconuts | 6 olive oil |
| 3 mangoes | 5 peas | 7 cheese |

4 Talk with your friend.

Explain the task. Ask the pupils to identify the food items. Explain that kg stands for the word *kilogram* (*kilo*). Read out the example. In pairs, the pupils act out similar dialogues based on the pictures. Go around the classroom, monitoring the activity. Ask some pairs to report back to the class.

- | | |
|---|-----------------------------------|
| A: Can I have some strawberries? | A: Can I have some lemons? |
| B: How many? | B: How many? |
| A: One kilo, please. | A: Two kilos, please. etc |

5 Rolly's food! Look and choose. Write in your notebook.

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

- | | | |
|------------|------------|------------|
| 1 a lot of | 3 many | 5 a lot of |
| 2 much | 4 a lot of | 6 a lot of |

Memory game!

Explain the game. Divide the class into two teams. Allow time for both teams to look at the pictures in Ex. 5 before they close their books. The teams take turns talking about the food items. Each correct answer gets one point. The team with the most points wins.

e.g. *Team A Pupil 1: There isn't much orange juice!*
Teacher: Correct! One point for Team A! etc

My Magic Files!

Before going into class

You need a cup or glass that you can't see through, a small sponge, or some tissue paper and some strawberries. For a better effect, cut the sponge so that it fits tightly in the bottom of the glass or cup. Alternatively, use tissue paper. Then drop a few strawberries in the cup or glass and you're ready to go.

Hold up the cup or glass but don't let the pupils look inside. Pour a small amount of water (about an inch) into the cup or glass. The sponge/tissue paper will absorb the water and in the case of the tissue paper, it will stick to the sides of the cup. Blow into the cup, wave your hand over it and say 'Shazam!' Then tip the cup and let the strawberries roll out!

If you are using a disposable plastic cup for the trick, just throw it away dramatically! Watch the look of surprise on everyone's face! Be sure to practise this before performing for an audience!

Note: Instead of strawberries, you can use anything else you like, e.g. ice cubes, paper clips, nuts, etc.

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask the pupils to draw a fruit salad and write what's in it. Demonstrate this yourself first.

e.g. *My Fruit Salad*

There are a lot of strawberries, bananas, etc.

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

Activity Book (Optional)

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

Unit 6b

- **Aims:** to talk about food and containers
- **Vocabulary:** plate, jar, carton, loaf, lemonade, bottle, cola, can, flour, packet
- **Language focus**
Structures: some, any
Language in use: Are there any plates? There aren't any glasses either. Here you are! Here are some presents! Yummy! Some jars of jam and some cartons of juice.
- **Extra materials:** *Meal time* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

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



POSTER

Put up the *Meal time* poster and write the corresponding words with some letters missing. Pupils come to the board and complete the words.

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

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



POSTER

Pupils' books closed. Put the *Meal time* poster on the board. Point to the items (*plate, jar, carton, loaf, lemonade, bottle, cola, can, flour, packet*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the items in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 54 on the board and ask the pupils to open their books at page fifty-four. Read the title of the unit and have the pupils repeat after you. Explain/Elicit the meaning of the phrase *Meal time*, in L1 if necessary. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

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

Listen and read.

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

e.g. *Teacher: How many strawberries are there in picture 4?*
Pupils: Five! etc

Write on the board: *Some j _ _ _ of jam and some c _ _ _ _ _ of juice.*

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

Answer: Some **jars** of jam and some **cartons** of juice.

Read and choose. Write A or B in your notebook.

Read the instructions and the sentences. Allow the pupils

time to read the dialogue again and complete the task. Check their answers.

1 A 2 B 3 B

Extension

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

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

e.g. *Teacher: This is a fantastic ...*
Class: meal! etc

(Activities to present and practise some and any.)

What's on the table? Look and complete in your notebook.

Pupils' books closed. Say, then write on the board: *There is **some** bread.* Underline the word in bold. The pupils repeat after you. Explain that we use **some** in the affirmative for both countable and uncountable nouns. Say and write on the board: ***Are there any** eggs?* Answer: *No, there aren't **any** eggs.* Underline the words in bold. The pupils repeat after you. Explain that we use **any** in the negative and interrogative for both countable and uncountable nouns.

Write, then say: *There **is** a mango. There are 2, 3... mangoes. There **is some** flour. There **are** 2, 3... **packets** of flour.* Underline the words in bold. The pupils repeat after you. Elicit that we use **a/an** with countable nouns and **some** with uncountable nouns. Revise the use of certain nouns with uncountable items to express quantity and write these nouns on the board (**jar, carton, loaf, bottle, can, packet**).

Drill your pupils:

e.g. *Drill 1 Teacher: flour*
Pupil 1: some/a packet of flour etc

Drill 2 Teacher: bread
Pupil 1: a loaf of bread etc

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Explain the task. Allow the pupils time to complete the task in their notebooks. Check their answers.

3 are some 5 aren't any 7 are some
4 is some 6 is some 8 aren't any

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4 Listen and number in your notebook.

Read the instructions and explain the task. Ask individual pupils to describe what is in each bag. Play the audio, twice if necessary. The pupils listen and complete the task in their notebooks. Check pupils' answers.

a 2 b 3 c 1 d 4

AUDIOSCRIPT

One: *In my shopping bag, there's a can of cola, a carton of juice and some limes.*

Two: *In my shopping bag, there's a can of cola, a jar of jam and some mangoes.*

Three: *In my shopping bag, there's a bottle of cola, a loaf of bread and some strawberries.*

Four: *In my shopping bag, there's a can of lemonade, a carton of milk and some lemons.*

5 Talk with your friend.

Read the instructions and explain the task. Refer the pupils to their answers and the shopping bags in Ex. 4 and read out the example. The pupils, in pairs, ask and answer questions to find out which shopping bag their partner has chosen. Go around the classroom, monitoring the activity.

(Suggested answers)

Pupil 1: Is there any bread?

Pupil 2: No, there isn't.

Pupil 1: Are there any lemons?

Pupil 2: Yes, there are.

Pupil 1: Your shopping bag is 4. etc

6 Let's play!

Read the example and have a picture discussion about what the pupils can see on the shelves (*a bottle of milk, a carton of milk, a packet of peas, a can of peas, bottles of cola, etc*). Explain the game. Pupil 1 is the customer and Pupil 2 is the shop assistant. Together they act out exchanges similar to the one in the example. Go around the classroom, monitoring the activity. Ask some pairs to report back to the class.

(Suggested answers)

Pupil 1: Can I have some peas, please?

Pupil 2: A packet or a can?

Pupil 1: A packet, please. etc

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Tell the pupils to draw a fridge/cupboard with food/drink items in it and present it to the class.

e.g. Pupil 1: In my fridge there are five cans of cola, a carton of milk, some strawberries, etc

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the pattern in Exs 5 and 6.

Activity Book (Optional)

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

Unit 6c

- **Aims:** to talk about food and location, to develop the pupils' listening and writing skills
- **Vocabulary:** pizza, beans, salad, green pepper, pasta, salt and pepper, onion
- **Language focus**
Structures: prepositions of place
Language in use: Where is Mr Onion in your picture? He's in the cupboard. We've got some beans, but we haven't got any green peppers or carrots.
- **Pronunciation:** /ɒ/, /əʊ/
- **Extra materials:** *Meal time* poster, slips of paper with the vocabulary of the previous lesson (*Beginning the Lesson*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

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

Before going into class

Prepare slips of paper with the words the pupils have learnt in the previous lesson.



POSTER

Put the *Meal time* poster on the board. Hand out the slips of paper you have prepared, in random order. Each pupil reads his/her slip of paper, comes to the board and puts his/her slip of paper next to the correct item. Ask the rest of the class for verification. Demonstrate this yourself first.

Ask the pupils, in pairs, to act out the exchanges from Exs 1, 5 and 6.

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

PRESENTATION & PRACTICE

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

Listen, point and repeat.



POSTER

Pupils' books closed. Put the *Meal time* poster on the board. Point to the items (*pizza, beans, salad, green pepper, pasta, salt and pepper, onion*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the items in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 56 on the board and ask the pupils to open their books at page fifty-six. Read the title of the unit and have pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

What have the elves got up on the shelves? Listen and choose.

Read the instructions and explain the task. Refer the pupils to the picture and ask them to tell you what food items they can see on shelves A and B (A: *cakes, burgers, pizzas*, B: *peas, beans, honey*). Tell them that they are going to listen to the audio and find out which food items (A or B) the elves have got. Play the song. The pupils listen to the song and check their answers.

Answer: B

Now sing along!

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

Where are they? Match the items with the numbers in your notebook. Then play with your friend.

Pupils' books closed. Revise the prepositions of place (**on, in, under, behind, in front of**). Draw simple sketches of a table with an apple on it, point to the apple, ask and write on the board: **Where is the apple?** Elicit/Answer: **It's on the table.** Underline the words in bold. The pupils repeat after you. Draw two oranges under the table. Point

to them, ask and write on the board: **Where are the oranges?** Elicit/Answer: **They're under the table.** Underline the words in bold. The pupils repeat after you. Repeat the same procedure with different sketches to present **in, behind** and **in front of**.

Pupils' books open. Read the instructions and explain the activity. Explain the use of **Mr** when we refer to men. Refer the pupils to the pictures and ask a pair of pupils to read out the example. Ask the pupils to match the five food items presented above the picture (using the letters shown) to wherever they want (1-5) in their picture. Then, in pairs, they ask and answer questions in order to find out where their partner has placed the food items.

e.g. Pupil 1: *Where's Mr Pepper in your picture?*

Pupil 2: *He's on the table. (2) etc*

As an extension, the pairs can report back to the class.

e.g. *In my picture, Mr Pepper is under the table. (3)*

In John's picture, Mr Pepper is on the chair. (4)

READING & WRITING

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

Read and write the shopping list in your notebook. Then listen and read.

Read the instructions and explain the task. The pupils look at the note and the shopping list. Ask them to read the text and write the rest of the shopping list in their notebooks. Play the audio. The pupils listen and check their answers. Individual pupils read out from the text.

Shopping list: green peppers, **carrots, chicken, olive oil**

Portfolio: Draw and write in your notebook.

Ask the pupils to look at the note and read the text. Ask them to write a note to their mum about what they want her to buy. Tell them to use the texts in Exs 3 and 4 as models and draw their attention to the format of the note.

Allow the pupils time to write the note. Alternatively, you can ask the pupils to write the note as part of their homework.

(Suggested answer)

Mum,

We've got some beans, but we haven't got any peas or onions. Can you get some?

Thanks,

Jimmy

Module 3

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

5 Listen and say. Then read.

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

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

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

Extension

Draw the following table on the board. Say the words. Ask individual pupils to come to the board, write them in the correct column and repeat the words. Ask the rest of the class for verification.

mop, mango, shop, orange, kilo, strong, nose, olive, go, note

bottle	cola

bottle: mop, shop, orange, strong, olive
cola: mango, kilo, nose, go, note

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Brainstorm food/drink items. Explain the game. The pupils get into two teams, A and B. One pupil from Team A comes to the board and writes a food item, e.g. *butter*. A pupil from team B comes to the board and writes a food item using one of the letters in team A's word, e.g. *rice*. Each correct word gets one point. The team with the most points wins.

e.g. BUTTER
 I
 C
 E

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

Activity Book (Optional)

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

Troll Tales! (Episode 3)

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

BEGINNING THE LESSON

Ask the pupils to try and remember what the previous episode was about (*Pog and Trog driving their car into the lake*). Ask them if they remember any of the phrases from that episode and ask them to say them out loud (e.g. *Nice car, boys! Can I drive it? Put your seatbelt on, Trog! Now, turn left and stop at the red light! I like driving our new car! You never listen to me!*).

PRESENTATION & PRACTICE

Episode 3: Listen and read.

(Activities to promote reading for pleasure.)

Write the words *red spots* on the board and elicit/explain, in L1 if necessary, what they mean.

Write a big 58 on the board and ask the pupils to open their books at page fifty-eight. Refer the pupils to the episode. Ask the pupils to look at the pictures and guess what it is going to be about (e.g. *Popsie drawing red spots on Pog and Trog's faces*).

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

Now take roles and read.

The pupils take roles and read the episode.

ENDING THE LESSON

Before going into class

Photocopy the episode, cut out the frames and tippex out the numbers. Put the frames in random order on a separate piece of paper. Photocopy the frames, one set per group of pupils.

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

Go Green! 3

- **Aims:** to raise the pupils' environmental awareness, to talk about fruit and vegetables and the vitamins they contain
- **Vocabulary:** vitamin, heart, potassium, iron
- **Extra materials:** pictures of different red, green and yellow fruit and vegetables (from magazines, etc) (*Beginning the Lesson*)

BEGINNING THE LESSON

Put the pictures of the different fruit and vegetables on the board, point to each one, and then elicit/say the word. Explain to the pupils that fruit and vegetables are very good for the human body because they give essential elements to keep it healthy. Have a class discussion, in L1 if necessary, on what the pupils know about the vitamins different kinds of fruit/vegetables contain, e.g. *oranges and tomatoes contain vitamin C, carrots and mangoes contain vitamin A, coconuts contain vitamin E, etc.* During this stage, elicit/explain the words: *vitamin, heart, potassium, iron.*

PRESENTATION & PRACTICE

1 Read and write the colour in your notebook.

Write a big 59 on the board and ask the pupils to open their books at page fifty-nine. Read the title (*What colour is your food?*) and explain/elicit what it means. Tell the pupils that we can divide fruit and vegetables into categories based on their colour. Each category provides us with vitamins and other essential elements that are good for us. Then refer the pupils to the texts and the pictures. Allow them time to read the texts and write the correct colour in their notebooks. Check their answers. Individual pupils read out from the texts.

Answers: red, orange, green

2 Write your favourite fruit and vegetable for each colour in your notebook.

Read the instructions and explain the task. Brainstorm

different kinds of fruit and vegetables. Tell the pupils to write their favourite fruit and vegetable under each category, based on the food's colour, in their notebooks.

(Suggested answers)

strawberries	bananas	grapes	oranges
red peppers	corn	beans	carrots

ENDING THE LESSON

Ask the pupils, in pairs or groups, to make a poster for all three fruit and vegetable categories, based on their colour. Tell them to stick or draw pictures of the fruit/vegetables in each category. Make sure you display their work in the classroom.

Our World

- **Aims:** to talk about popular/favourite dishes
- **Vocabulary:** paella, seafood, pan, wooden spoon, delicious, couscous
- **Extra materials:** world map (*Ex. 1*)

BEGINNING THE LESSON

Ask the pupils what the most popular dishes in their country are and if they can name some of their ingredients.

PRESENTATION & PRACTICE

1 Read and complete in your notebook.

Before going into class

Put the world map on the wall for the pupils to use.

Write a big 60 on the board and ask the pupils to open their books at page sixty. Read the instructions and explain the task. Use the world map and ask a pupil to come and show you where the UK, Spain, and Morocco are. Ask the pupils if they have ever been to/have heard of any of these countries and ask them about the food there. Refer the pupils to the pictures and the texts and explain to them that they are going to read about some popular dishes in these countries. Allow them time to read the texts and complete the sentences in their notebooks. Explain/Elicit any unknown words. Check their answers. Individual pupils read out from the texts.

1 weekend 2 seafood 3 olive oil

Module 3

4 Portfolio: Write about your favourite food in your notebook. Present it to the class.

Read the instructions and explain the task. Ask the pupils to write about their favourite food and present it to the class. Tell them to use the texts in Ex. 1 as models. Allow them time to do the project.

Alternatively, assign the project for homework and have the pupils present it to the class in the next lesson.

(Suggested answer)

My favourite food is lasagne. It's pasta with cheese, tomato sauce and meat. It's delicious!

Note: Once the pupils have completed their projects, guide them on how to file them in their *Junior Language Portfolios*.

ENDING THE LESSON

Ask the pupils, in pairs or groups, to make a poster with famous foods/dishes in their country and present it to the class. Tell them they can decorate their posters with stickers, pictures or drawings. Make sure you display their work in the classroom.

It is advised you do 'Our School' on page 112 during this lesson or the next.

Checkpoint (Units 5 - 6)

- **Aims:** to consolidate Module 3, to obtain feedback on individual pupils, to monitor the pupils' progress

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

e.g. *Teacher: Tell me something we must do at home.*

Pupil 1: We must help with the chores.

Teacher: I've got a toothache. What should I do?

Pupil 2: You should go to the dentist.

Teacher: How many trees are there in Yumville?

Pupil 3: A lot!

Teacher: Are there any cans of cola in your fridge?

Pupil 4: Yes, there are. etc

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

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

1 Look and write in your notebook.

The pupils look at the pictures, unscramble the letters and write the word in their notebooks.

- | | | |
|---------|-----------|-------------|
| 1 lime | 3 coconut | 5 olive oil |
| 2 mango | 4 grapes | 6 beans |

2 Read and write *must* or *mustn't* in your notebook.

Read the instructions and explain the task. The pupils read the rules 1-5 and write *must* or *mustn't* in their notebooks.

- | | | |
|-----------|-----------|--------|
| 1 mustn't | 3 mustn't | 5 must |
| 2 must | 4 must | |

3 Read and choose. Write *A* or *B* in your notebook.

Refer the pupils to the pairs of sentences (1-4) and explain the task. The pupils read and choose the correct sentence (A or B) from each pair.

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

4 Give advice.

Refer the pupils to the example and explain the task. The pupils read the sentences and write the appropriate advice for each in their notebooks.

(Suggested answers)

- 1 You should go to the doctor.
- 2 You should take an aspirin.

Now I can ...

Once all the exercises have been corrected, ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories or characters they liked the best. Then, refer the pupils to the *Now I can* box and read through it with them.

Note: The pupils can now do *Modular Revision and Assessment 3* in their *Activity Books*.

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

Unit 7a

- **Aims:** to talk about animals, to compare animals and people
- **Vocabulary:** vote, cheetah, tortoise, parrot, lizard, tiger, panda, weak
- **Language focus**
Structures: comparative forms
Language in use: I'm taller than anyone else. I'm bigger than anyone else. But I'm faster than you!
- **Extra materials:** completed *Progress Report Cards*, *Animals & Habitats* poster, flashcards (54-55), piece of paper with the sentence *A grey elephant on a desk* written on it and sealed in an envelope (*My Magic Files!*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 6.)

Play the song *What's on the shelves?* from Unit 6c, encouraging the pupils to sing along.

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



POSTER/FLASHCARDS (54-55)

Pupils' books closed. Put the *Animals & Habitats* poster on the board. Point to the animals (*cheetah, tortoise, parrot, lizard, tiger, panda*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the animals in random order and ask individual pupils to say the words.

Put the flashcards on the board. Point to the flashcards (*vote, weak*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 62 on the board and ask the pupils to open their books at page sixty-two. Read the title of the unit and have the pupils repeat after you. Explain/Elicit the meaning of the phrase

Animal elections, in L1 if necessary. Play the audio. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.

LISTENING & READING

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

Listen and read.

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

e.g. *Teacher:* (pointing to picture 1) *How many animals can you see?*

Pupils: Ten.

Teacher: *What's this?* (pointing to picture 1)

Pupils: A giraffe. etc

Write on the board: *It's time to* _ _ _ _ .

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

Answer: vote

Read and match in your notebook.

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

1 b 2 c 3 a

Extension

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

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

e.g. *Teacher:* *It's time to choose a new ...*

Class: *president. etc*

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

(Activities to present and practise comparative forms.)

Look, read and choose. Write the words in your notebook.

Pupils' books closed. (🌸 optional activity) Say, then write: *Cheetahs are **faster than** tigers.* Underline the words in bold. The pupils listen and repeat. Explain that

Module 4

when we compare two animals, people or things, we add **-er** to the adjective. Write the following on the board and elicit the spelling rules: *tall – taller, weak – weaker, big – bigger, happy – happier*. Then say and write: *Julie is **good** at Maths, but Ian is **better** than her*. Explain that the comparative form of **good** is **better** and the comparative form of **bad** is **worse**.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Explain the task. Elicit the animals. Allow the pupils time to complete the task. Check their answers.

- | | | |
|------------|-----------|----------|
| 1 elephant | 3 giraffe | 5 monkey |
| 2 tortoise | 4 lizard | |

4 Listen and write yes or no in your notebook.

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

- 1 no 2 no 3 yes 4 yes

AUDIOSCRIPT

- 1 The green panda is taller than the pink panda.
- 2 The yellow parrot is smaller than the orange parrot.
- 3 The purple tortoise is older than the green tortoise.
- 4 The blue lizard has got a longer tail than the red lizard.

5 Work with your friend.

Explain the task. Go through the questions and elicit their meaning. The pupils, in pairs, ask and answer questions in order to fill in the questionnaire. Allow the pupils some time to complete the task. Then, the pupils report back to the class.

(Suggested answers)

- 1 I've got bigger feet than my friend.
- 2 My friend is taller than me.
- 3 I'm better at Maths than my friend.
- 4 My friend has got shorter hair than me.
- 5 My friend has got longer arms than me.

My Magic Files!

Before going into class

Write on a piece of paper (with an illustration if you wish) *A grey elephant on a desk*, place the paper in an envelope and seal it.

Before you begin the trick, spend some time and practise addition, subtraction, etc. Write a number on the board, e.g. 5. Say: *Double the number*. Write: 10. Explain what *double* means. Repeat with one more number. Follow the same procedure with the rest of the calculations.

Tell the class that you are going to do an amazing mind-reading trick! Ask each pupil in the classroom to think of a number between 1 and 10, then tell them to do the following (*using a pencil and paper, and without showing their results to anyone else*):

- Double the number. Add 8 to the result.
- Divide the result by 2. Subtract the original number.
- Convert this number into a letter of the alphabet (1 = A, 2 = B, 3 = C, 4 = D, etc.).
- Think of something in the class which starts with this letter.
- Think of an animal whose name starts with the item's *second* letter.
- Think of the colour of that animal.

Then tell the class you can read minds and that you know what everyone has written. Say the magic word *Shazam!* and open the envelope dramatically. Show them what is written on the paper. If all goes well, they should all (or most) have written *desk, elephant, grey!*

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Brainstorm names of animals and write them on the board. Divide the class into two teams, A and B. The teams take turns saying a sentence about any animal they like. The other team has to find another animal that can be compared to the animal chosen by the previous team. Each correct comparison wins one point. The team with the most points wins.

e.g. *Team A Pupil 1: Hippos are fat!*

Team B Pupil 1: Elephants are fatter than hippos!

Teacher: One point for Team B. etc

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

Activity Book (Optional)

Assign some of the activities from Unit 7a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 7b

- **Aims:** to compare animals and people
- **Vocabulary:** bear, snail, kangaroo, river, mountain, lake
- **Language focus**
Structures: superlatives
Language in use: The animal with the most votes is Mr Ant! But he's the smallest! I promise to do my best for all of you!
- **Extra materials:** *Animals & Habitats* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 7a.)

Write a list of animals **(A)** (*tortoise, giraffe, etc*) and a list of adjectives **(B)** (*big, fast, etc*) on the board. Invite individual pupils to come to the board and compare two animals of their choice from list A, using one of the adjectives from list B. Repeat the procedure as many times as you think is necessary.

e.g. *Pupil 1: A giraffe is faster than a tortoise. etc*

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

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



POSTER

Pupils' books closed. Put the *Animals & Habitats* poster on the board. Point to the pictures (*bear, snail, kangaroo, river, mountain, lake*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the pictures in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 64 on the board and ask the pupils to open their books at page sixty-four. Read the title of the unit and have the pupils repeat after you. Explain/Elicit the meaning of the phrase *The new president*, in L1 if necessary. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

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

Listen and read.

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

e.g. *Teacher: (pointing to picture 1) Which animal can you see on the Willow branch?*

Pupils: An ant.

Teacher: Who do you think is the new president?

Pupils: The ant. etc

Write on the board:

- 1 Mr Ant? But he's the! a hardest
 2 Yes, but he's the worker! b smallest

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

- 1 b 2 a

Read and complete in your notebook.

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

- 2 smallest 3 hardest 4 best

Extension

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

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

e.g. *Teacher: I promise to do my best for all of you!*

Class: Mr Ant! etc

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

Module 4

(Activities to present and practise superlatives.)

3 Read and write A, B or C in your notebook.

Pupils' books closed. (optional activity) Say, then write on the board: *The snail is the **smallest** of all.* Underline the **-est**. The pupils repeat, chorally and individually. Explain the form and the use of the superlative. Explain that we form superlatives by adding **-est** to the adjective and that we use the superlative to compare one person/animal/ thing with two or more people/animals/things. Revise the spelling rules. Write these adjectives on the board: **big, happy**. Show how the superlative is formed in these cases. Write the following sentences on the board: *Jimmy is the **best** student in the class. This is the **worst** painting of all.* Elicit that **best** is the superlative form of **good** and that **worst** is the superlative form of **bad**. Finally, explain to the pupils that we use **in** to show place/location (*in the world, in class, etc*), whereas we use **of** to say what is being compared.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Read the instructions and explain the task. Refer the pupils to the pictures and the sentences. Allow the pupils time to write the correct letter (A, B or C). Check their answers.

1 C 2 A 3 A 4 B

4 Look and complete in your notebook.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them if they know the cartoon characters presented. Ask them which one they like the most. Allow the pupils time to complete the sentences in their notebooks. Check their answers.

1 Scrat 4 Tasmanian Devil
2 Dumbo 5 Mumble
3 Tweety

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Divide the pupils into two teams, A and B. Choose a pupil from each team and give them an adjective. The pupil answers by giving the superlative form of that adjective. Each correct answer gets a point.

e.g. Teacher: bad
Team A Pupil 1: the worst etc

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

Activity Book (Optional)

Assign some of the activities from Unit 7b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 7c

- **Aims:** to talk about animals, animal habitats and famous places, to develop the pupils' listening and writing skills
- **Vocabulary:** grassland, python, rainforest, camel, desert, whale, ocean, gorilla, jungle
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** stressed and silent /h/
- **Extra materials:** *Animals & Habitats* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 7b.)



POSTER

Put the *Animals & Habitats* poster on the board. Write the first and the last letter of each vocabulary item from the previous two units on the board. Ask pupils to come to the board, complete the words and check the spelling against the poster. Demonstrate this yourself first.

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

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

PRESENTATION & PRACTICE

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

Listen, point and repeat.



POSTER

Pupils' books closed. Put the *Animals & Habitats* poster

on the board. Point to the animals/habitats (*grassland, python, rainforest, camel, desert, whale, ocean, gorilla, jungle*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the animals/habitats in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 66 on the board and ask the pupils to open their books at page sixty-six. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

Listen and write where they live in your notebook.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them to tell you what they think the song is about (*animal homes*). Play the song. The pupils listen and complete the task in their notebooks. Check their answers.

- | | |
|--------------|----------|
| 1 grassland | 3 desert |
| 2 rainforest | 4 ocean |

Now sing along!

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

Let's play!

Refer the pupils to the picture. Read the example. Brainstorm ideas and write them on the board. Ask a pupil to come to the front of the classroom and describe an animal of his/her choice. The rest of the class guesses what it is. Whoever guesses correctly comes to the front of the classroom and describes the animal of his/her choice.

e.g. Pupil 1: *I'm brown. I live in the desert.*
 Pupil 2: *You're a camel!*
 Pupil 1: *Yes. etc*

(Suggested answers)

- I'm blue and grey. I'm the biggest animal in the world. I live in the ocean. (whale)
- I'm green. I've got a very long tail. I live in the rainforest. (python)
- I'm black. I've got a lot of hair on my body. I live in the jungle. (gorilla)
- I'm grey. I'm the biggest animal on land. I live in the jungle. (elephant)

READING & WRITING

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

Read and complete in your notebook. Then listen and read. (optional activity)

Read the instructions and explain the task. Refer the pupils to the pictures and draw their attention to the adjectives in the middle. Allow the pupils time to read the texts and complete the task in their notebooks. Play the audio. The pupils listen, follow along, and check their answers. Individual pupils read out from the texts.

- 2 fastest 3 smallest 4 biggest

Portfolio: Draw and write in your notebook.

Ask the pupils to look at the picture and read the text. Ask them what they can see in the picture (*a river, trees, a house*).

Ask the pupils to write a text about a city in their country. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write the text and draw their picture in their notebooks. Alternatively, you can ask the pupils to write the text and draw their picture as part of their homework.

(Suggested answer)

Paris is the biggest city in my country. The Loire River is the longest river.

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

Listen and say. Then read.

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

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

Draw the pupils' attention to the stressed and silent /h/ sound. Ask individual pupils to read out the sentence. Correct their pronunciation if necessary.

Extension

Draw the following table on the board. Say the words. The pupils come to the board, write them in the correct column and repeat the words. Ask the rest of the class for verification.

Module 4

whale, help, hair, what, why, horse, helmet, where, happy, when

hurry	cheetah

hurry: help, hair, house, helmet, happy
cheetah: whale, what, why, where, when

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask the pupils to write one more verse for the song about another animal. Have the pupils include drawings of their animals. Make sure you display their work in the classroom.

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

Activity Book (Optional)

Assign some of the activities from Unit 7c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 8a

- **Aims:** to talk about feelings
- **Vocabulary:** late, worried, scared, tired, bored, angry, hungry, thirsty
- **Language focus**
Structures: past simple of the verb 'to be' (affirmative)
Language in use: I was with my dad. We were worried. There was a little green man out there!
- **Extra materials:** *The way I was* poster, coffee filter, black marker pen, saucer (*My Magic Files!*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 7c.)

Ask the pupils to talk about an animal they learnt about in the previous unit. (e.g. *Whales live in the ocean. They're the biggest animals in the world.*)

Play the song *Animal homes* from Unit 7c, encouraging the pupils to sing along.

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



POSTER

Pupils' books closed. Put the *The way I was* poster on the board. Point to the pictures (*late, worried, scared, tired, bored, angry, hungry, thirsty*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the pictures in random order and ask individual pupils to say the words.

Mime an adjective. The pupils say which adjective it is.

Pupils' books open. Write a big 68 on the board and ask the pupils to open their books at page sixty-eight. Read the title of the unit and have the pupils repeat after you. Explain/Elicit the meaning of the phrase *A little green man*, in L1 if necessary. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

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

Listen and read.

Read the instructions. Read the title again and ask the pupils who they think the little green man is. Do not say if they are right or wrong. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher:* (pointing to picture 1) *Where are the children?*

Pupils: *In Mona's house.*

Teacher: (pointing to picture 4) *Does Mona's grandma look happy?*

Pupils: *No, she doesn't. etc*

Write on the board: *Don't worry. Gran's making*

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

Answer: popcorn

2 Read and choose. Write A or B in your notebook.

Read the instructions and the sentences. Refer the pupils to the dialogue and allow them time to choose the correct name and write A or B in their notebooks. Check their answers.

1 B 2 A 3 A

Extension

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

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

e.g. Teacher: *Ooh! My favourite ...!*
Class: *game etc*

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

(Activities to present and practise feelings and the past simple of the verb 'to be' in the affirmative.)

3 Read and choose. Then act out.

Pupils' books closed. (optional activity) Say, then write: *I **was** hungry **yesterday**.* Underline the words in bold. The pupils repeat after you. Then write: *You **were** tired **last night**.* Underline the words in bold. The pupils repeat after you. Follow the same procedure and present the other persons in the affirmative. Explain to the pupils that we use the past simple to talk about actions that happened in the past, and that is why we use expressions such as *yesterday* and *last night*. Say, then write the following sentences:

*There is a boy in the garden **today**.*

*There was a boy in the garden **yesterday**.*

*There are two cars in the street **today**.*

*There were three cars in the street **last night**.*

Underline the words in bold and have the pupils repeat after you. Explain to the pupils that we use *there is* and *there are* to talk about the present and *there was* and *there were* to talk about the past.

Drill your pupils:

e.g. Teacher: *I was bored yesterday.*

You ...

Pupil 1: *You were bored yesterday.*

Teacher: *Sally ...*

Pupil 2: *Sally was bored yesterday. etc*

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Read the instructions and explain the task. Refer the pupils to the pictures and the sentences. Allow the pupils time to choose the correct word. Check their answers.

1 happy 3 angry
2 bored 4 scared

Read sentences 1-4 one at a time, and ask individual pupils to act out the sentences.

4 Listen and choose.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them questions.

e.g. Teacher: *What can you see in Picture A?*

Pupil 1: *I can see a bank, two cars, one lorry, and a boy on a blue bike.*

Teacher: *What can you see in Picture B?*

Pupil 2: *I can see a bank, two cars and a boy on a green bike. etc*

Play the audio, twice if necessary. The pupils listen and complete the task in their notebooks. Check their answers.

Answer: picture A

AUDIOSCRIPT

I was opposite the bank at 10 o'clock. There were two cars outside. There was a man in the black car. There was a boy on a blue bike. There was a big red lorry, too.

5 Look, read and complete in your notebook.

Allow the pupils some time to complete the task in their notebooks. Check their answers and write them on the board.

1 room 3 dog 5 cartoon
2 bed 4 desk

My Magic Files!

Before going into class

Bring a coffee filter, a black marker pen and a saucer to class.

Use the black marker pen to draw a spot in the centre of the coffee filter. Ask the class to tell you what colour it is. Then tell the pupils that you can magically transform the black into other colours! Put the filter on the saucer,

Module 4

and put a few drops of water on the spot. Say the magic word *Shazam!* In a few minutes, rings of colour will seep from the centre of the circle to the edges. Say: *It was black, but now how many colours can you see? Magic!*

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Mime how you felt yesterday, e.g. *worried*. Ask the pupils to guess the feeling. Repeat with a pupil. The class tries to guess the word. Repeat the activity for as long as you think is necessary.

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

Activity Book (Optional)

Assign some of the activities from Unit 8a of the *Activity Book* as written H/W. If this is the case, make sure you do them orally in class first.

Unit 8b

- **Aims:** to talk about buildings/places, to say where they were yesterday
- **Vocabulary:** funfair, hospital, station, museum, café, theatre, library
- **Language focus**
Structures: past simple of the verb 'to be' (interrogative, negative and short answers)
Language in use: Were you in my garden last night? No, I wasn't! If it wasn't you, who was it then? Where were you last night?
- **Extra materials:** flashcards (56-62), blank sheets of paper (Ex. 5)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 8a.)

Think of a feeling, e.g. *worried*, and write on the board: w _ _ _ _ _ . Mime the word and ask the pupils to guess it. The pupil who guesses the word first has to come to the board and fill in the rest of the letters. Then, it is his/her turn to think of a feeling and repeat the same procedure. Repeat as many times as you think is necessary.

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

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



FLASHCARDS (56-62)

Pupils' books closed. Put the flashcards on the board. Point to the flashcards (*funfair, hospital, station, museum, café, theatre, library*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual pupils to say the words.

Mime an action connected with one of the buildings/ places, e.g. *reading a book*. Ask the pupils to say where you were yesterday, e.g. *You were at the library*.

Pupils' books open. Write a big 70 on the board and ask the pupils to open their books at page seventy. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

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

Listen and read.

Read the instructions. Ask the pupils to tell you, in L1 if necessary, what happened in the previous lesson. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: Who do you think the little green man next to Alvin in picture 4 is?*

Pupils: Alvin's dad. etc

Write on the board: *If it wasn't you, who was it then?*

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

Answer: picture 3

2 Read and complete in your notebook.

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

- | | |
|-----------|------------|
| 1 garden | 3 dad |
| 2 funfair | 4 hospital |

Extension

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

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

e.g. Teacher: Look, it's my dad!
Class: Alvin! etc

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

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

3 Ask and answer.

Pupils' books closed. (optional activity) Say and write on the board: *I **was not** (wasn't) at the museum yesterday.* Underline the words in bold. The pupils repeat after you. Then write: *You **were not** (weren't) at the café last night.* Underline the words in bold. The pupils repeat after you. Explain how the negative form (full/short) is formed. Say, then write: ***Was** I at the theatre yesterday?* Underline the words in bold. The pupils repeat after you. Write under the sentence: ***Yes, I was.*** Underline the words in bold. Explain how the interrogative form and positive short answer is formed. Then write: ***Were** Tina and Linda at the station last night?* Underline the word in bold. The pupils repeat after you. Write under the sentence: ***No, they weren't.*** Explain how the negative short answer is formed.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Read the instructions and explain the task. Refer the pupils to the pictures and to the example, and ask a pair to read it out. The pupils, in pairs, ask and answer as in the example.

- A:** Where was Emma last Saturday?
B: She was at the funfair.
- A:** Where was Lee last Saturday?
B: He was at the library.

- A:** Where was Mona last Saturday?
B: She was at the café.

- A:** Where were Erlina and Alvin last Saturday?
B: They were at the theatre.

4 There was a robbery at Mr Frog's house. Take roles and act out.

Read the instructions, refer the pupils to the table and the pictures, and explain the task. Explain the use of **Mr** for men and **Mrs** for women. Assign each pupil a role (*detective, Mrs Bear, Mr Rabbit, Mr Frog, Mrs Mouse and Mr Tortoise*) and explain that the detective has to ask questions in order to find out where the rest of the characters were at 8 and 9 o'clock. Ask a pair of pupils to read out the example, and allow the pupils time to have a look at the table. The pupils act out the dialogues.

e.g. Detective (Pupil 1): Were you in the kitchen at 8 o'clock, Mrs Bear?
Mrs Bear (Pupil 2): Yes, I was. etc

Who was the robber? Read and say.

Read the instructions and explain the task. Tell the pupils that they are going to read the text and, based on these clues as well as the table in Ex. 4, they will try to find out who the robber was. Allow the pupils time to read the text and complete the task.

(Suggested answer)

The robber was... Mrs Mouse!

5 Let's play!

Before going into class

Have blank sheets of paper ready to use.

Refer the pupils to the picture, read the example, and explain the game. Give each pupil one blank sheet of paper and tell them to draw a place of their choice without letting their partner see it. The pupils, in pairs, turn their backs to each other and ask and answer questions in order to find out where their partner was.

- e.g. Pupil 1: Were you at the cinema yesterday?
Pupil 2: No, I wasn't! Were you at the hospital yesterday?
Pupil 1: Yes, I was. Look! etc

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Module 4

Write the days of the week on the board. Next to them, write the places you were (e.g. *Monday: café*). Then say: *On Monday, I was at the café*. Ask the pupils to make a similar weekly chart in their notebooks. Then, they present it to the class. Provide any necessary help.

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

Activity Book (Optional)

Assign some of the activities from Unit 8b of the *Activity Book* as written H/W. If this is the case, make sure you do them orally in class first.

Unit 8c

- **Aims:** to talk about feelings and personal qualities, to develop the pupils' listening and writing skills
- **Vocabulary:** noisy, shy, naughty, quiet, win
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** /θ/ and /f/
- **Extra materials:** *The way I was* poster, flashcard (63), a blank slip of paper per pupil (*Ending the Lesson*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 8b.)

Write the places (*funfair, hospital, station, museum, café, theatre, library*) on the board. Let the pupils look at the words for one minute, then ask them to close their eyes. Erase one word. Ask the pupils to tell you which word is missing. Repeat the procedure as many times as you think is necessary.

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

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

PRESENTATION & PRACTICE

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

Listen, point and repeat.



POSTER/FLASHCARD (63)

Pupils' books closed. Put the *The way I was* poster on the board. Point to the pictures (*noisy, shy, naughty, quiet*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the pictures in random order and ask individual pupils to say the words.

Put the *win* flashcard on the board. Point to it and say the corresponding word. The pupils listen and repeat, chorally and individually.

Pupils' books open. Write a big 72 on the board and ask the pupils to open their books at page seventy-two. Read the title of the song and have pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

Listen and write in your notebook.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them to tell you what they think the song is about (*feelings*). Play the song. The pupils listen and complete the task in their notebooks. Check their answers.

2 angry

3 sad

Now sing and do!

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

Extension

Demonstrate the following miming actions and encourage the pupils to imitate you. Play the song. The pupils listen and do the miming.

Just the other day

I was really bored, (look bored)

I was all alone,

I was on my own!

And when I'm bored,

This is what I do -

You can do it, too ...

Haagh, Aagh, Uugh! (stretch and yawn)

Feels good!

angry - Argh, Ohh, Ugh! (wave fists, stamp feet)

sad - Ooh-hoo, Ooh-hoo, Ooh-hoo! (rub eyes, head down)

2 Talk with your friend.

Read the instructions and explain the task. Refer the pupils to the list of questions and the picture, and read the example. Elicit/Explain any unknown words. The pupils, in pairs, act out dialogues similar to the one in the example. Go around the classroom, monitoring the activity. Ask some pupils to report back to the class.

e.g. A: *I feel hungry when I smell fresh bread. How about you?*

B: *I feel hungry, too! etc*

READING & WRITING

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

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

Tell the pupils to look at Ex. 3. Refer them to the pictures and ask them who they think the young child is (*Harry, when he was very young*). Then read the instructions and explain the task. Ask the pupils to read the texts and complete the missing information about Harry's favourite food, animal and thing when he was young. Allow the pupils time to complete the task in their notebooks. Play the audio for the pupils to listen, follow the lines and check their answers.

favourite food: carrots

favourite animal: cat

favourite thing: bike

4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the picture and read the text. Ask them what they can see in the picture (*a drawing of a little girl, a ball and a doll*).

Ask the pupils to write a text about what they were like when they were young. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write the text and draw their picture in their notebooks. Alternatively, you can ask the pupils to write the text and draw their picture as part of their homework.

(Suggested answer)

This is a photo of me when I was young. I was really shy!

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

5 Listen and say. Then read.

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

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

Draw the pupils' attention to the /θ/ and /f/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

Extension

Draw the following table on the board. Say the words. The pupils come to the board, write them in the correct column and repeat the words. Ask the rest of the class for verification.

feel, birthday, fresh, thirsty, frog, funfair, thirty, thanks

three	favourite

three: birthday, thirsty, thirty, thanks

favourite: feel, fresh, frog, funfair

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Hand out the slips of blank paper. Ask the pupils to look at the incomplete sentences in Ex. 3 and complete them for themselves. e.g. *When I was young my favourite food was (apples)*. Then collect the slips of paper and read out the information for the class to guess who wrote it.

Note: For the next lesson, the pupils should be able to talk about feelings and personal qualities. The pupils can do Ex. 4 (*Portfolio*) at home.

Activity Book (Optional)

Assign some of the activities from Unit 8c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Module 4

Troll Tales! (Episode 4)

- **Aims:** to read for pleasure
- **Vocabulary:** strange, cleaning, monster
- **Extra materials:** photocopies of the episode (*Ending the Lesson*)

BEGINNING THE LESSON

Ask the pupils if they remember the previous episode and what happened (*Popsie drew red spots on Pog and Trog's faces and made them think it was because they ate too many sweets, etc*). Ask them if they remember any of the phrases from that episode and ask them to say them out loud (*e.g. You shouldn't eat so many sweets! You've got red spots! You should stay in bed today!*).

PRESENTATION & PRACTICE

Episode 4: Listen and read.

(Activities to promote reading for pleasure.)

Write a big 74 on the board and ask the pupils to open their books at page seventy-four. Refer the pupils to the episode. Ask them to look at the pictures and guess what it is going to be about (*e.g. Popsie makes Pog and Trog's things disappear*).

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

Now take roles and read.

The pupils take roles and read the episode.

ENDING THE LESSON

Before going into class

Photocopy the episode, cut out the frames and tippex out the words *table*, *armchair* and *vase*. Put the frames in random order on a separate piece of paper. Photocopy the frames, one set per group of pupils.

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

Go Green! 4

- **Aims:** to raise the pupils' environmental awareness, to talk about pollution and other factors that can harm animals
- **Vocabulary:** penguin, rubbish, fishing, chemicals, plants, oil, ocean
- **Extra materials:** pictures of different sea animals, polluted seas, chemicals, oil spills, fishing nets, etc (from magazines, etc) (*Exs 1 and 2*), blank sheets of paper, glue (*Ex. 3*)

BEGINNING THE LESSON

Ask the pupils to name some animals that are in danger due to pollution, hunting, over-fishing, etc. Tell them that they are going to learn about one such animal, the penguin and the reasons why this animal is in danger today.

PRESENTATION & PRACTICE

Why is the penguin unhappy? Read and answer.

Pupils' books closed. Present the new vocabulary (*penguin, rubbish, fishing, chemicals, plants, oil*) by using the pictures/photos you have brought to class. Put the pictures on the board, point to each one and say the word. The pupils repeat, chorally and individually.

Pupils' books open. Write a big 75 on the board and ask the pupils to open their books at page seventy-five. Read through the title and look at the frames. Set the scene by asking questions.

e.g. Teacher: Where is the penguin?

Pupil 1: It's in the sea.

Teacher: Does it look happy?

Pupil 2: No, it doesn't. etc

Read the instructions and explain the task. Allow the pupils time to read the story and say why the penguin is unhappy.

Answer: The penguin is unhappy because the sea is full of rubbish.

What can harm sea animals? Read and choose. Write in your notebook.

Read the instructions and explain the task. Use L1 to explain to the pupils that many sea animals, such as seals, whales, etc, are in danger because people pollute the sea in many different ways. Ask them if they

can think of the different ways in which people pollute the sea. Elicit answers.

Allow the pupils time to do the exercise. Ask individual pupils to answer and write their answers on the board. Discuss with the pupils, in L1 if necessary, how each of these factors can harm sea animals (*e.g. sea animals are caught in fishing nets, factory chemicals that are poured into the sea poison the water, oil spills poison the sea and destroy animal habitats, etc*).

Answer: fishing, chemicals, oil, cars

3 Project Work: Help an animal find a home.

Read the instructions and explain the task. Refer the pupils to the picture and the advertisement. Tell the pupils to think of an animal of their choice and produce a similar advertisement. Provide any necessary help with vocabulary. Allow them time to do their advertisement. When the pupils finish, ask them to come to the board and present their advertisements to the class. Alternatively, assign the project for homework and have the pupils present it to the class in the next lesson.

(Suggested answer)

WANTED

A safe jungle in Africa.
Must have a lot of plants.
No hunters, please!
contact: Gorli the Gorilla

Note: Once the pupils have completed their projects, guide them on how to file them in their *Junior Language Portfolios*.

ENDING THE LESSON

Brainstorm ideas with the pupils and make a list on the board of things they can do to protect the environment.

- recycle paper, plastic or bottles
- walk to school or ride a bike
- don't drop litter
- don't waste paper
- turn off the lights
- plant a tree etc

Our World

- **Aims:** to talk about cities
- **Vocabulary:** busy, city, capital, poet, writer, musician, modern, chew gum, cool
- **Extra materials:** magazines with pictures of cities from around the world, large sheets of thick paper (*Ending the Lesson*)

BEGINNING THE LESSON

Write the following city names on the board: *London, Varanasi, Singapore*. Ask the pupils if they have ever been to any of these cities and if they know/have heard of where they are (*UK, India, South-East Asia*).

PRESENTATION & PRACTICE

1 Read and complete in your notebook. Use: *oldest, cleanest, busiest*.

Write a big 76 on the board and ask the pupils to open their books at page seventy-six. Read the instructions and explain the task. Refer the pupils to the pictures and the texts. Allow the pupils time to read the texts and complete the task in their notebooks. Check their answers.

- 1 busiest 2 oldest 3 cleanest

Read the texts again and elicit/explain the meaning of any unknown words. Individual pupils read out from the texts.

2 Write about a city in your country. You can find information on the Internet.

Read the instructions and explain the task. Ask the pupils to write a short paragraph in their notebooks about a city in their country. Tell them that they can use the texts in Ex. 1 as models. You can also ask pupils to stick a photo (*if they have one available*) of the city of their choice. Allow them time to do the project. Alternatively, assign the project for homework and have the pupils present it to the class in the next lesson.

(Suggested answer)

Oxford is the oldest University city in the UK. It is home to 45 colleges and to the second largest library in the country. Today, many visitors come to Oxford to see where they filmed the *Harry Potter* films.

Note: Once the pupils have completed their projects, guide them on how to file them in their *Junior Language Portfolios*.

Module 4

ENDING THE LESSON

Divide the class into three groups. Ask the pupils, in groups, to look through magazines and make a collage of cities from around the world. Once they finish their collages, they present them to the class. Make sure you display their work in the classroom.

It is advised you do 'Our School' on page 113 during this lesson or the next.

Checkpoint (Units 7 - 8)

- **Aims:** to consolidate Module 4, to obtain feedback on individual pupils, to monitor the pupils' progress

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

e.g. *Teacher: Is an elephant smaller than an ant?*

Pupil 1: No, it isn't. An elephant is bigger than an ant.

Teacher: Who is the tallest pupil in the class?

Pupil 2: (Mary)

Teacher: Where were you at 10 o'clock yesterday?

Pupil 3: I was at school. etc

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

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

1 Look and choose. Write A or B in your notebook.

The pupils look at the pictures, choose the correct word and write A or B in their notebooks.

- 1 A 2 A 3 A 4 A

2 Read and choose. Write in your notebook.

Read the instructions and explain the task. The pupils read the sentences and write yes or no in their notebooks.

- 1 no 3 yes 5 no
2 no 4 yes 6 yes

3 Read and answer. Write in your notebook.

Refer the pupils to the dialogue. Explain the task. The pupils read the dialogue and answer the questions in their notebooks.

- 1 She was at the cinema.
- 2 They were at the funfair.
- 3 No, it wasn't.
- 4 Yes, she was.

4 Read and complete. Write in your notebook.

Refer the pupils to the dialogue and the pictures. Explain the task. The pupils read and complete the sentences with the appropriate adjectives in their notebooks.

- 1 naughty 2 noisy

Now I can ...

Once all the exercises have been corrected, ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories or characters they liked the best. Then, refer the pupils to the *Now I can* box and read through it with them.

Note: The pupils can now do *Modular Revision and Assessment 4* in their *Activity Books*.

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

Unit 9a

- **Aims:** to talk about knights, castles, kings and queens
- **Vocabulary:** knight, suit of armour, castle, king, queen, hunt, bake, oven, butler, carry
- **Language focus**
Structures: past simple affirmative (regular verbs)
Language in use: Kings and queens lived here a long time ago. They listened to music and danced all night. The knights dressed in suits of armour.
- **Extra materials:** completed *Progress Report Cards, Knights and Castles* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 8c.)

Play the song *Just the other day* from Unit 8c encouraging the pupils to sing along.

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



Pupils' books closed. Put the *Knights and Castles* poster on the board. Point to the pictures (*knight, suit of armour, castle, king, queen, hunt, bake, oven, butler, carry*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the pictures in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 78 on the board and ask the pupils to open their books at page seventy-eight. Read the title of the unit and have the pupils repeat after you. Explain/Elicit the meaning of the phrase *Knights and castles*, in L1 if necessary. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

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

1 Listen and read.

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

e.g. *Teacher:* (pointing to picture 1) *Where are the children?*

Pupils: *At a castle.*

Teacher: *Who else is there?*

Pupils: *Their teacher/Miss Dee. etc*

Write on the board:

- | | |
|--------------------|----------------------|
| 1 They listened to | a expensive clothes. |
| 2 They dressed in | b music |

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

- | | |
|-----|-----|
| 1 b | 2 a |
|-----|-----|

2 Read and complete in your notebook.

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

- | |
|----------------------|
| 2 like film stars |
| 3 in suits of armour |

Extension

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

Read out phrases from the dialogue. Ask individual pupils to tell the class who said each sentence.

e.g. *Teacher:* *There's the castle! Wow!*
Class: *Harry! etc*

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

(Activities to present and practise the affirmative form of the past simple – regular verbs.)

3 Look, read and match in your notebook.

Pupils' books closed. (🌀 optional activity) Say, then write: *I **listened** to music **last night**.* Underline the words in

Module 5

bold. The pupils listen and repeat, chorally and individually. Explain to the pupils that this is the past simple and that we use this tense to talk about things that happened in the past at a specific time. Explain that we add **-ed** at the end of the verb. Present the rest of the persons in the same way. Write the following verbs on the board and elicit the spelling rules: *listen – listened, live – lived, stop – stopped, study – studied*. Then write on the board: *Queens lived here a long time ago*. Explain to the pupils the position of **ago** in a sentence.

Drill your pupils.

e.g. Teacher: *hunt*
Pupil 1: *hunted*
Teacher: *bake*
Pupil 2: *baked etc*

Suggested prompts: hunt, bake, jump, dance, talk, hop, mop, wash, clean, listen, carry, etc.

Pupils' books open. Ask the pupils to read the sentence and the verbs in the grammar box. Read the instructions and explain the task. Refer the pupils to the pictures (A-D) and the sentences (1-4) and explain any unknown words. If you wish, have a class discussion, in L1 if necessary, about feasts and life in castles. The pupils read the sentences and match them to the corresponding pictures. Allow the pupils time to complete the task in their notebooks. Check their answers.

1 D 2 A 3 B 4 C

4 Listen and match in your notebook.

Read the instructions and explain the task. Tell the pupils that they will hear four sentences related to what the children did last weekend to help organise a school party. The pupils match the names (1-4) to the actions (a-d). Play the audio, twice if necessary. The pupils listen and complete the task in their notebooks. Check their answers.

1 a 2 d 3 c 4 b

AUDIOSCRIPT

Narrator: *Last weekend there was a party at school and all the children helped. Harry carried tables and chairs outside.*

Narrator: *Emma painted some pictures.*

Narrator: *Lee played the guitar at the party.*

Narrator: *Mona baked a big chocolate cake.*

5 Let's play!

Read the example and explain the game. Brainstorm

ideas and write them on the board. A pupil starts by saying what he/she played yesterday. The next pupil repeats what the previous pupil said and adds his/her own. The pupil who forgets what the previous pupils said, loses and has to pay a forfeit (e.g. *name a flashcard, sing a song, etc*).

e.g. Pupil 1: *Yesterday, I played football.*
Pupil 2: *Yesterday, I played football and the guitar.*
Pupil 3: *Yesterday, I played football, the guitar and volleyball. etc*

Suggested cues: football, volleyball, tennis, table tennis, badminton, hockey, baseball, the piano, the violin, the drums, computer/video games, etc.

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

The pupils think of one of the people in Ex. 3. They say a sentence. The rest of the class guesses which person it is.

e.g. Pupil: *I hunted birds and other animals.*
Class: *hunter etc*

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

Activity Book (Optional)

Assign some of the activities from Unit 9a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 9b

- **Aims:** to talk about actions
- **Vocabulary:** kick, pick up, chess, sail, palace, deer
- **Language focus**
Structures: present simple interrogative, negative, short answers
Language in use: It kicked me! No, it didn't! Did the knight talk? Sorry! I didn't want to scare you!
- **Extra materials:** *Knights and Castles* poster, flashcards (64-69), photocopies of the king and frame template from the *Teacher's Resource Pack (My Magic Files!)*

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 9a.)



POSTER

Put the *Knights and Castles* poster on the board. Point to a picture, hiding the word with your hand. Ask a pupil to come to the board and write the word. Reveal the word so that the pupil can check the spelling. Repeat with as many pupils as you think is necessary.

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

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



FLASHCARDS (64-69)

Pupils' books closed. Put the flashcards on the board. Point to the flashcards (*kick, pick up, chess, sail, palace, deer*) one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 80 on the board and ask the pupils to open their books at page eighty. Read the title of the unit and have the pupils repeat after you. Explain/Elicit the meaning of the phrase *It kicked me!* Play the audio. The pupils listen and repeat. Check their pronunciation and intonation.

LISTENING & READING

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

Listen and read.

Ask the pupils to tell you what happened in the previous lesson (*a knight kicked Harry*). Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: How many knights are there in picture 1?*

Pupils: Two.

Teacher: Who is in the suit of armour in picture 4?

Pupils: Alvin. etc

Write on the board: *That k _ _ _ _ moved and talked!*

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

Answer: knight

Read and choose. Write A or B in your notebook.

Explain the task. Refer the pupils to the dialogue and allow them time to complete the task in their notebooks. Check their answers.

1 B 2 A 3 B

Extension

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

What did Brainy do last night? Listen and write yes or no in your notebook.

Read the instructions and explain the task. Refer the pupils to the pictures and elicit the actions shown (*play football, play chess, play video games, listen to music, watch TV, study*). Play the audio, twice if necessary. The pupils listen and complete the task in their notebooks. Check their answers.

1 no 3 yes 5 yes
2 yes 4 no 6 yes

AUDIOSCRIPT

A: *Hi, Brainy. What did you do last night? Did you play football?*

B: *No, I didn't. I played chess with my father.*

A: *Chess? Really?*

B: *Yes, and then I played my new video game for a while.*

A: *Did you listen to music at all?*

B: *No, I didn't. But I watched TV. There was a great programme on the History Channel.*

A: *The History Channel? Oh! Did you study last night too?*

B: *Of course. I study every night.*

A: *Can I have a look at your Maths homework?*

(An activity to present and practise interrogative, and short answers in the present simple.)

A king for a week! Complete in your notebook. Choose A or B.

Read the instructions and explain the task. Refer the pupils to the king's diary entries and ask individual pupils to read them out. Then refer the pupils to the questionnaire and ask them to complete the task in their notebooks. Check their answers.

Module 5

- 1 A 3 Does...play/B
2 Does...sail/B 4 Does...hunt/A

5 Talk with your friend.

Explain the task. Refer the pupils to the pictures and to the dialogue, and ask a pair to read it out. The pupils, in pairs, ask and answer questions as in the example. Go around the classroom, monitoring the activity. Ask some pairs to report back to the class.

(Suggested answers)

- A: What do you like doing on Saturday?
B: I like playing football. What about you?
A: I like playing tennis with a friend. etc

My Magic Files!

Before going into class

Photocopy the portrait of the king and the frame from the *Teacher's Resource Pack*, one per pupil.

Hand out a photocopy of the template to each pupil. Then tell them to do the following: Carefully cut along the dotted lines. Stick the picture of the king onto the pencil (*about half way down*) with the picture facing them. Stick the picture of the frame, facing out, on the other side of the pencil so that the pictures are back to back. Hold the pencil between your two palms. Spin the pencil quickly between your hands. Encourage the pupils to observe what happens (*the king looks as though he's inside the frame*).

If you wish, you can encourage the pupils to design some other 'magical' pairs, e.g. a fish and a goldfish bowl, a bird and a cage. The important thing to remember is to line up the two images accurately to create the desired effect.

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask a pupil to come to the front of the class. Tell him/her to choose one of the activities in Ex. 3 and whisper it to you. The rest of the class tries to guess what he/she likes doing. Whoever guesses correctly, comes to the front of the class and the game continues.

- e.g. Pupil 1: (thinks of playing chess)
Pupil 2: Do you like listening to music?
Pupil 1: No, I don't.
Pupil 3: Do you like playing chess?
Pupil 1: Yes, I do. etc

Note: For the next lesson, the pupils should know the new words, an exchange from the dialogue (Ex. 1), and the pattern in Ex. 5.

Activity Book (Optional)

Assign some of the activities from Unit 9b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 9c

- **Aims:** to develop the pupils' listening and writing skills
- **Vocabulary:** travel, machine, fence, guard, fight, motorbike
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** silent *gh*
- **Extra materials:** flashcards (64-75)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 9b.)



FLASHCARDS (64-69)

Hand out the flashcards to different pupils, and say the words. Ask the pupil who has the corresponding flashcard to stand up and show the flashcard to the rest of the class. Encourage the pupils to say/repeat the words after you. Then ask them to pass the flashcards on to different pupils and repeat the procedure.

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

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

PRESENTATION & PRACTICE

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



Listen, point and repeat.



FLASHCARDS (70-75)

Pupils' books closed. Put the flashcards on the board. Point to the flashcards (*travel, machine, fence, guard, fight, motorbike*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 82 on the board and ask the pupils to open their books at page eighty-two. Read the title of the unit and have pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.

Listen and read.

Read the instructions and explain the task. Refer the pupils to the picture and have a picture discussion.

e.g. *Teacher: (pointing to the knights fencing) What are they doing?*

Pupil: They're fencing. etc

Play the song and the pupils listen and follow along.

Now sing along!

Play the audio again. The pupils listen and sing along. Alternatively, ask the pupils to perform the following actions:

Life was so fine, you know, (boys bow, girls curtsey) Hundreds of years ago.

I wish there was a way (hands together, look upwards, as though wishing/praying)

To be a knight for just one day!

They lived in big castles,

They danced with the Queen. (do the waltz with a partner)

They travelled on horses (mime riding a horse)

And looked like machines! (strike the pose of a 'machine')

They fenced in the morning (mime fencing)

And played chess at night. (mime playing chess)

They guarded the castle (mime guarding)

And learned how to fight! (strike the pose of a strong man)

Talk with your friend.

Read the instructions and explain the task. Refer the pupils to the picture in Ex. 1. Tell them that there are some mistakes in the picture regarding what knights did hundreds of years ago, and that they have to spot these mistakes.

Answers: the knight watching TV, the knight travelling on a motorbike, the knight listening to music, the knight playing baseball

Now refer the pupils to the dialogue and read it aloud. Ask the pupils, in pairs, to ask and answer questions and say what the knights are doing. Go around the classroom, monitoring the activity. Ask some pairs to report back to the class.

e.g. *Pupil 1: Two! What is the knight doing?*

Pupil 2: He's guarding the castle.

Three! What is the knight doing?

Pupil 1: He's listening to music. etc

READING & WRITING

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

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

Read the instructions and explain the task. Refer the pupils to the letter and the pictures. Read the text and elicit the missing words. Allow the pupils time to read the text and complete the task in their notebooks. Play the audio. The pupils listen and check their answers. Individual pupils read out from the text.

2 bus **4** clothes **6** café
3 music **5** knights

Portfolio: Draw and write in your notebook. (optional activity)

Ask the pupils to look at the picture and read the short letter. Ask them what they can see in the picture (*a family on a train*).

Ask the pupils to write a short letter about what they did last weekend. Tell them to use the text in Ex. 4 as a model.

Allow the pupils time to write the short letter and draw their picture. Alternatively, you can ask the pupils to write the short letter and draw their picture as part of their homework.

(Suggested answer)

Dear Grandma,

Last weekend I visited the zoo with my mum and dad. It was great fun!

Love,

Ivy

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

Module 5

5 Listen and say. Then read.

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

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

Draw the pupils' attention to the silent letters **gh**. Ask individual pupils to read out the sentence and correct their pronunciation.

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask the pupils, in groups, to read the letter in Ex. 3 again. Ask the pupils questions and elicit their answers.

e.g. Teacher: *When did Tina visit the castle?*

Pupil 1: *Last Friday.*

Teacher: *What did they play on the school bus?*

Pupil 2: *Games*

Teacher: *What did they look at in the castle?*

Pupil 3: *Paintings and clothes.*

Teacher: *What did they watch?*

Pupil 4: *A film.*

Teacher: *Did she like the film?*

Pupil 5: *Yes.*

Teacher: *Where did they stop on their way home?*

Pupil 6: *At a café.*

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

Activity Book (Optional)

Assign some of the activities from Unit 9c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 10a

- **Aims:** to tell stories
- **Vocabulary:** top branch, slip, fall
- **Language focus**
Structures: present simple
Language in use: Harry, Mona and Emma go for a picnic. Suddenly, it starts to rain.
- **Extra materials:** flashcards (76-78), piece of paper, envelope (*My Magic Files!*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 9c.)

Play the song *A knight for a day!* from Unit 9c, encouraging the pupils to sing along.

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



FLASHCARDS (76-78)

Pupils' books closed. Put the flashcards on the board, one at a time. Point to the flashcards (*top branch, slip, fall*), write the word(s) underneath and say the corresponding word(s). The pupils listen and repeat, chorally and/or individually. Point to the flashcards in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 84 on the board and ask the pupils to open their books at page eighty-four. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat chorally and/or individually. Check their pronunciation and intonation.

LISTENING & READING

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

1 Listen and read.

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

e.g. Teacher: (*pointing to picture 1*) *Where are the children?*

Pupils: *In the Magic Forest.*

Teacher: *Who are they talking to?*

Pupils: *Willow. etc*

Write on the board: *My branches got very wet!*

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

Answer: picture 4

2 Read and correct in your notebook.

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

- | | |
|---------------|------------|
| 1 A young boy | 3 rain |
| 2 happy | 4 branches |

Extension

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

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

e.g. Teacher: *Oh, it's a long ...*
Class: *story! etc*

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

(Activities to practise the present simple.)

3 Read, choose and complete in your notebook.

Read the instructions and explain the task. Explain/Elicit any unknown words. Read the example and allow the pupils time to complete the task in their notebooks. Check their answers.

- | | | |
|-------|---------|--------|
| 2 sit | 4 go | 6 come |
| 3 eat | 5 stand | |

4 Listen and number in your notebook.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them what they see in each one. Play the audio, twice if necessary. The pupils listen and number the pictures. Check their answers.

- a 2 b 5 c 1 d 4 e 3

AUDIOSCRIPT

Last Saturday, Lizzie went to the park. She sat under a tree. Suddenly, a little dog came and stood next to her. Lizzy was hungry. She got two hot dogs, one for her and one for the dog. They ate them together.

5 Act out Lizzie's story.

Read the instructions and explain the task. Ask pupils to look at the pictures and act out Lizzie's story.

My Magic Files!

Before going into class

Write the number 4042 (or whatever the present year is x 2, e.g. $2021 \times 2 = 4042$) on a piece of paper, place the paper in an envelope and seal it.

Tell the class that you are going to do another mind-reading trick! Ask the pupils to take a pencil and a piece of paper and do the following:

Ask the pupils to write down the year they were born. Then, they write down the year of an important event in their lives (e.g. first day at school, first party, etc). Then, they write down the age they are THIS year – i.e. if they've had a birthday this year already, write down that age – if not, write down the age they will be on their forthcoming birthday. Then, they write down the number of years that have passed since the important event (stress that they must get the maths right!). Add up the four numbers.

Now, take your envelope, say the magic word *Shazam!* and open it dramatically. If all goes well, everyone's number will be (4042)!

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask individual pupils to tell the class a short story about what happened to them last Saturday (e.g. where they went, what they did, what they ate, etc). The story can be true or imaginary, so ask the pupils to be as imaginative as possible! Allow them some time to think about their story. Once the pupils finish telling their stories, ask the class to vote on the one they liked best.

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

Activity Book (Optional)

Assign some of the activities from Unit 10a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Module 5

Unit 10b

- **Aims:** to talk about daily activities
- **Vocabulary:** get hurt, land, break, lose, save
- **Language focus**
Structures: present simple, usually, never
Language in use: Where's the young boy now?
My friend Sam usually goes to the park, but he never rides his bike.
- **Extra materials:** flashcards (79-83)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 10a.)

Divide the class into two teams, A and B. Point to a pupil in Team A and say a verb, e.g. *go*. The pupil has to make a sentence using the verb. Continue with a pupil from Team B. Each correct answer gets one point. The team with the most points is the winner.

e.g. *Teacher: go*
Team A Pupil 1: Harry and Emma go to the park.
Teacher: Good! One point.
sit

Team B Pupil 1: They sit under a tree. etc

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

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



FLASHCARDS (79-83)

Pupils' books closed. Put the flashcards on the board, one at a time. Point to the pictures, (*get hurt, land, break, lose, save*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and/or individually. Point to the flashcards in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 86 on the board and ask the pupils to open their books at page eighty-six. Read the title of the unit and have the pupils repeat after you. Play

the audio. The pupils listen and repeat chorally and/or individually. Check their pronunciation and intonation.

LISTENING & READING

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

Listen and read.

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

e.g. *Teacher: Who helped the little boy in picture 3?*
Pupils: Erlina.
Teacher: Who do you think the man is in picture 5?
Pupils: The little boy! etc

Write on the board: *The boy didn't get hurt, thanks to Alvin.*

Explain to the pupils that they will listen to the dialogue and decide whether the sentence is *True* or *False*. Play the audio. The pupils listen, follow the dialogue and complete the task.

Answer: False (*The boy didn't get hurt, thanks to Erlina.*)

Read and choose. Write a or b in your notebook.

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

1 a 2 b 3 a

Extension

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

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

e.g. *Teacher: He landed on another branch and it ...*
Class: broke. etc

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

(Activities to practise the present simple.)

3 Look, read and match in your notebook.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them if they know which fairy tales the pictures depict (1 - Cinderella, 2 - Pinocchio, 3 - Snow White, 4 - Jack and the Beanstalk, 5 - Alice in Wonderland, 6 - Puss in Boots). Read out the sentences and explain any unknown words. Allow the pupils time to complete the task in their notebooks. Check their answers.

- | | | |
|-----|-----|-----|
| 1 C | 3 F | 5 E |
| 2 B | 4 D | 6 A |

4 Interview your friend. Write yes or no in your notebook.

Read the instructions and explain the task. The pupils, in pairs, interview each other and write yes or no next to the questions.

(Suggested answers)

- 1 **A:** Do you usually go to the park at the weekend?
B: Yes, I do.
- 2 **A:** Do you usually ride your bike?
B: No, I don't.
- 3 **A:** Do you usually play with your friends?
B: Yes, I do.
- 4 **A:** Do you usually watch TV?
B: Yes, I do.
- 5 **A:** Do you usually do your homework?
B: No, I don't.
- 6 **A:** Do you usually go to bed early?
B: No, I don't.

5 Now tell the class.

Read the instructions and explain the task. Read out the example. Individual pupils report back to the class.

(Suggested answer)

Sam usually goes to the park but he never rides his bike. He usually plays with his friends, but he doesn't watch TV. He does his homework, but he never goes to bed early.

6 Let's play!

Refer the pupils to the picture and read the example. Explain the game. One pupil comes to the board and writes three sentences, two true and one false. The rest

of the class tries to guess which is the false one. Whoever guesses correctly, comes to the board and the game continues.

e.g.

I go to the cinema.
 I play football.
 I go to the theatre.

False answer: You don't go to the theatre. etc

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Pupils mime an action connected with one of the stories in Ex. 3. The rest of the class tries to guess which story it is.

e.g. *Pupil 1:* (mimes losing a shoe while running)

Class: Cinderella. etc

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

Activity Book (Optional)

Assign some of the activities from Unit 10b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 10c

- **Aims:** to talk about jobs and people from the past, to develop the pupils' listening and writing skills
- **Vocabulary:** nurse, writer, artist, composer, athlete, actor, actress
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** /əʔ/
- **Extra materials:** *People at work* poster, slips of paper with the sentences from the previous lesson Ex. 4 (*Beginning the Lesson*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 10b.)

Module 5

Before going into class

Prepare slips of paper with the sentences from Ex. 4 from Unit 10a.

Hand out the slips of paper you have prepared in random order. The pupils read their slips of paper, come to the board and write a sentence using never/usually. Demonstrate this yourself first.

e.g. Teacher: (reads watch TV) I never watch TV. etc

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

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

PRESENTATION & PRACTICE

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

Listen, point and repeat.



POSTER

Pupils' books closed. Put the *People at work* poster on the board. Point to the pictures (*nurse, writer, artist, composer, athlete, actor, actress*), one at a time, and say the corresponding word. The pupils listen and repeat, chorally and/or individually. Point to the words in random order. The pupils say the words individually.

Pupils' books open. Write a big 88 on the board and ask the pupils to open their books at page eighty-eight. Read the title of the unit and have pupils repeat after you. Elicit/Explain what the title means. Play the audio. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.

1 What were they? Write in your notebook. Then listen and point.

Read the instructions and explain the task. Refer the pupils to the pictures and read out each person's name. The pupils repeat after you. Ask the pupils to tell you if they know/have heard of these people and what their job was. Ask them to choose among the words in bold and write what they think each person in the pictures was. Allow them time to complete the task. Check their answers.

Rudolf Nureyev - dancer (He was a famous Russian ballet dancer.)

Florence Nightingale - nurse (She was a nurse who took care of injured soldiers.)

Charles Dickens - writer (He wrote famous stories, such as 'David Copperfield' and 'Oliver Twist'.)

Antonio Vivaldi - composer (He composed 'The Four Seasons' and many other symphonies.)

Leonardo da Vinci - artist (He painted the Mona Lisa.)

Yuri Gagarin - astronaut (He was the first man in space.)

Tell them that they are going to listen to the audio and that they will have to point to the correct picture whenever they hear one of the jobs in bold. Play the song. The pupils listen to the song and point to the correct person each time.

Now sing along!

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

2 Let's play!

Refer the pupils to the picture and read the example. Explain the game. In pairs, the pupils ask and answer questions about the people in Ex. 1, as in the example(s).

e.g. Pupil A: Who was Yuri Gagarin?

Pupil B: He was an astronaut.

READING & WRITING

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

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

Read the instructions and explain the task. Refer the pupils to the people (A-C) and ask them if they know who they were. Allow them some time to read the texts (1-3) and match them to the pictures in their notebooks. Play the audio for the pupils to listen. Check their answers. Explain/Elicit any unknown words. Individual pupils read out from the text.

A 2 B 3 C 1

4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the picture and read the text. Ask them if they know the singer or any of her songs.

Ask the pupils to write a short text about a famous person and stick or draw a picture. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write the text and draw their picture. Alternatively, you can ask the pupils to write the text and draw their picture as part of their homework.

(Suggested answer)

Shelley-Ann Fraser-Pryce is a famous athlete. She can run very fast.

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

5 Listen and say. Then read.

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

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

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

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Write the jobs on the board, one next to the other. Ask the pupils to look at them for one minute and then close their eyes. Erase a word. Ask the class to tell you which word is missing.

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

Activity Book (Optional)

Assign some of the activities from Unit 10c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Troll Tales! (Episode 5)

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

BEGINNING THE LESSON

Ask the pupils to try and remember what the previous episode was about (*Popsie moving all of Pog and Trog's furniture.*). Ask them if they remember any of the phrases from that episode and ask them to say them out loud (*e.g. Hey, where's the table? I don't know! It was there an hour ago! That's really strange! Where are our things? Happy cleaning, boys!*).

PRESENTATION & PRACTICE

Episode 5: Listen and read.

(Activities to promote reading for pleasure.)

Write a big 90 on the board and ask the pupils to open their books at page ninety. Refer the pupils to the episode. Ask them to look at the pictures and guess what it is going to be about (*e.g. Pog, Trog and Popsie seeing a ghost.*).

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

Now take roles and read.

The pupils take roles and read the episode.

ENDING THE LESSON

Before going into class

Photocopy the episode and tippex out the speech bubbles. Put the speech bubbles in random order on a separate piece of paper. Photocopy the episode and the speech bubbles sheet, one per pair.

The pupils work in pairs. Hand out the episode and the speech bubbles to each pair. The pupils, in pairs, read and match the bubbles to the correct picture frames. As extra help, you can have them listen to the episode again before they do the activity. Go around the classroom, monitoring the activity.

Go Green! 5

- **Aims:** to raise the pupils' environmental awareness, to talk about trees and their positive impact both on people and the environment
- **Vocabulary:** oxygen
- **Extra materials:** pictures of trees, a treehouse, trees with fruit on them, animals sitting on a tree. (*Beginning and Ending the Lesson*)

BEGINNING THE LESSON

Pupils' books closed. Put the different pictures you brought onto the board. Explain to the pupils that trees are important for various reasons. Have a class discussion, in L1 if necessary, about why trees are important. During this stage, elicit/explain *oxygen, keep us cool, etc*

Module 5

PRESENTATION & PRACTICE

1 Read and match.

Write a big 91 on the board and ask the pupils to open their books at page ninety-one. Read through the title (*Trees for our planet*) and explain/ elicit what it means. Refer the pupils to the text and the pictures. Allow them time to read the text and match in their notebooks. Check their answers. Then, individual pupils read out from the text.

- 1 A 3 B 5 D
2 E 4 C

2 Project Work: My special tree!

This is an ongoing project. Read the text and explain the activity. Explain that they will record the changes of the tree throughout the year.

(Suggested answer)

This is my apple tree leaf. The colour of my leaf is green because it's spring.

ENDING THE LESSON

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

Divide the class into groups. Each group chooses a sentence from Ex. 1. They work together and decide on how to mime it. The groups then take turns miming the sentences for the rest of the pupils to guess which sentence it is.

Our World

- **Aims:** to talk about famous castles
- **Vocabulary:** tower, prison, gift shop
- **Extra materials:** none

BEGINNING THE LESSON

Write the word *castle* on the board. Ask the pupils if there are any castles in their country.

PRESENTATION & PRACTICE

1 Which castle? Read and write A, B or C in your notebook.

Write a big 92 on the board and ask the pupils to open their books at page ninety-two. Read the instructions and

explain the task. Allow the pupils time to read the texts and complete the task in their notebooks. Explain/Elicit any unknown words. Check their answers. Individual pupils read out from the texts.

- 1 B 2 C 3 A

2 Portfolio: Write about a castle or an old building in your country. You can find information on the Internet.

Read the instructions and explain the task. Ask the pupils to write about a famous castle or building in their country and stick or draw a picture. Tell them to use the texts in Ex. 1 as models. Allow them time to do the project. Then ask individual pupils to present their project to the class.

Alternatively, you can ask the pupils to do the project as part of their homework.

(Suggested answer)

The Tower of London is in London, England. William the Conqueror built the first part of the tower in 1078. The tower was a prison and a palace. Today, the Tower of London is home to the Crown Jewels.

Note: Once the pupils have completed their projects, guide them on how to file them in their *Junior Language Portfolios*.

ENDING THE LESSON

Ask the pupils to read the texts in Ex. 1 for a couple of minutes and then close their books. Ask them comprehension questions:

- e.g. *In which castle can you have lunch? (Warwick Castle.)*
Where is Chambord Castle? (In France.)
Which famous actress made a film in Chambord Castle? (Drew Barrymore.)
Where is Dublin Castle? (In Ireland.)
What was Dublin Castle's tower? (A prison.)
What can you buy at Dublin Castle? (Souvenirs.)

It is advised you do 'Our School' on page 114 during this lesson or the next.

Checkpoint (Units 9 - 10)

- **Aims:** to consolidate Module 5, to obtain feedback on individual pupils, to monitor the pupils' progress

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

e.g. *Teacher: Where did kings and queens live a long time ago?*

Pupil 1: In castles.

Teacher: Who was Antonio Vivaldi?

Pupil 2: He was a famous composer.

Teacher: What do you usually do on Saturday?

Pupil 3: I usually go to the park on Saturday. etc

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

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

1 Look and write in your notebook.

The pupils look at the pictures and fill in the missing letters to form full words.

- | | | |
|------------|-----------|---------|
| 1 writer | 3 artist | 5 actor |
| 2 composer | 4 athlete | |

2 Look, read and complete in your notebook.

Read the instructions and explain the task. Read out the example. The pupils look at the pictures and the sentences (1-6) and write the correct word in their notebooks.

- | | | |
|----------|-------------|--------------|
| 2 castle | 4 sail | 6 top branch |
| 3 bake | 5 motorbike | |

3 Read and choose. Write in your notebook.

Refer the pupils to the sentences (1-5) and explain the task. The pupils read the sentences and write the correct form of the verb in their notebooks.

- | | | |
|---------|--------|------------|
| 1 doing | 3 Does | 5 climbing |
| 2 play | 4 goes | |

4 Read and number in your notebook.

Refer the pupils to the sentences of the dialogue and explain the task. The pupils put the sentences in the correct order.

- A:** What do you do at the weekend?
- B:** I go to the cinema. What about you?
- A:** I play with my friends.

Now I can ...

Once all the exercises have been corrected, ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories or characters they liked the best. Then, refer the pupils to the *Now I can* box and read through it with them.

Note: Pupils can now do *Modular Revision and Assessment 5* in their *Activity Books*.

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

Module 6

Unit 11a

- **Aims:** to talk about fairy animals and learn how to ask and respond to questions
- **Vocabulary:** months of the year
- **Language focus**
Structures: question words
Language in use: Why are you so happy today, Erlina? I'm getting my garden ready for Fairy Day.
- **Extra materials:** completed *Progress Report Cards*, *The months of the year* poster, blank slips of paper, two empty tissue boxes

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 10.)

Play the song *A better place* from Unit 10c, encouraging the pupils to sing along.

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



POSTER

Pupils' books closed. Put the *The months of the year* poster on the board. Ask: *What month is it?* Then, point to the month on the poster and say: (*April*). The pupils repeat after you. Repeat the same procedure and present the rest of the months.

Pupils' books open. Write a big 94 on the board and ask the pupils to open their books at page ninety-four. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat chorally and individually.

LISTENING & READING

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

Listen and read.

Explain/Elicit the meaning of the phrase *The fairy garden*. Explain that in this unit they will learn about fairy animals. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher:* (pointing to picture 1) *Where are the children?*

Pupils: *In Erlina's garden. etc*

Write on the board: *What are the names of the fairy penguins?* The pupils listen to the dialogue and find the answer. Play the audio. The pupils listen and complete the task.

Answer: Faye and Fifi

Note: If you wish, you can give some background information about Fairy Day and fairy animals.

- **Fairy Day:** Fairy Day is on 24th June. People celebrate fairies and nature. Some of the events include: fairy tea (flower-cut sandwiches, fruit and vegetables, etc), fairy fashion parade (children dressed like fairies), fairy garden viewing (walking around gardens), etc.
- **Fairy penguins:** They are about 35 centimetres (14 inches) in height and one kilogram (about two pounds) in weight. They live in Australia.
- **Pink fairy armadillos:** They are the smallest armadillo, about 90-115 mm (3½-4½") long excluding the tail, and are pale rose or pink in colour. They live in central Argentina.

Read and complete in your notebook.

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

1 garden 2 June 3 fish 4 penguins

Extension

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

Read out the sentences in the dialogue and ask individual pupils to tell you who said each sentence.

e.g. *Teacher:* *Amazing!*

Class: *Mona etc*

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

(Activities to present and practise question words.)

3 Complete in your notebook. Then answer.

Pupils' books closed. Write the following questions on the board:

Who is that girl?	She's my sister.
What is that?	It's a fairy fish .
Where's my book?	It's in your bag .
When's your birthday?	On 17 th April.
Why are you angry?	Because my dog ate my sandwich.
How old is Mary?	She's eleven years old .

Underline the words in bold and read out the questions and the answers. The pupils repeat after you chorally and individually. Explain/Elicit what each question word means and when we use it.

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

- | | | | |
|--------|---------|--------|-------|
| 2 Who | 4 How | 6 What | 8 Who |
| 3 When | 5 Where | 7 How | |

Now, ask the pupils to write their answers next to the questions in their notebooks. Check their answers.

(Suggested answers)

- (My favourite colour is) red.
- John (is my best friend).
- (My birthday is on) 24th March.
- K-A-T-E. etc

4 Read and write in your notebook.

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

- | | | |
|----------|-----------|-------------|
| 1 April | 3 January | 5 September |
| 2 August | 4 May | 6 February |

5 Let's play!

Before going into class

Have the blank slips of paper and two containers such as empty tissue boxes ready to use.

Divide the pupils into two teams (A and B) and hand each team some blank slips of paper. Each pupil from Team A has to write a question on the piece of paper

provided. Tell the pupils they can write questions about anything they like, provided they begin with **Why** (e.g. *Why are you happy? Why do you like chocolate? etc*). Now tell each pupil from Team B to write an answer on the piece of paper. They can write answers about anything they like, provided they begin with **Because** (e.g. *Because I was hungry. etc*). After they finish writing, both teams fold their pieces of paper and put them in the empty tissue boxes (the questions in one box and the answers in the other box). Invite a pair of pupils (one pupil from each team) to come to the front of the class. Pupil 1 picks a paper from the Questions box and Pupil 2 from the Answers box. Pupil 1 reads the question and Pupil 2 reads the answer. Pupils should find the game amusing as they read the absurd answers to the questions.

e.g. Pupil 1 Team A: *Why are you happy?*

Pupil 2 Team B: *Because I'm nine years old. etc*

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Say: *This month is before August, but after June. Which month is it?* Elicit: *July*. Ask pupils to take your role and repeat the activity.

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

Activity Book (Optional)

Assign some of the activities from Unit 11a of the *Activity Book* as written H/W. If this is the case, make sure you do them orally in class first.

Unit 11b

- Aims:** to talk about the future, to offer to help
- Vocabulary:** well, beard, moustache, CD player, blanket, feed
- Language focus**
Structures: future simple tense (will/won't)
Language in use: Will you help me with my garden? Who will get some water from the well? We will! I hope it won't rain. We'll see you next week.
- Extra materials:** flashcards (84-87), three dice (*My Magic Files!*)

Module 6

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 11a.)

Write the months on the board. Ask the pupils to look at the months for one minute before they close their eyes. Erase a month. Ask the class to tell you which month is missing.

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

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



FLASHCARDS (84-87)

Pupils' books closed. Put the flashcards on the board, one at a time. Point to the flashcards (*well, beard, moustache, CD player, blanket*) and say the corresponding words. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 96 on the board and ask the pupils to open their books at page ninety-six. Read the title of the unit and have the pupils repeat after you. Play the audio. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.

LISTENING & READING

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

1 Listen and read.

Read the instructions. Ask the pupils if they remember where the children are (*Erlina's garden*). Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: Who's with Erlina in picture 2?

Pupils: Lee and Harry!

Teacher: Why is Alvin angry in picture 5?

Pupils: Because he's wet! etc

Write on the board: Who will get some from the?

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

Answer: water, well

2 Read and say yes or no.

Read the instructions and explain the task. Refer the pupils to the dialogue. Ask individual pupils to answer. Ask the rest of the class for verification.

1 yes 2 no 3 yes

Extension

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

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

e.g. Teacher: And who will feed Faye and Fifi?

Class: Erlina! etc

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

(Activities to present and practise the future simple tense.)

3 Look, read and write yes or no in your notebook.

Pupils' books closed. (optional activity) Say, then write on the board: *I **will go** to Italy in the summer.* Underline the words in bold. The pupils repeat, chorally and individually. Explain that this is the future simple tense. Explain that the future simple is formed with **will** and the base form of the verb, and that we use it to talk about future actions.

Draw the pupils' attention to the short form of **will** (i.e. 'll). Present the negative and interrogative forms in the same way as the affirmative. Present the **short answers** by asking the pupils and writing on the board: *Will you go to (Italy) in the summer?* Elicit answers and write them on the board: **Yes, I will./No, I won't.** Underline the words in bold. The pupils repeat after you.

Pupils' books open. Ask the pupils to read the sentences in the grammar box (optional). Read the instructions and explain the task. Refer the pupils to the pictures. Ask the pupils questions about the picture showing the boy (e.g. *What is he wearing? What's he holding? etc*). Then refer them to the picture of the grown man in 2050. Explain that

this is the boy in the future. Ask them questions about the pictures (e.g. *Where is the man? Who is with him? etc.*). Allow the pupils time to look at the pictures, read the sentences and complete the task in their notebooks. Check their answers.

- | | | | | | |
|---|-----|---|-----|---|-----|
| 1 | yes | 3 | yes | 5 | no |
| 2 | no | 4 | no | 6 | yes |

Listen and match in your notebook.

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

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | b | 2 | a | 3 | d | 4 | c |
|---|---|---|---|---|---|---|---|

AUDIOSCRIPT

- A:** *Let's organise our picnic for next Sunday. Michael, will you make a cake?*
- Michael:** *Yes, of course.*
- A:** *Thanks, Michael. Robert, will you bring a CD player?*
- Robert:** *Sorry. My CD player isn't working. I'll buy the cola.*
- A:** *OK, Robert will buy the cola. But what about the CD player?*
- Helen:** *It's OK. I'll bring a CD player.*
- A:** *Thanks, Helen. Katy, will you bring a blanket, please?*
- Katy:** *Of course.*
- A:** *Right, we seem to have everything ...*

My Magic Files!

Before going into class

Bring in three dice to class.

Tell the class that you are going to do yet another one of your amazing mind-reading tricks! Turn your back and ask someone to roll the three dice (e.g. 3, 1, 5). Then ask them to do the following:

- 1 Add up the scores of the three dice (e.g. $3 + 1 + 5 = 9$).
- 2 Pick up any one of the dice and add the bottom face to the total (e.g. *the bottom face of 5 is 2; $9 + 2 = 11$*).
- 3 Roll that same dice and add its new score to the previous total (e.g. $11 + 4 = 15$). (Tell them to remember this total, i.e. 15.)

Then, turn around, look at the three dice (e.g. 3, 1, 4), add seven to the scores that are showing, and make a dramatic gesture of being able to read the person's mind. Tell them that their total is (15). Magic!

ENDING THE LESSON

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

Explain to the pupils that they will go on a picnic and that they have to decide who will do what. Tell them that they can use the ideas from Ex. 4 and/or their own. Divide the pupils into groups. The pupils decide who will do what and report back to the class.

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

Activity Book (Optional)

Assign some of the activities from Unit 11b of the *Activity Book* as written H/W. If this is the case, make sure you do them orally in class first.

Unit 11c

- **Aims:** to talk about the future, to make wishes, to develop the pupils' listening and writing skills
- **Vocabulary:** bluebird, throw, silver coin, fairy bell
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** /g/, /dʒ/
- **Extra materials:** flashcards (84-91)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 11b.)



FLASHCARDS (84-87)

Take out the flashcards from the previous lesson. Stick them on the board and write the word under each one. The pupils say the words. Remove the flashcards, shuffle them and pass them out to the pupils. The pupils stick their flashcards next to the appropriate word.

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

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

Module 6

PRESENTATION & PRACTICE

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

 Listen, point and repeat.



FLASHCARDS (88-91)

Pupils' books closed. Put the flashcards on the board. Point to the pictures (*bluebird, throw, silver coin, fairy bell*), one at a time, and say the corresponding words. The pupils listen and repeat chorally and individually. Point to the flashcards in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 98 on the board and ask the pupils to open their books at page ninety-eight. Read the title of the unit. Explain/Elicit what a *wishing well* is (*a well in which people throw a coin and make a wish*). Play the audio. The pupils listen and repeat chorally and individually. Check their pronunciation and intonation.

 Listen and choose the best title. Write A, B or C in your notebook.

Explain the task. Ask the pupils what they can see in the picture (*a boy throwing a coin in the wishing well, fairy fish, etc*). Read out the titles A-C. The pupils listen to the song and decide which title is appropriate for the song. Play the song. The pupils listen and decide on the best title for the song.

Answer: A

 Now sing along!

Play the audio again. The pupils listen and sing along. Alternatively, ask the pupils to perform the following actions:

Fairy flowers and fairy fish – (*cross fingers and sway from side to side*)

Will you help us make a wish?

Fairy bluebird, fairy wren,

Close your eyes and count to ten! (*close eyes as though wishing*)

In the Magic Garden (*wave a pretend wand in the air*)
We'll make a magic spell.

We'll throw a silver coin (*mime throwing a coin in the well*)

In the wishing well!

Fairy flowers and fairy fish – (*cross fingers and sway from side to side*)

Will you help us make a wish?

Fairy penguin, fairy bell,

We'll see you by the wishing well! (*close eyes as though wishing*)

 Throw a coin in the wishing well and make a wish. What will you ask for?

Explain the task. Refer the pupils to the picture and read out the example (elicit the word *camera*). Refer them to the prompts and ask individual pupils to read them out. Explain/Elicit any unknown words. The pupils think for a while and decide what they will ask for. They can use one of the ideas in Ex. 2 or anything else they like.

(Suggested answer)

Can I have a new laptop?

 Compare your answers with your friend.

Ask pupils, in pairs, to say what they will ask/wish for. If you wish, the pupils can take turns coming to the front of the classroom, making their wish and mime throwing a coin into a wishing well.

e.g. A: *I'll ask for an A on my test. What about you?*

B: *I'll ask for a new doll. etc*

READING & WRITING

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

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

Read the instructions and explain the task. Read the title and refer the pupils to the pictures and the texts. Tell the pupils that all three texts are predictions about what life will be like in the future. Elicit/Explain the words *energy, electricity* and *chip*. Allow the pupils time to read the texts and complete the task in their notebooks. Play the audio. The pupils listen and check their answers. Individual pupils read out from the texts.

1 to the Moon

3 that can fly

2 from the Sun

4 with computers on them

Extension

Ask the pupils whether they agree with the predictions mentioned in the texts. Invite them to make their own predictions.

e.g. Pupil 1: *In the future we won't go on holiday to the Moon. We'll go on holiday to Mars. etc*

4 Portfolio: Draw and write in your notebook. (optional activity)

Ask the pupils to look at the picture and read the text. Ask them what they can see in the picture (*a robot doing some homework*).

Ask the pupils to write a short text about what they think life will be in the future and stick or draw a picture. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write their text and draw their picture. Alternatively, you can ask the pupils to write their text and draw their picture as part of their homework.

(Suggested answer)

In the future we'll have bicycles that can fly.

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

5 Listen and say. Then read.

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

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

Draw the pupils' attention to the /g/ and /dʒ/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

Extension

Draw the following table on the board. Say the words. Ask individual pupils to come to the board, write them in the correct column and repeat the words. Ask the rest of the class for verification.

magic, energy, garden, girl, orange, give, age, strange, August, game

green	giant

green: garden, give, August, game

giant: magic, energy, orange, age, strange

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Write the following on the board:

become an artist

be rich

have a lot of children

travel around the world

have long hair

study English

have a lot of friends

have a big house

study History

become a singer

live in a castle

travel into space

Ask individual pupils to come to the board and say one thing they'll do and one thing they won't do in the future/when they grow up.

e.g. *Pupil 1: In the future I'll travel around the world. I won't become an artist. etc*

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

Activity Book (Optional)

Assign some of the activities from Unit 11c of the *Activity Book* as written H/W. If this is the case, make sure you do them orally in class first.

Unit 12a

- **Aims:** to talk about holidays and things to take on a holiday
- **Vocabulary:** suitcase, swimming trunks, swimsuit, sun cream, sunglasses, sleeping bag, sandals
- **Language focus**
Structures: be going to (affirmative)
Language in use: We're going to go on that plane to Port Fairy! I'm going to need a lot of things! I'm going to miss Alvin! Alvin and Erlina are going to come, too.
- **Extra materials:** *On holiday* poster, photocopies of the sentence from the *Teacher's Resource Pack (My Magic Files!)*

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 11c.)

Play the song *The magic garden* from Unit 11c, encouraging the pupils to sing along.

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

Module 6

PRESENTATION & PRACTICE

Listen, point and repeat.

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



POSTER

Pupils' books closed. Put the *On holiday* poster on the board. Point to the items (*suitcase, swimming trunks, swimsuit, sun cream, sunglasses, sleeping bag, sandals*) and say the words. The pupils listen and repeat, chorally and individually. Point to the words in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 100 on the board and ask the pupils to open their books at page one hundred. Read the title of the unit, and have the pupils repeat after you. Play the audio. The pupils listen and repeat. Check their pronunciation and intonation.

LISTENING & READING

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

Listen and read.

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

e.g. *Teacher: What are the children carrying in picture 1?*
Pupils: Suitcases. etc

Explain to the pupils that *Port Fairy* is a town in Victoria, Australia. Captain Henry Wishart named the area after his ship '*The Fairy*'.

Write on the board: *suitcase, swimming trunks, swimsuit, sunglasses, sandals, sun cream, sleeping bag*. Explain to the pupils that they will listen to the dialogue and say which of the items are heard. Play the audio. The pupils listen and complete the task.

Answer: suitcase, swimming trunks, sun cream

Read and choose. Write A or B in your notebook.

Read the instructions and the sentences. The pupils read the dialogue and complete the task in their notebooks. Check their answers.

1 B 2 A 3 B

Extension

Play the audio again with pauses for the pupils to listen

and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

(Activities to present and practise 'be going to' in the affirmative form.)

What are Pog and Trog going to do next week? Look and say. Then write in your notebook.

Pupils' books closed. (optional activity) Say, then write on the board: ***I am going to play chess tonight.*** Underline the words in bold. The pupils repeat after you. Explain that we use **be going to** to talk about future plans and intentions for the future. Show the pupils how the affirmative is formed. Present all the other persons of the affirmative in the same way.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Explain the task. Refer the pupils to Pog and Trog's calendar for next week and to the example. Explain that we can use **next** Monday, Tuesday, etc./month/year when we refer to the future. Allow the pupils time to complete the task in their notebooks. Check their answers.

2 Thursday 3 Wednesday 4 Saturday

Listen and write the names in your notebook. Then draw the missing items.

Explain the task. Refer the pupils to the suitcases (1-4) and ask them what they see in each one. Play the audio, twice if necessary. The pupils listen and write the names in their notebooks. Check their answers.

2 Lee 3 Emma 4 Mona

Play the audio again. The pupils listen and draw the missing item in their notebooks. Check their answers.

2 T-shirt 3 book 4 hat

AUDIOSCRIPT

Alvin: *Hey, Harry! What are you going to take on holiday with you?*

Harry: *Oh...I'm going to take my sandals, of course ... and a T-shirt ... and I'm going to take a camera and umm ... oh, yes! ... my shorts!*

Alvin: *And you, Lee?*

Lee: *Oh, I'm going to take my sandals, a camera, some sun cream and ... umm ... a T-shirt. Yes. I'm going to take a T-shirt, too!*

Alvin: *Cool! What about you, Emma?*

Emma: Well ... I'm going to take my sunglasses. And I'm going to take my shorts and my swimsuit and ... umm, ... what else? I know! I'm going to take a book!

Alvin: And you, Mona?

Mona: I'm going to take my camera ... and my sunglasses. And I'm going to take some sun cream and my hat.

Alvin: You're all going to have a great time!

5 Now look and say.

Explain the task. Refer the pupils to the example and ask individual pupils to say what Harry, Emma, Lee and Mona are going to take with them on holiday.

e.g. *Pupil: Harry is going to take his shorts, a camera, his sandals and a T-shirt. etc*

My Magic Files!

Before going into class

Photocopy the sentence from the *Teacher's Resource Pack*.

The trick is an optical illusion. When someone is reading it, they usually don't read the second *the* in the sentence.

Photocopy the template and show it to the class. Ask someone to read it. Ask a few pupils in turn to read it and then ask: *Does everyone agree that it reads 'I'm going to go swimming in the summer'?* Then, point to the words one by one and ask them to repeat! They will see that there is one extra **the**. Tell them to try this out at home on their friends and family!

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask individual pupils to tell the rest of the class about their holiday plans (real or imaginary). Demonstrate this yourself first.

e.g. *Pupil 1: I am going to go to London. I am going to go shopping there! etc*

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

Activity Book (Optional)

Assign some of the activities from Unit 12a of the *Activity Book* as written H/W. If this is the case, make sure you do them orally in class first.

Unit 12b

- **Aims:** to talk about holiday activities
- **Vocabulary:** surf, wetsuit, dive, camp, souvenir, rucksack, map, tent
- **Language focus**
Structures: consolidation
Language in use: What are we going to do today? Are we going to go surfing, Miss? No, we aren't. But we're going to go sailing. I'm going to go diving! We're going to have a great summer!
- **Extra materials:** *On holiday poster*

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 12a.)



POSTER

Put up the *On holiday poster*. Write the words (*sunglasses, sandals, sun cream, suitcase, swimsuit, sleeping bag, swimming trunks*) in random order on the board. Ask a pupil to come to the board, read a word, and point to the corresponding item on the poster. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

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

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

PRESENTATION & PRACTICE

Listen, point and repeat.

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



POSTER

Pupils' books closed. Put the *On holiday poster* on the board. Point to the items (*surf, wetsuit, dive, camp, souvenir, rucksack, map, tent*), one at a time, and say the corresponding word. The pupils listen and repeat, chorally and individually. Point to the words in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 102 on the board and ask the pupils to open their books at page one hundred and two. Play the audio. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

Module 6

LISTENING & READING

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

★ Listen and read.

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

e.g. Teacher: (pointing to picture 1) *Where are the children?*

Pupils: *They're at Port Fairy.*

Teacher: (pointing to picture 3) *What's Alvin wearing?*

Pupils: *A wetsuit. etc*

Write on the board:

- | | | | |
|---|------------------------|---|-------------------|
| 1 | Are we going to ... | a | go diving! |
| 2 | But we're going to ... | b | go surfing, Miss? |
| 3 | I'm going to ... | c | go sailing. |

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

- 1 b 2 c 3 a

★ Read and say yes or no.

Read the instructions and explain the task. Refer the pupils to the dialogue. Ask individual pupils to answer. Ask the rest of the class for verification.

- 1 no 2 yes 3 yes 4 yes

Extension

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

Hold up your book to the class. Read out sentences from the dialogue. Ask individual pupils to tell the class who said each sentence.

e.g. Teacher: *Port Fairy is so cool!*
Pupil 1: *Mona! etc*

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

★ Read and match in your notebook.

Read the instructions and explain the task. Refer the pupils to the pictures and read the sentences. Elicit/Explain any unknown words. Allow the pupils time to complete the task. Check their answers.

- 1 e 2 c 3 a 4 d 5 b

★ Read and choose A or B. Write in your notebook.

Read the instructions and explain the task. The pupils read the sentences and choose the correct ones. Allow the pupils time to complete the task in their notebooks. Check their answers.

- 1 B 2 B 3 B 4 A

★ Complete in your notebook. Then sing along!

Read the instructions and explain the task. The pupils complete the song in their notebooks. Play the audio, twice if necessary. The pupils listen and check their answers.

- 2 blue 3 eat 4 tent 5 bear

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

★ Let's play!

The pupils read the example. Brainstorm jobs and write them on the board. Explain the game. A pupil comes to the front and mimes a job. The rest of the class guesses what it is. Whoever guesses correctly comes to the front and the game continues.

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

The pupils imagine they are at Port Fairy and write a short letter to a friend. Explain that they can use some of the ideas from the dialogue.

e.g. *Dear Scott,*

I'm having a great time here in Port Fairy. I'm going to go sailing in the afternoon. Tomorrow I'm going to go swimming.

See you soon.

Carl

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

Activity Book (Optional)

Assign some of the activities from Unit 12b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Unit 12c

- **Aims:** to talk about holidays, to develop the pupils' listening and writing skills
- **Vocabulary:** dove, wing, sky, wave, handbag
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** /eɪ/, /aɪ/
- **Extra materials:** flashcards (92-95)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 12b.)

Whispers

Tell the pupils they are going to play a game. Explain the rules. Start by whispering a holiday item taught in Unit 12b to a pupil. Ask him/her to whisper the same word to his/her partner, who then whispers it to the next pupil, etc. Ask the last pupil to call out the word and check if it is the correct one. Repeat the procedure as many times as you think is necessary.

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

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

PRESENTATION & PRACTICE

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

 **Listen, point and repeat.**



FLASHCARDS (92-95)

Pupils' books closed. Put the flashcards on the board. Point to the pictures (*dove, wing, wave, handbag*), one at a time, and say the corresponding words. The pupils listen and repeat, chorally and/or individually. Point to the flashcards in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 104 on the board and ask the pupils to open their books at page one hundred and four. Read the title of the unit and have pupils repeat after you. Elicit/Explain what the title means. Play the audio. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.

 **Read and complete in your notebook. Then listen and check.**

Read the instructions and explain the task. Refer the pupils to the picture and ask them what they see (*Harry, Emma, Mona, Lee and Alvin flying on a dove.*). Refer the pupils to the song and the words on the right. Allow them time to complete the task in their notebooks. Play the song. The pupils listen and check their answers.

2 holiday **3** love

 **Now sing along!**

Play the audio again. The pupils listen and sing along. Alternatively, ask the pupils to perform the following actions:

We are going to fly into the sky, (*mime flying*)

We are going on holiday!

Yes, we're going to fly on the wings of a dove

Singing Polly - Wolly - Doodle all the day! (*wave both hands*)

Fly away! (*flap imaginary wings*)

Fly away!

We are going to fly away!

We are going away on a holiday

Singing Polly - Wolly - Doodle all the day! (*wave both hands*)

We are going to fly into the sky, (*mime flying*)

We are going on holiday!

Yes, we're going to send you lots of love (*blow kisses*)

Singing Polly - Wolly - Doodle all the day! (*wave both hands*)

 **I am you! Imagine you are your friend. Complete in your notebook.**

Read the instructions and explain the task. Ask the pupils if they think they know their friends really well! Allow the pupils time to complete the sentences about their friend in their notebooks.

(Suggested answers)

- My favourite colour is **red**.
- My lucky number is **4**.
- I like **singing and dancing**.
- I don't like **doing my homework**.
- This evening I'm going to **watch a film on TV**.
- When I grow up I'm going to **be a doctor**.

 **Compare your answers with your friend.**

Ask the pupils to compare their answers with those of their friend and see how well they know each other!

Module 6

READING & WRITING

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

3 Read and choose. Write the words in your notebook. Then listen and check.

Read the instructions and explain the task. Ask the pupils to look at the letter and the pictures and have a picture discussion as to what they can see (*a boy, a tent, a river, the sun, etc*). Ask the pupils to read the letter and write the correct word in their notebooks. Play the audio. The pupils listen and check their answers. Ask individual pupils to read out from the letter.

- 1 camping 3 sunny 5 next
2 tent 4 cook

4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the picture and read the letter. Ask them what they can see in the picture (*A boy surfing*).

Ask the pupils to write a letter to a friend about what they are going to do next weekend, and stick or draw a picture. Tell them to use the letters in Exs 3 and 4 as models and draw their attention to the letter format.

Allow the pupils time to write the letter and draw their picture. Alternatively, you can ask the pupils to write the letter and draw their picture as part of their homework.

(Suggested answer)

Hi Sally!
I'm going to go swimming next week. I hope it's going to be very hot!
What are you going to do next weekend?
Love,
Karen

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

5 Listen and say. Then read.

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

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

Draw the pupils' attention to the /eɪ/ and /aɪ/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

Extension

Draw the following table on the board. Say the words. Ask individual pupils to come to the board, write them in the correct column and repeat the words. Ask the rest of the class for verification.

say, Saturday, why, my, July, they

holiday	fly

holiday: say, Saturday, they

fly: my, why, July

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Demonstrate the following dialogue with a pupil:

Teacher: Where are you going to go on holiday?

Pupil: I'm going to go to Mexico.

Teacher: Have a nice holiday!

Pupil: Thank you!

The pupils, in pairs, act out similar exchanges.

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

Activity Book (Optional)

Assign some of the activities from Unit 12c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Troll Tales! (Episode 6)

- **Aims:** to read for pleasure
- **Vocabulary:** wings, claws, dragon, cute
- **Extra materials:** photocopies of the episode (*Ending the Lesson*)

BEGINNING THE LESSON

Ask the pupils if they remember what the previous episode was about (*Pog, Trog and Popsie seeing a*

ghost.). Ask them if they remember any of the phrases from that episode and ask them to say them out loud (e.g. *Popsie, did you take my glasses? No, I didn't! Popsie, did you take my shoes? It was me! I cleaned your glasses, I washed your shoes and I made popcorn for everyone! We don't believe in ghosts, Popsie!*).

PRESENTATION & PRACTICE

Episode 6: Listen and read.

(Activities to promote reading for pleasure.)

Write a big 106 on the board and ask the pupils to open their books at page one hundred and six. Refer the pupils to the episode. Ask them to look at the pictures and guess what the episode is going to be about (e.g. *Pog and Trog finding a baby dragon.*).

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

Now take roles and read.

The pupils take roles and read the episode.

ENDING THE LESSON

Before going into class

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

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

Go Green! 6

- **Aims:** to raise the pupils' environmental awareness, to talk about Earth Day
- **Vocabulary:** consolidation
- **Extra materials:** thick paper (*Ending the Lesson*)

BEGINNING THE LESSON

Write the words *Earth Day* on the board. Ask the pupils if they know anything about this day (e.g. *When do we celebrate it? Why do we celebrate it? What do people do on that day? etc*) and elicit responses.

PRESENTATION & PRACTICE

1 Read and answer.

Write a big 107 on the board and ask the pupils to open their books at page one hundred and seven. Explain the task. Refer the pupils to the text and to questions 1-3. Allow them time to read the text and answer the questions in their notebooks. Then, individual pupils read out from the text. Alternatively, pupils answer the questions orally in class.

- 1 (It was) on 22nd April, 1970.
- 2 174 countries.
- 3 They plant trees and collect glass, paper and plastic to recycle.

2 Let's sing!

Refer the pupils to the song. Ask individual pupils to read it aloud. Play the song. The pupils listen to the song and sing along, each time substituting the word *planet* in the first verse with the words *flowers, rivers* and *animals*.

Think of your own verse for the song!

Explain the activity to the pupils and allow them time to think of their own verse for the song and write it down. Individual pupils can sing their verse to the rest of the class.

e.g. *Pupil 1: We've got the mountains in our hands! ... Understand ... in our hands! etc*

3 Craftwork.

Explain the craftwork activity. Tell the pupils that you are going to organise an art exhibition about Earth Day! Ask the pupils to find some small rocks or pebbles and paint them. This can be done at home. Then they bring them to class and have a class exhibition.

ENDING THE LESSON

Ask the pupils, in pairs or in groups, to make a poster for Earth Day and decorate it with drawings, stickers, ribbons, etc. Make sure to display their work in the classroom.

Our World

- **Aims:** to talk about family holidays
- **Vocabulary:** snowmobile, music hall, roller coaster
- **Extra materials:** none

Module 6

BEGINNING THE LESSON

Write *holiday resort* on the board and explain/ elicit what it means. Ask the pupils if they know any holiday resorts in their country and if they have ever been there. Ask them what kind of activities families usually do there (e.g. *swimming, waterskiing, skiing, etc*).

PRESENTATION & PRACTICE

1 Choose the best holiday for each family. Write: *Banff, Corfu or Blackpool* in your notebook.

Write a big 108 on the board and ask the pupils to open their books at page one hundred and eight. Read the instructions and explain the task. Refer the pupils to the family pictures and read out the family name and what they like (1-3). Point to the holiday destinations below and tell the pupils to choose the best holiday destination according to what each family likes. Allow the pupils time to read the texts and complete the task in their notebooks. Check their answers. Ask individual pupils to read out from the texts.

- 1 Blackpool 2 Corfu 3 Banff

2 Project Work: Write about a famous holiday resort in your country. You can find information on the Internet.

Read the instructions and explain the task. Ask the pupils to write about a famous holiday resort in their country and stick or draw a picture. Tell them to use the texts in Ex. 1 as models. Allow them time to do the project. You can ask individual pupils to present their project to the class.

Alternatively, you can ask the pupils to do the project as part of their homework.

(Suggested answer)

Cornwall, UK

Cornwall is a great place for a family holiday. You can swim or surf, go horse riding or sailing. It's the perfect holiday for all the family.

Note: Once the pupils have completed their projects, guide them on how to file them in their *Junior Language Portfolios*.

ENDING THE LESSON

Ask the pupils, in pairs or in groups, to draw a picture of an ideal holiday resort. Make sure you display their work in the classroom.

It is advised you do 'Our School' on page 115 during this lesson or the next.

Checkpoint (Units 11 - 12)

- Aims:** to consolidate Module 6, to obtain feedback on individual pupils, to monitor the pupils' progress

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

e.g. *Teacher: When is your birthday?*

Pupil 1: On 15th August.

Teacher: Will you buy a motorbike when you grow up?

Pupil 2: Yes, I will.

Teacher: Are you going to go to Italy in the summer?

Pupil 3: No, I'm not. etc

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

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

1 Look, read and match in your notebook.

The pupils read the words and match them to the pictures.

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

2 Read and choose. Write the word in your notebook.

Refer the pupils to the sentences (1-6) and explain the task. The pupils read and write the correct word in their notebooks.

- | | | |
|----------|----------|----------|
| 1 before | 3 after | 5 before |
| 2 after | 4 before | 6 before |

3 Read and match in your notebook.

Refer the pupils to the sentences (1-6) and (a-f) and explain the task. The pupils match the sentences in their notebooks.

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

4 Read and answer.

Refer the pupils to the questions (1-4) and explain the task. The pupils answer the questions.

(Suggested answers)

- 1 (My last name is) Norris.
- 2 (I'm from) London.
- 3 (My birthday is on) 4th June.
- 4 (My favourite singer is) Lady Gaga.

Now I can ...

Once all the exercises have been corrected, ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories or characters they liked the best. Then, refer the pupils to the *Now I can* box and read through it with them.

Note: Pupils can now do *Modular Revision and Assessment 6* in their *Activity Books*.

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

Music

- **Aims:** to talk about shapes and musical instruments
- **Vocabulary:** circle, square, triangle, rectangle, oval, xylophone, wood block, maracas
- **Language focus**
Language in use: consolidation
- **Extra materials:** magazines (*Ending the Lesson*)

BEGINNING THE LESSON

Read the title and explain to the pupils, in L1 if necessary, that in this section they will be doing activities based on some of the other subjects they study in school. Allow them some time to go through the section and become familiar with it.

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with shapes and musical instruments.)

1 Match the shape to the instrument in your notebook.

Pupils' books closed. Draw the following shapes on the board: *a circle, a square, a triangle, a rectangle and an oval*. Say and write the name of each shape underneath. The pupils repeat after you. Ask the pupils to find these shapes in the classroom (*e.g. blackboard - rectangle, poster - square, etc*).

Draw an imaginary circle in the air. Ask a pupil to name the shape. Repeat with the rest of the shapes.

Pupils' books open. Write a big 110 on the board and ask the pupils to open their books at page one hundred and ten. Refer the pupils to the pictures of the shapes and the musical instruments. Point to each musical instrument and read out the word. The pupils repeat after you. Read the instructions and explain the task. Allow the pupils time to match the shapes to the instruments in their notebooks. Check their answers.

1 e 2 c 3 b 4 a 5 d

2 Listen and choose. Write A or B in your notebook.

Read the instructions and explain the task. Play the audio, twice if necessary. The pupils listen and write A or B in their notebooks. Check their answers.

1 B 2 A 3 A 4 A

3 Over to you! Make your own drum! Form a band - get together with your classmates!

Read the instructions and explain the task. Refer the pupils to the picture and tell them to make their own drum at home, using an empty instant-coffee tin and decorating it with colourful paper. (You may want to show them how it is done, step-by-step, by bringing in an empty instant-coffee tin yourself, as well as some colourful wrapping paper.) Ask the pupils to have their drums ready for the next lesson, and tell them they are going to form a band with their classmates and give a performance.

ENDING THE LESSON

Tell the pupils they are going to make a collage of shapes. In pairs, the pupils go through the magazines you have brought to class and cut out pictures of objects that have the following shapes: *circle, square, triangle, rectangle and oval*. Provide them with pieces of paper to stick their pictures on. Display their collages in the classroom.

ICT

- **Aims:** to talk about computers
- **Vocabulary:** speakers, mouse, screen, printer, keyboard, print, type, sound, move
- **Language focus**
Language in use: consolidation
- **Extra materials:** large piece of thick paper (*Ex. 2*)

BEGINNING THE LESSON

Write the word *computer* on the board. Ask the pupils to tell you, in L1 if necessary, what they know about computers (*e.g. what we use them for, what different parts they have, etc*).

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with computers.)

1 Look, read and write in your notebook.

Write a big 111 on the board and ask the pupils to open their books at page one hundred and eleven. Refer the pupils to the pictures of computer parts (peripherals). Point to each picture and read out the word. The pupils

repeat after you. Read the instructions and explain the task. Refer the pupils to the definitions (1-5) and read out the example. Allow the pupils time to match the parts (peripherals) to the definitions. Check their answers.

- | | |
|------------|------------|
| 2 printer | 4 speakers |
| 3 keyboard | 5 mouse |

2 Project Work: Computer speak! In groups make a poster with computer words. Present it to the class.

The pupils work in groups. Tell them they are going to make a poster with computer words. Brainstorm computer words and write them on the board (e.g. *CD, mouse pad, mouse, printer, joystick, screen, speakers, keyboard, headphones, etc*). After the pupils finish their posters, display their work in the classroom.

ENDING THE LESSON

Write the following computer words on the board and ask the pupils to unscramble the letters and say the correct word.

- U S M O E (MOUSE)
- C N E R E S (SCREEN)
- A O R E K D B Y (KEYBOARD)
- T E I P N R R (PRINTER)
- S A E E K S P R (SPEAKERS)

Health Education

- **Aims:** to talk about germs and how to fight them
- **Vocabulary:** germ, cover, sneeze, tissue, wash, soap, second
- **Language focus**
Language in use: consolidation
- **Extra materials:** none

BEGINNING THE LESSON

Write the word *germ* on the board. Explain/Elicit what it means, using L1 if necessary. Ask the pupils what they do in order to avoid/fight germs (e.g. *wash their hands after they play/before meals, etc.*).

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with personal hygiene rules.)

1 Read and complete in your notebook.

Write a big 112 on the board and ask the pupils to open their books at page one hundred and twelve. Refer the pupils to the pictures, read the instructions and explain the task. Allow them time to read the text and complete the sentences in their notebooks. Explain/Elicit any unknown words. Check their answers and write them on the board.

Answers: Cover your **mouth** and **nose**.

Wash your **hands**.

2 Let's sing!

Refer the pupils to the song. Ask individual pupils to read it out and explain/elicite any unknown words. Play the song. The pupils listen to the song and sing along. Ask the pupils to time themselves every time they wash their hands by singing the song.

ENDING THE LESSON

Ask the pupils, in pairs or groups, to make a poster with rules on how to keep germs away. Tell them they can use stickers, pictures, and drawings to decorate their poster. Make sure you display their work in the classroom.

Maths

- **Aims:** to make comparisons, to do calculations
- **Vocabulary:** long, big, strong, fast
- **Language focus**
Language in use: consolidation
- **Extra materials:** rulers (*Exs 1, 2*)

BEGINNING THE LESSON

Choose three pupils to come to the front of the classroom and conduct a class survey using comparisons and superlatives.

e.g. *Bob is taller than Mary.*

Peter is the tallest of all. etc

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with drawing comparisons.)

1 Which line is longer? Guess. Then measure.

Write a big 113 on the board and ask the pupils to

open their books at page one hundred and thirteen. Refer the pupils to the lines, read the instructions and explain the task. Ask the pupils to tell you (without measuring) which line they think is longer. It is very likely that all the pupils will say that the bottom line is longer than the top one. Tell them to use their rulers to measure both lines. The pupils will be surprised to find out that both lines are of the same length. Explain to your pupils that this is an optical illusion, and that it's the position of the two circles that makes one line look longer and the other line look shorter.

2 Which is bigger? Guess. Then measure.

Refer the pupils to both shapes. Ask the pupils to tell you (without measuring) which shape is bigger. It is very likely that the pupils will say that the second shape is bigger than the first. Tell them to use their rulers to measure both shapes. The pupils will be surprised to find out that both shapes are of the same size. Explain to your pupils that this, too, is an optical illusion, and that it's the position of the two shapes that makes one look bigger and the other look smaller.

3 Which man is the strongest?

Read the instructions and explain the task. Refer the pupils to the pictures (1-3) and ask them to tell you which man is the strongest, based on the sum of the weight each one is lifting. Allow the pupils time to add up the kilos for each man and give you the answer.

Answer: Number 3 (6kg + 7kg = 13kg)

4 Which car is the fastest?

Refer the pupils to the cars (1-3) and ask them to read the information in the box and tell you which car is the fastest. Allow the pupils time to look at the information, do the subtractions and find the answer.

Answer: Number 2 (11:30 - 8:30 = 3 hours)

Read out the riddle for the pupils to solve. Allow the pupils time to find the answer.

Answer: a rubber, (also soap)

ENDING THE LESSON

Ask the pupils to write a riddle similar to the one in their books. When they finish, they read their riddles aloud for their classmates to solve.

History

- **Aims:** to talk about the legend of King Arthur
- **Vocabulary:** stone, market place, sword, pull, tournament
- **Language focus**
- **Language in use:** consolidation
- **Extra materials:** none

BEGINNING THE LESSON (optional activity)

Write on the board: *King Arthur and Excalibur*. Ask the pupils to tell you, in L1 if necessary, if they know/have heard of the legend of King Arthur. Ask them what they think Excalibur was (*a sword*). Ask the pupils if they know/have heard of any legends from their country.

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with the legend of King Arthur and Excalibur.)

1 Look, read and match in your notebook. (optional activity)

Write a big 114 on the board and ask the pupils to open their books at page one hundred and fourteen. Read the instructions and explain the task. Refer the pupils to the paragraphs (1-5) in the text and to the pictures (a-e). Ask the pupils to read the paragraphs and match them to the correct picture. Allow the pupils time to complete the task in their notebooks. Check their answers. Individual pupils read out from the text.

1 b 2 e 3 d 4 a 5 c

2 Portfolio: In groups, write about a legend from your country. Draw or stick pictures. (optional activity)

Ask the pupils to write about a legend from their country and stick/draw pictures. Tell them to use the text in Ex. 1 as a model. Allow the pupils time to write about the legend and stick/draw pictures. You can ask the pupils to do this at home, as part of their homework. Provide any necessary help with the vocabulary.

ENDING THE LESSON

Ask the pupils to read the text in Ex. 1 for a couple of minutes and close their books. Ask them some comprehension questions:

- e.g. *What was there in the stone? (A sword.)*
How old was Arthur when he went to the market? (16)
Who told Arthur he was the son of King Uther? (Merlin.)

Geography

- **Aims:** to talk about temperatures and holiday destinations
- **Vocabulary:** Cairo/Egypt, Acapulco/Mexico, Tokyo/Japan, Moscow/Russia, Dublin/Ireland, Sydney/Australia, temperature, degree, Celsius, Fahrenheit, boiling hot
- **Language focus**
Language in use: consolidation
- **Extra materials:** none

BEGINNING THE LESSON

Write the following words on the board: *Celsius*, *Fahrenheit*. Explain to the pupils that these are two different scales for measuring temperature and that we use the symbol °C for Celsius and °F for Fahrenheit. Ask them which scale they use for measuring temperature in their country. Explain that temperature is read like this: $31^{\circ}\text{C} = 31 \text{ degrees Celsius}$, $88^{\circ}\text{F} = 88 \text{ degrees Fahrenheit}$.

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with talking about temperatures.)

Look and talk with your friend.

Pupils' books closed. Say, then write the following cities on the board: *Cairo*, *Acapulco*, *Tokyo*, *Moscow*, *Dublin*, *Sydney*. The pupils repeat after you. Ask the pupils if they know/have heard of these cities and say/ elicit where they are (*Cairo - Egypt*, *Acapulco - Mexico*, *Tokyo - Japan*, *Moscow - Russia*, *Dublin - Ireland*, *Sydney - Australia*).

Pupils' books open. Read the instructions and explain the task. Refer the pupils to the table and have them look at the cities, as well as the temperatures in these cities in July. Ask a pair of pupils to read out the example. Tell the pupils, in pairs, to ask and answer questions, as in the example. Go around the classroom monitoring the activity and providing assistance where necessary.

(Suggested answers)

- A:** What's the weather like in Acapulco in July?
B: It's very hot. It's about 31 degrees Celsius.
- A:** What's the weather like in Tokyo in July?
B: It's quite hot. It's about 29 degrees Celsius.
- A:** What's the weather like in Moscow in July?
B: It's very warm. It's about 24 degrees Celsius.

- A:** What's the weather like in Dublin in July?
B: It's warm. It's about 19 degrees Celsius.

- A:** What's the weather like in Sydney in July?
B: It's quite cool. It's about 16 degrees Celsius.

Choose one of the cities to visit. Decide what to pack and write a list in your notebook.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them to choose one of the cities (in Ex. 1) to visit. Then ask them to write a list of things to take with them. Tell them they can use some of the clothes/items shown in the pictures, or add some more based on what they have learnt.

(Suggested answers)

Acapulco, Mexico
swimsuit
hat
sandals
sun cream
sunglasses

Now tell your friend.

Read the instructions and explain the task. Refer the pupils to the example and tell them to work in pairs, and tell their partner where they're going to go and what they're going to take with them, as in the example. Go around the classroom monitoring the activity and providing assistance when necessary.

(Suggested answer)

I'm going to go to Acapulco. I'm going to take my swimsuit, hat, sandals, sunglasses and sun cream.

ENDING THE LESSON

Ask the pupils, in pairs or in groups, to imagine they are going to go on holiday to a place of their choice and draw a picture of a suitcase with things they are going to take with them. Ask the pairs/groups to present their drawings to the rest of the class. Make sure you display their work in the classroom.

Round-up Key

Note: Round-up aims to consolidate the vocabulary and grammar structures 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.

1 Read and complete the family tree in your notebook.

Point to the family tree and revise the family members. Point to grandpa and ask: *Who's this?* Elicit: *Grandpa*. His name is Jake. Follow the same procedure with the rest of the family members. Explain the task. Allow the pupils some time to read the text and complete the exercise in their notebooks. Check the pupils' answers.

- | | | |
|---------|----------|---------|
| 2 Jill | 5 Tina | 8 Anna |
| 3 Harry | 6 George | 9 Brett |
| 4 Jenny | 7 Tom | |

2 Read and complete in your notebook. Then match.

Have a picture discussion. Hold up your book, point to the children and elicit what they are doing. Read the instructions and explain the task. Allow the pupils some time to read and match the sentences to the children, in their notebooks. Check the pupils' answers.

- | | |
|------------------|--------------------|
| 2 is making - e | 4 is making - b |
| 3 is writing - a | 5 is vacuuming - c |

3 Look and write in your notebook, as in the example.

Hold up your book, point to the buildings and elicit their names. Read the instructions and explain the task. Allow the pupils some time to read the sentences, and answer in their notebook.

- No, it isn't. The police station is between the post office and the butcher's.
- Yes, that's right.
- Yes, that's right.
- No, it isn't. The bank is opposite the hotel.

4 Where are they? Read and write in your notebook.

Elicit the buildings in the pictures. Read the instructions and explain the task. Allow the pupils some time to read the sentences, and answer in their notebook.

- | | |
|-----------------------|-----------------------|
| 1 She's at a café. | 3 She's at a library. |
| 2 He's at a hospital. | 4 He's at a museum. |

5 Find six adjectives. Write them in your notebook.

Read the instructions and explain the task. Allow the pupils some time to complete the task. Check the pupils' answers.

worried - angry - thirsty - noisy - shy - naughty

6 Match in your notebook.

Read the instructions and explain the task. Allow the pupils some time to read the sentences, and match them in their notebook. Check the pupils' answers.

- 1 c 2 d 3 e 4 b 5 a

7 Read, choose and complete. Write the words in your notebook.

Read the instructions and explain the task. Allow the pupils some time to read the sentences, and complete the missing words. Check the pupils' answers.

- | | | |
|-------------|-----------|--------------|
| 1 sea | 5 funfair | 9 sun cream |
| 2 bear | 6 king | 10 moustache |
| 3 grassland | 7 fall | |
| 4 tired | 8 writer | |

8 Complete in your notebook.

Hold up your book and point to the two fact files. Elicit the name of the animals (*kangaroo, panda*). Ask the pupils what they know about the animals, where they live, what they look like what they eat etc. allow the pupils some time to complete the fact files in their notebooks.

- A Name:** Kangaroo
Where it lives: Australia and New Guinea
What it looks like: It's got a long tail.
What it eats: It eats grass.
- B Name:** Panda
Where it lives: China.
What it looks like: It's black and white.
What it eats: It eats bamboo and fruit.

9 Make questions in your notebook. Then answer them. (optional activity)

Point to the pictures and ask pupils if they know who these people are. Elicit what they are famous for. (*Ludwig van Beethoven was a famous composer, Florence Nightingale was a famous nurse, Pablo Picasso was a famous artist and Jesse Owens was a famous athlete*)

- 1 **A:** Who was Ludwig van Beethoven?
B: A composer.
- 2 **A:** Who was Pablo Picasso?
B: An artist.
- 3 **A:** Who was Florence Nightingale?
B: A nurse.
- 4 **A:** Who was Jesse Owens?
B: An athlete.

- A:** What's number forty-eight?
B: It's a chair.
- A:** What's number ninety-nine?
B: It's a guitar.
- A:** What's number thirty?
B: It's a bus stop.
- A:** What's number sixty-one?
B: It's a bath.

- A:** What's number eleven?
B: It's a violin.

- A:** What's number fifty?
B: It's a table tennis.

- A:** What's number eighty-three?
B: They're gloves.

10 What aren't they wearing? Look, choose and write in your notebook.

Read the instructions and explain the task. Allow the pupils some time to look at the pictures and choose the item of clothing that each puppet isn't wearing.

- 1 skirt 3 dress
2 coat 4 swimsuit

11 Look, ask and answer.

Read the instructions and explain the task. Hold up your book, point to the items in the picture and elicit their names. Then, the pupils, in pairs, ask and answer questions.

- A:** What's number fifty-six?
B: It's a bike.

- A:** What's number twenty-eight?
B: They're pyjamas.

- A:** What's number fifteen?
B: It's a skateboard.

- A:** What's number twenty?
B: It's a carpet.

- A:** What's number eighty eight?
B: It's a double-decker bus.

- A:** What's number sixty-five?
B: It's a clock.

- A:** What's number seventy-four?
B: They're grapes.

Happy Halloween!

- **Aims:** to talk about Halloween
- **Vocabulary:** use pumpkins to make jack-o'-lanterns, put on a scary costume, play 'trick or treat'
- **Language focus**
Language in use: Happy Halloween!
- **Extra materials:** enlarged photocopy of pumpkin and pumpkin nose template from the *Teacher's Resource Pack*, some sweets (Ex. 3)

This unit is optional. It is designed to be taught just before Halloween.

BEGINNING THE LESSON

Play the *Halloween* song from Ex. 2 as the pupils are arriving. Greet them by saying *Happy Halloween!*

PRESENTATION & PRACTICE

(Activities to get the pupils talking about Halloween.)

1 Read.

Pupils' books closed. Have a class discussion about what we usually do when we celebrate Halloween and what comes to mind when they hear the word *Halloween*. Ask the pupils to tell you how they spend Halloween.

Pupils' books open. Write a big 122 on the board and ask the pupils to open their books at page one hundred and twenty-two. Point to the illustrations in your book and ask the pupils what they can see in each one. Ask individual pupils to read out the sentences. Explain/Elicit any unknown words. Ask the pupils if they celebrate Halloween in the same way in their country.

2 Let's sing!

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

3 Let's play!

Before going into class

Photocopy the pumpkin and the pumpkin nose template from the *Teacher's Resource Pack* and stick the pumpkin on the wall.

Tell the pupils that you are going to play a game. Show them the pumpkin that you have stuck on the wall and

show them the pumpkin's nose. Explain the game and demonstrate with one of the pupils. Put a blindfold on the pupil and spin him/her around and around (carefully). Take the pumpkin nose, give it to the blindfolded pupil and ask him/her to try to stick it on the pumpkin's face. Repeat with other pupils. The pupil that comes the closest to the correct spot on the pumpkin poster is the winner and can get a sweet as a treat.

4 Help the children go to the haunted house. Read and say *True or False*.

Tell the pupils that they are going to play a board game. Explain the rules.

Rules of the game

- The pupils play in pairs and each player needs a counter (*any small object will do*). They place their counters on **Start** and roll the dice, saying the number that comes up. The player with the highest number begins the game by saying *My turn*.
- Depending on the square they land on, the pupils have to answer the question. If they land on a 'Go back to start' square, the pupils must go back to the **Start** square and begin the game again.
- The game is non-competitive and should continue until both players reach the last square.

Key

- | | |
|--------------------|--------------------|
| 1 False | 6 True |
| 2 True | 7 False |
| 3 True | 8 False |
| 4 Go back to Start | 9 Go back to Start |
| 5 False | 10 True |

ENDING THE LESSON

Ask the pupils to design a scary costume for Halloween.

- **Aims:** to talk about New Year
- **Vocabulary:** make a lot of noise, the clock strikes twelve, brings good luck to the house
- **Language focus**
Language in use: Happy New Year!
- **Extra materials:** plastic bottles (one for each pupil), dried beans, peas or lentils, glue, sticky tape, scissors, strips of coloured paper or crepe paper, glitter, ribbons, etc (Ex. 1), pieces of thick paper (*Ending the Lesson*)

This unit is optional. It is designed to be taught just before New Year.

BEGINNING THE LESSON

Play the song *Happy New Year* from Ex. 3 as the pupils are arriving.

PRESENTATION & PRACTICE

(Activities to get the pupils talking about New Year.)

Pupils' books closed. Have a class discussion about what we usually do when we celebrate New Year and what comes to mind when they hear the words *New Year*. Ask the pupils to tell you how they spend their New Year.

1 Let's make a New Year's rattle!

Before going into class

Ask the pupils beforehand to bring in an empty plastic bottle (a small one preferably). Take in some dried beans, peas or lentils, glue, sticky tape, scissors, strips of coloured paper or crepe paper, glitter, ribbons, etc.

Pupils' books open. Write a big 124 on the board and ask the pupils to open their books at page one hundred and twenty-four. Point to the illustration and explain to the pupils that they are going to make a New Year's rattle for the celebration of New Year. Demonstrate how to make it: First, take a plastic bottle and cover it with paper. Then put the dried beans, peas or lentils in the bottle and screw the bottle cap on the bottle. Once it is securely closed, start decorating the bottle by cutting and gluing ribbons and pieces of coloured paper on it.

2 New Year's News! Read.

Explain to the pupils that they are going to read about the way people from different countries celebrate New Year. Write the following questions on the board: *What do Portuguese people eat at midnight? What special food do the Scottish eat on New Year's Day?* Ask pupils to read the two texts and answer the questions in their notebooks. Check pupils' answers. Then, select two pupils to read the texts out loud.

The Portuguese eat twelve raisins at midnight.
The Scottish eat cheese, bread and shortbread.

3 Let's sing!

Play the audio. The pupils listen and follow along. Play the audio again. The pupils listen and sing along. They can use their New Year's rattles for extra effect.

4 Look, read and say yes or no.

Read the instructions and explain the task. Refer the pupils to the picture and the sentences (1-6). Allow them some time to read the sentences. Ask individual pupils to read out a sentence and then say *yes* or *no* according to what they can see in the picture. Ask the rest of the class for verification.

- | | | |
|-------|------|-------|
| 1 yes | 3 no | 5 no |
| 2 yes | 4 no | 6 yes |

5 Read and answer the questions in your notebook.

Read the instructions and explain the task. Read the invitation aloud and explain/ elicit what a New Year's Eve party is. Allow the pupils some time to read the invitation again and answer the questions in their notebooks. Check their answers.

- | | |
|--------------------|-------------------|
| 1 31st December | 3 25 Apple Street |
| 2 8 in the evening | 4 Emily Hall |

6 Portfolio: Make an invitation for a New Year's Eve party at your house.

Ask the pupils to write an invitation for a New Year's Eve Party at their house. Tell them to use the invitation in Ex. 5 as a model. Allow the pupils some time to write their invitation. Alternatively, you can ask the pupils to write the invitation as part of their homework.

(Suggested answer)

Please come to our New Year's Eve Party.
It's on 31st December from 9 in the evening.

Happy New Year

Our house is at 16 Elm Street.
Please call John White at 01179 212196 by 27th
December!

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

ENDING THE LESSON

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

Before going into class

Bring in pieces of thick paper.

Provide each pupil with a rectangular piece of thick paper. Ask the pupils to fold it in half and make a New Year's card to offer a classmate. Write a sample text on the board for the pupils to copy, as follows:

To: ...
Happy New Year!
From: ...

Tell the pupils they can decorate their card with drawings, stickers, ribbons, etc. If you wish, while the pupils are making their cards, play the song from Ex. 3. Before leaving the classroom, the pupils offer one another their cards and wish each other *Happy New Year!*

- **Aims:** to talk about Easter
- **Vocabulary:** consolidation
- **Language focus**
Language in use: Easter is a popular holiday with children. Where is my egg?
- **Extra materials:** (optional) a boiled egg, paints, markers (Ex. 5)

This unit is optional. It is designed to be taught just before Easter.

BEGINNING THE LESSON

Greet the pupils as they arrive with *Happy Easter!*

PRESENTATION & PRACTICE

(Activities to get the pupils talking about Easter.)

Pupils' books closed. Write on the board the date Easter is on and say: *It's Easter! Happy Easter, everyone!* Have the pupils wish one another a Happy Easter. Have a discussion, in L1 if necessary, as to what Easter means to them and what they usually do at Easter. Pre-teach the notion of Easter bunny (*a rabbit character who brings gifts and sweets to children on the Easter holiday*) and Easter basket (*a basket with Easter eggs*). Ask the pupils if they have similar characters/traditions in their country.

1 Read and match in your notebook.

Pupils' books open. Write a big 126. Ask the pupils to open their books at page one hundred and twenty-six. Point to the picture and ask the pupils what they can see (an Easter bunny, an Easter basket, Easter eggs). Allow the pupils some time to read the text and complete the task in their notebooks. Check their answers. Individual pupils read out from the text.

1 c 2 d 3 b 4 a

2 Copy the picture in your notebook. Then listen and complete it.

Explain the activity. The pupils copy the picture in their notebooks. Then, they listen, follow the instructions they hear and complete the picture. Play the audio for the pupils to listen. Play the audio again, pausing so the pupils can draw and complete their pictures. Go around the class monitoring and helping where needed. When the pupils have completed the task, put up their pictures somewhere in the classroom.

AUDIOSCRIPT

Draw a big chocolate egg in the blue basket. Draw a basket under the tree. Draw four flowers next to the basket. Draw three eggs in the basket. Draw one chocolate egg in the tree.

3 Where are the chocolate eggs? Complete the clues to help Messy Melvin find them! Write in your notebook.

Refer the pupils to the picture and ask them what they can see (dishes, cake, sink, clothes, washing machine, fridge, etc). Read the clues out loud, one at a time, paying particular attention to the words in bold. Explain the task. Allow the pupils some time to read the sentences and complete the task in their notebooks. Ask individual pupils to read the sentences aloud.

- | | |
|-------------------|--------|
| 1 dishes | 3 cake |
| 2 washing machine | 4 sink |

4 Let's play!

Read out the example. Explain the game. Pupils play in pairs. One pupil thinks of a place where their egg is hidden. The other pupil has to guess where it is, as in the example.

- e.g. Pupil A: *Where is my egg?*
Pupil B: *Give me a clue!*
Pupil A: *It's with my scarf!*
Pupil B: *It's on the table! etc*

5 Let's make a painted egg!

Bring in boiled eggs, one per pupil or ask the pupils to bring their own. Explain that they will use paints or markers and decorate their eggs anyway they like. Display their eggs in the class.

ENDING THE LESSON

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

Provide a large piece of paper for pairs/groups of pupils and ask them to make an Easter poster by drawing pictures of what Easter means to them. Once the pupils have finished, make sure you display their work in the class.

Father's Day

- **Aims:** to talk about Father's Day
- **Vocabulary:** consolidation
- **Language focus**
Language in use: We celebrate Father's Day on the third Sunday in June.
- **Extra materials:** sheets of white paper, crayons (Ex. 2)

This unit is optional. It is designed to be taught just before Father's Day.

BEGINNING THE LESSON

Before going into class

Prepare a Father's Day card.

Show the pupils the Father's Day card that you have prepared. Ask pupils if they know what the card is for. Elicit pupils' answers (*Father's Day*). Write *Father's Day* on the board.

PRESENTATION & PRACTICE

(Activities to get the pupils talking about Father's Day.)

Pupils' books closed. Have a class discussion about what we usually do when we celebrate Father's Day and what comes to mind when they hear the words *Father's Day*. Ask the pupils to tell you how they spend their Father's Day.

1 My dad! Read and complete in your notebook. Then, tell the class.

Pupils' books open. Write a big 128 on the board and ask the pupils to open their books at page one hundred and twenty-eight. Refer the pupils to the sentences in Ex. 1. Explain that they are all sentences that refer to *Dad*. Read the instructions and explain the task. Allow the pupils some time to read the sentences and complete the task in their notebooks. Check the pupils' answers. Then, have pupils read out their sentences to the rest of the class.

(Suggested answers)

My dad is **40** years old.
He is **180 cm/very** tall.
His hair is **brown** and his eyes are **blue**.
My dad loves **football and cars**.
He likes wearing **T-shirts and jeans**.
His favourite TV show is '**Dancing with the Stars**'.
His favourite song is '**Thriller**'.
He feels happy when I **am happy**.

2 Let's make a Father's Day card!

Explain to the pupils that they are going to make a Father's Day card similar to the one that you showed them at the beginning of the lesson. Give each pupil a sheet of paper and give them enough time to write and colour their cards. Write a few Father's Day wishes on the board that the pupils can copy in their cards. Possible suggestions:

*Dear Dad,
You are the greatest dad in the world!
Happy Father's Day!
Love,
.....*

*Dear Dad,
Thank you for all the wonderful things that you do for me!
Happy Father's Day!
Love,
.....*

3 Read and choose. Write the word in your notebook. Then listen and check.

Explain the task. Allow the pupils some time to read the phrases and complete the task in their notebooks. Play the audio. The pupils listen and check their answers. Ask individual pupils to read the phrases aloud.

- | | | |
|----------|--------|------------|
| 1 with | 3 car | 5 watching |
| 2 caring | 4 sick | 6 night |

Now write your own poem!

Read the instructions and explain the task. Brainstorm words or ideas and write them on the board, i.e. fun, kind, caring, easy-going, funny, happy, tall, etc. Allow the pupils some time to write a small poem (phrases) about their father. Go around the class offering help where needed. Have individual pupils read their poem aloud.

(Suggested answer)

Funny and smart
Always gentle and kind
Takes me to the park
Helps me with my homework
Easy-going and fun
Remembers my lunch when I forget.

4 Read and match in your notebook.
Then fill in the other two coupons.

Read the instructions and explain the task. Explain to the pupils that these are coupons promising things they can do for their dad. Allow them some time to read the coupons and complete the task in their notebooks. Check their answers.

- 1 d
- 2 c
- 3 a
- 4 b
- 5 One game of chess. (suggested answer)
- 6 One night at the cinema. (suggested answer)

ENDING THE LESSON

Ask the pupils to read their Father's Day wishes aloud to the rest of the class.

Fun Time Starter

1 Find and write the numbers in your notebook. Then match.

- | | | |
|-------------|--------------|-----------------|
| 1 ten, a | 5 fifty, g | 9 ninety, j |
| 2 twenty, b | 6 sixty, h | 10 a hundred, i |
| 3 thirty, c | 7 seventy, d | |
| 4 forty, f | 8 eighty, e | |

2 Copy the form in your notebook and complete it. Then talk with your friend and complete it with the information about him/her.

(Suggested answers)

First Name: Linda

Last Name: White

Age: 10

Address: 45 Pine Road

Name of School: Green School

Phone Number: 555-3291

A: Hello, can I borrow a book from the library?

B: Yes, of course. What's your name?

A: Linda

B: And your last name?

A: White

B: How old are you?

A: 10

B: What's your address?

A: 45 Pine Road

B: Where do you go to school?

A: Green School

B: And what's your phone number?

A: 555-3291

Fun Time 1

1 Read and answer.

- 1 Bill
- 2 9 (nine)
- 3 He's tall and slim. He's got short dark hair and green eyes.
- 4 He's from Germany
- 5 His favourite food is burgers.
- 6 He plays football.

2 Write to Tom about your best friend.

(Suggested answer)

Dear Tom,

Hello. How are you? Let me tell you about my best friend, Helen.

Helen is ten years old and she goes to my school. We are in the same class. Helen is short and slim. She's got long dark hair and brown eyes. Helen isn't from the UK. She's from India but she lives in London, now. Helen's favourite subject is Geography and she's good at Maths, too. She likes pizza just like me. In her free time, Helen plays computer games. Her favourite are adventure ones!

What about you? Please write and tell me about your best friend.

Bye for now,

Jane

3 Look, read and choose. Write in your notebook.

- | | | |
|-------|-----------|------|
| 2 is | 4 has got | 6 my |
| 3 has | 5 his | |

Fun Time 2

1 Read and write their names in your notebook.

- 1 Katie 2 William 3 Troy 4 Molly

2 Draw your house in your notebook. Present it to the class.

(Suggested answer)

There are 6 rooms. My room is blue. There is a bed, a bookcase, a computer and a desk. My sister and I do the chores.

Fun Time 3

1 Look at the map. Listen and write yes or no in your notebook.

- | | | |
|-------|-------|-------|
| 1 yes | 3 yes | 5 no |
| 2 no | 4 yes | 6 yes |

AUDIOSCRIPT

- 1 There's a supermarket opposite the park.
- 2 There's a sweet shop next to the cinema.
- 3 There's a restaurant next to the sweet shop.
- 4 There's a school opposite the baker's.
- 5 There's a house between the cinema and the school.
- 6 There's a park opposite the restaurant.

2 Find eight differences. Then say.

- In picture A, there's one cap. In picture B, there are two caps.
- In picture A, there's one dress. In picture B, there are two dresses.
- In picture A, there are two boxes. In picture B, there's one box.
- In picture A, there are two coats. In picture B, there's one coat.
- In picture A, there are two balls. In picture B, there's one ball.
- In picture A, there's one train. In picture B, there are two trains.
- In picture A, there's one pair of pyjamas. In picture B, there are two pairs of pyjamas.

Fun Time 4

1 Read and complete in your notebook. Then match the clocks to the pictures.

- | | | |
|--------|------------|-----------|
| 2 gets | 5 start | 8 watches |
| 3 has | 6 finishes | |
| 4 goes | 7 does | |
- 2 c 3 f 4 e 5 b 6 d

2 Portfolio: In groups, prepare a similar project about what you usually do on a weekday. Present it to the class.

(Suggested answer)

I usually wake up at seven. I get dressed and have breakfast at half past seven. I go to school at quarter past eight. Lessons start at half past eight. I usually finish school at four o'clock. In the afternoon, I do my homework. Then, at eight o'clock I watch my favourite programme on TV.

Fun Time 5

1 Read and write in your notebook.

- 2 aspirin 3 dentist 4 sweets 5 cakes

2 Read and say yes or no. Then write in your notebook.

- (No)
- (Yes) You should brush your teeth after meals.
- (No) You shouldn't drink too much cola.
- (Yes) You should visit the dentist often.

3 Complete in your notebook. Then match.

- | | | |
|--------------|-----------|--------------|
| 2 must, e | 4 must, a | 6 mustn't, c |
| 3 mustn't, d | 5 must, f | |

Fun Time 6

1 Read and write in your notebook.

Food – rice, pasta, burger

Containers – packet, jar, carton

Drinks – milk, cola, orange juice

Fruit and Vegetables – green pepper, onion, mango

2 Read and talk with your friend.

A: Where's the green box?

B: In front of the fridge.

A: Where's the yellow box?

B: In the cupboard.

A: Where's the blue box?

B: On the cupboard.

A: Where's the pink box?

B: Under the table.

A: Where's the grey box?

B: Behind the chair.

Fun Time 7

1 Read and write in your notebook. (optional activity)

- I'm taller than you!
- I've got a longer tail than you!
- I'm slower than you!

2 Read, choose and complete in your notebook.

- | | | |
|---------|------------|--------|
| 1 cat | 3 eyes | 5 call |
| 2 white | 4 children | |

3 Your pet (cat/dog) is missing. In groups, prepare a similar poster.

(Suggested answer)

Lost Dog

Our dog, Bark, is missing. Please help us find him. Bark is grey and white. He's got blue eyes. Bark is very friendly and likes to play with a ball. If you find him, please call 01633 763223 or email us at bringbackbark@gmail.com

Fun Time 8

1 Listen and choose. Write A or B in your notebook.

1 A 2 A 3 A 4 A

AUDIOSCRIPT

- 1 Go along New Road. Turn left into Apple Street. It's next to the station. What is it?
- 2 Go along Apple Street. Turn right into New Road. It's next to the cinema, opposite the station. What is it?
- 3 Go along New Road. Turn left into Apple Street. It's opposite the café. What is it?
- 4 Go along Apple Street. Turn left into New Road. It's opposite the library and between the bank and the restaurant. What is it?

2 Talk with your friend. (optional activity)

(Suggested answer)

- A:** Where were you on Saturday?
B: I was at the football game. Where were you?
A: I was at a concert. What time was the football game?
B: It was at 5 pm. What time was the concert?
A: It was at 8 pm. Where was the football game?
B: It was at Highton Stadium. Where was the concert?
A: It was at Green Stadium. How much were the football tickets?
B: The football tickets were £3 each. How much were the concert tickets?
A: The concert tickets were £30 each.

Fun Time 9

1 Read and match in your notebook. Then find the secret word.

1 e 2 t 3 c 4 l 5 a 6 s

The secret word is **castle**!

2 Read and complete the blog in your notebook.

- 1 get up 3 have 5 listen 7 spend
2 drives 4 play 6 visits

• Now write a blog entry about your weekends.

(Suggested answer)

Hello! My name is Steve and I'm from Australia. Let me tell you about my weekends.

Saturday is a busy day. I get up early. My mum drives me to school. I have football practice for two hours. In the afternoon, I play computer games or meet my friends in the park.

On Sundays, we usually visit my grandparents. My grandmother makes us lunch and we spend the day together. What about you?

Fun Time 10

1 Write the words in your notebook. Then match.

- 1 actor - c 4 nurse - f 7 writer - g
2 artist - d 5 actress - a
3 composer - e 6 athlete - b

2 Complete the joke in your notebook. Tell it to a friend.

- 2 is 4 stands 6 presses 8 answers
3 walks 5 says 7 asks

Fun Time 11

1 Read and choose. Write in your notebook. Then match.

- 1 Why, c 3 Who, e 5 How, b
2 What, d 4 Where, f 6 When, a

2 What's the season? Look, read and match in your notebook.

1 d 2 b 3 c 4 a

3 What is the weather like today? Look, read and say.

- London - cold New York - snowy
Madrid - sunny Paris - windy
Mexico City - hot Singapore - rainy

Fun Time 12

1 Tim's holiday. Read and complete in your notebook.

- | | |
|-----------------|---------------|
| 1 go on holiday | 3 diving |
| 2 go sailing | 4 go swimming |

2 Talk with your friend.

(Suggested answer)

Pupil A: Hello. I'd like a room, please.

Pupil B: Yes, of course. What is your first name?

Pupil A: Mandy

Pupil B: What is your last name?

Pupil A: Jones

Pupil B: What is your telephone number, please?

Pupil A: 537-2891

Pupil B: And your email address?

Pupil A: Mjones@mail.com

Pupil B: What kind of room do you need?

Pupil A: A double room, please.

Evaluation Key

Evaluation

1 Read and choose A or B. Write in your notebook.

1 B 2 B 3 A 4 B 5 A

2 Look and write in your notebook.

1 watermelon 4 coat
2 baseball 5 stomachache
3 post office

3 Read and choose. Write in your notebook.

1 A 2 A 3 B 4 A 5 A

4 Read and choose. Write in your notebook.

1 a 2 b 3 a 4 b 5 a

5 Look, read and say yes or no.

1 yes 2 no 3 no 4 no 5 no

6 Choose the odd one out. Write in your notebook.

1 tent 3 handbag 5 sail
2 river 4 map

7 Read and choose. Write in your notebook.

1 A 2 A 3 A 4 B 5 A

8 Read and choose. Write in your notebook.

1 b 2 b 3 a 4 a 5 b

Instruments for Evaluation

Evaluation is an essential part of the learning process. It helps the learners realise their progress in the target language, how much they have achieved and what areas need further practice. The learners' attitude towards their own learning experience is positively influenced as they participate in the whole process. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is basically divided into three parts: *initial* evaluation at the beginning of the course, *formative* evaluation, which is done on a daily basis, and *cumulative* evaluation upon finishing a Module.

Initial Evaluation

This evaluation centres mainly on the pupils' reports from the previous school year. The teacher can assess the pupils' level, work already covered, work needed to be covered, strengths, weaknesses, etc.

Formative Evaluation

Any exercise a pupil does can be used for this type of evaluation. The results are then recorded on the pupils' *Formative Evaluation Chart*.

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (e.g. *the dialogues, songs, craft activities, and so on*) and write the marks obtained with the help of the following code (*using colours if you wish*):

c (*competence - green*): the pupil has a full understanding of the task and responds appropriately

w (*working on - yellow*): the pupil has an understanding of the task but the response is not fully accurate

n (*non-competence - red*): the pupil does not understand the task and is unable to respond appropriately

Cumulative Evaluation

In order to obtain reliable information, the cumulative evaluation takes into account the work the pupils have done throughout the module as well as their participation and attitude. The course is accompanied by two forms of cumulative evaluation:

- *Pupil's Self-Assessment Forms*
The pupils give their personal opinion about their own results upon completion of each *Modular Revision and Assessment* section. They file these forms in their *Language Portfolios*.
- *Progress Report Cards*
The teacher completes them, one per pupil, after each test and they are given to the pupils to file in their *Language Portfolios*.

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:




Module: Unit: Course:

Pupils' names:	Mark and comments
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	




Evaluation criteria: c (green) w (yellow) n (red)

• Pupil's Self-Assessment Forms

Pupil's Self-Assessment Form




Name:							Module 1		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• Where are they from? They're from Greece.									
• What does uncle Fergus look like? He's got a big nose. What's he like? He's very funny!									
• Can you clap your hands behind your back? Yes, I can.									
• Can you help me with my homework? Sorry, I can't. I'm writing an email.									
• What's he doing? He's playing badminton.									
Draw how you feel!   									

Pupil's Self-Assessment Form




Name:							Module 2		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• Excuse me, where's the bank? It's opposite the post office.									
• How much is this coat, please? It's ninety-three pounds, nine.									
• Do you like football? Of course I do! I play football every day!									
• I eat fruit every day.									
• What's your favourite subject? Art. Why? Because I love painting pictures.									
Draw how you feel!   									

Cumulative Evaluation


Pupil's Self-Assessment Form

Name:							Module 3		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• You mustn't drop litter.									
• What's the matter? I've got a toothache. You should go to the dentist.									
• Can I have some grapes? How many? Two kilos, please.									
• Is there any juice? Yes, there is.									
Draw how you feel!   									


Pupil's Self-Assessment Form

Name:							Module 4		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• The whale lives in the ocean.									
• Were you at the café yesterday? No, I wasn't.									
• I feel scared when I see a spider. How about you? I feel scared, too!									
• This is a photo of me when I was young. I was really quiet.									
Draw how you feel!   									

Pupil's Self-Assessment Form

Name:							Module 5		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• Yesterday, I played football.									
• What do you like doing every day? I like playing computer games.									
• Lizzie is at the park.									
• Who was a painter? Leonardo da Vinci.									
Draw how you feel! 									

Pupil's Self-Assessment Form

Name:							Module 6		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• What's your favourite colour? Brown.									
• In the future we'll have robots.									
• I am going to visit the museum.									
Draw how you feel! 									

Cumulative Evaluation

- Progress Report Cards

Progress Report Card

..... (name) can:			Module 1
	very well	OK	not very well
talk about countries			
describe people and talk about their personalities			
talk about what people can do			
write about his/her super family			
ask for help			
talk about actions happening now			
write a description of doing sports on holiday.			

Progress Report Card

..... (name) can:			Module 2
	very well	OK	not very well
give and follow directions			
identify clothes			
talk about prices			
write about his/her neighbourhood			
talk about what he/she usually does every day			
tell the time			
talk about school subjects			
talk about what he/she likes doing			
write about what he/she likes doing and what he/she wants to be			

Progress Report Card

..... (name) can:			Module 3
	very well	OK	not very well
talk about rules			
talk about illnesses			
give advice			
write about how to keep healthy			
talk about food			
write a note			

Cumulative Evaluation

Progress Report Card

..... (name) can:		Module 4	
	very well	OK	not very well
talk about animal homes			
say where people were			
talk about feelings			
say what he/she was like when he/she was young			
write about when he/she was a child			
write about his/her country			

Progress Report Card

..... (name) can:		Module 5	
	very well	OK	not very well
talk about things that happened in the past			
talk about life in the past			
write about what he/she did last weekend			
tell a story			
talk about people from the past			
write about famous people from the past			

Progress Report Card

..... (name) can:		Module 6	
	very well	OK	not very well
ask and answer questions			
say the months			
talk about holiday plans			
write about his/her plans for the weekend			

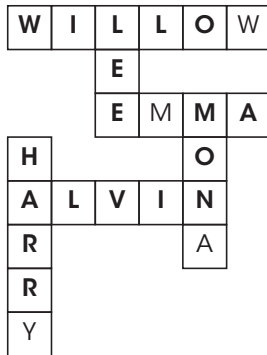
Activity Book (Key & Instructions)

STARTER UNIT

It's nice to be back!

1 Whose name is missing? Complete the puzzle to find out!

Revise the characters' names. Point to each character in turn and elicit his/her name. Explain the task and allow the pupils some time to complete the puzzle. Then ask the pupils to tell you the character whose name is missing (*Erlina*).



2 Read and complete.

Read the instructions and explain the task. Refer the pupils to the box and allow them time to read it and complete the missing information about themselves. Check their answers and ask individual pupils to report back to the class.

(Suggested answers)

My name is **Joe**.

I'm **ten** years old.

My favourite colour is **blue**.

My favourite toy is **my train**.

• Now ask your friend and complete.

Read the instructions and explain the task. The pupils, in pairs, ask and answer questions and complete the missing information about their partner. Allow them time to complete the task. Ask individual pupils to report back to the class.

(Suggested answers)

My friend's name is **Fiona**.

She is **eleven** years old.

Her favourite colour is **red**.

Her favourite toy is **her toy piano**.

3 Read and complete. Then colour.

Revise the colours. Read the instructions and explain the task. Refer the pupils to the pictures (1-4) and the incomplete words underneath, as well as to the missing parts of the words. Allow them time to complete the words with the appropriate endings, then colour the pictures accordingly.

2 a yellow window

4 an orange fridge

3 a white kite

4 Look, ask and answer.

Revise numbers 1-100. Refer the pupils to the numbered items in the picture and elicit their names. Read through the example and explain the task. Invite pupils, in pairs, to ask and answer questions about the different items, as in the example. Go around the classroom monitoring the activity. Ask some pairs to report back to the class.

(Suggested answers)

A: What's number ninety-nine?

B: It's a guitar.

A: What colour is it?

B: It's green.

A: What's number twenty?

B: It's a bike.

A: What colour is it?

B: It's red.

A: What's number twenty-five?

B: It's a computer.

A: What colour is it?

B: It's black.

A: What's number fifteen?

B: It's a TV.

A: What colour is it?

B: It's pink.

A: What's number thirty?

B: It's a wardrobe.

A: What colour is it?

B: It's green.

A: What's number fifty?

B: It's a table.

A: What colour is it?

B: It's blue.

A: What's number sixty-one?

B: It's a bath.

A: What colour is it?

B: It's yellow.

Activity Book (Key & Instructions)

A: What's number seventy-four?

B: It's a clock.

A: What colour is it?

B: It's orange.

A: What's number eighty-eight?

B: It's a piano.

A: What colour is it?

B: It's brown.

5 Let's play!

Beforehand, ask the pupils to cut out the characters' cutouts from their Activity Books and stick them onto straws. Ask the pupils to look at the picture. Elicit the words (*aeroplane, bus, camera, dress, elephant, frog, giraffe, horse, jacket, lion, mirror, radio, teddy bear, vase, yo-yo, zebra*). Have the pupils in pairs act out similar exchanges. Go around the classroom monitoring the activity. Ask some pairs to report back to the class.

MODULE 1

Unit 1a - Hello

1 Complete. Then find the countries.

Revise the countries. Use the *Around the World* poster. Point to each flag and ask pupils to say the name chorally and/or individually. Then explain the task and allow the pupils some time to complete the exercise. Check their answers.

- | | |
|------------|----------|
| 2 MEXICO | 6 GREECE |
| 3 UK | 7 ITALY |
| 4 PORTUGAL | 8 SPAIN |
| 5 TURKEY | 9 POLAND |

P	O	R	T	U	G	A	L
O	U	A	U	N	D	I	S
L	S	X	R	C	U	W	P
A	A	O	K	J	K	L	A
N	G	R	E	E	C	E	I
D	E	W	Y	F	G	O	N
U	I	T	A	L	Y	I	N
E	Y	M	E	X	I	C	O

2 Country Bingo! Let's play!

Write the names of the countries from Unit 1a on the board. Explain the game. Tell the pupils to write

the names of six countries in any square they like (one country per square). Call out the names of six countries in random order. The child who crosses out all or most of the countries he/she has written, says *Bingo* and is the winner.

3 Read and tick (✓).

Read the example and explain the task. Allow the pupils some time to complete the task. Check their answers.

- 2 b 3 b 4 a

4 Look, read and fill in: Is or Are. Then answer.

Read the instructions and explain the task. Have a picture discussion, e.g. *Where is the boy? In the tree*. Give pupils enough time to complete the task. Check pupils' answers.

- 2 **Are** they sad?
No, they aren't.
- 3 **Is** the girl on the table?
No, she isn't.
- 4 **Is** the boy in the tree?
Yes, he is.
- 5 **Is** the dog brown?
Yes, it is.

5 Choose and complete.

Revise the possessive adjectives. Read the instructions and explain the task. Give pupils enough time to complete the task. Check pupils' answers.

- | | | | |
|--------|-------|----------|---------|
| 3 you | 6 his | 9 our | 12 they |
| 4 your | 7 her | 10 we | |
| 5 he | 8 she | 11 their | |

Unit 1b - The Mirror

1 Match. Then write.

Explain the task to the pupils. Give them enough time to complete the task. Check their answers.

- | | |
|-----------|-------------|
| 2 D - sad | 4 E - short |
| 3 A - fat | 5 B - small |

2 Look, read and find the stickers!

Explain the task to the pupils. Ask the pupils to find the corresponding stickers, one at a time, and

Activity Book (Key & Instructions)

show them to you for verification before sticking them on the page. Then individual pupils read out the description.

Extension

Ask comprehension questions.

e.g. *Who's tall and fat? Uncle Tom.
Who's got long, curly hair? Cousin Derek. etc*

3 Read and complete. Then look at the pictures and write A or B.

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

2 has B 5 have A 8 has B
3 have B 6 has B
4 has A 7 has A

4 Write about your best friend. Draw or stick a picture.

Explain the task. Give the pupils enough time to complete the task and check their answers.

(Suggested answer)

My best friend's name is Bill. He has got short brown hair and blue eyes. He is very clever!

1c - Super Gran

1 Talk with your friend and complete.

Explain to the pupils that they will be working in groups of two. Pupils take turns asking questions to complete the missing information on their cards. Go around the classroom monitoring the activity. Ask some pairs to report back to the class.

e.g. *Pupil 1: Can Jake climb trees?
Pupil 2: Yes, he can.
Pupil 1: Can he ride a horse?
Pupil 2: No, he can't. etc*

2 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils time to complete the exercise. Check their answers.

Answers: Yes No

3 Listen and tick (✓) the box.

Read the instructions and explain the task. Ask pupils to describe the girls in 1 and tell you what the boys in 2 can do. Play the audio, twice if necessary. The pupils listen and complete the task. Check their answers.

1 A 2 C

AUDIOSCRIPT

1 Which is Pat?

A: Can you see Pat anywhere?
B: I don't know Pat. What does she look like?
A: She's quite short and she's got dark hair.
B: Has she got long, dark hair?
A: No, She's got short, curly hair. And she's got glasses.

2 Which is Bill?

A: Bill, can you climb?
B: No, I can't.
A: Can you walk on your hands?
B: No, I can't. But I can ride a skateboard.
A: Ride a skateboard? Really?
B: Yes, look... .

4 Read, look and write.

Explain the task. Give the pupils time to complete the task. Check their answers.

2 fifty-five 5 orange 8 drive
3 nose 6 monkey
4 feet 7 climb

Unit 2a - Chores

1 Look and complete.

Read the instructions and explain the task. Elicit the actions. Allow the pupils time to complete the task. Check their answers.

2 is vacuuming 5 is washing
3 is mopping 6 is doing/is setting
4 is watering

• Now ask and answer.

The pupils, in pairs, ask and answer questions. Go around the classroom monitoring the activity. Ask some pairs to report back to the class.

(Suggested answers)

A: What is Scott doing?
B: He is vacuuming the carpet.

Activity Book (Key & Instructions)

A: What is Emma doing?
B: She is mopping the floor.

A: What is Grandpa doing?
B: He is watering the plants.

A: What is Grandma doing?
B: She is washing the dishes.

A: What is Dad doing?
B: He is doing the ironing.

A: What is Katie doing?
B: She is setting the table.

2 Complete the questions.

Ask pupils to look at the picture. Elicit what the characters are doing. Explain the task and give the pupils time to complete it. Check their answers.

- 2 Is Alvin dancing?
- 3 Are Mona and Harry hiding behind Willow?
- 4 Are Harry and Lee wearing blue T-shirts?
- 5 Is Lee playing the piano?
- 6 Is Erlina singing?

3 Look, read and complete. Then act out.

Read the instructions and the example, and explain the task. Allow the pupils time to complete the task. Check their answers. Then the pupils act out the exchanges.

- 2 I'm washing the car.
- 3 I'm doing my homework.
- 4 I'm making lunch.

Unit 2b – Waterland

1 Look, read and put a tick (✓) or a cross (X).

Read the instructions and the example, and explain the task. Allow the pupils time to complete the task. Check their answers.

2 X 3 ✓ 4 ✓ 5 X 6 ✓

2 Look, read and complete the rhymes! Then colour.

Tell the pupils that the pictures are about some famous English rhymes. Review the prepositions *up*, *over*, *down* and *out*. Point to the pictures in the exercise and say: *Are the children walking up or*

down the hill? Encourage the pupils to answer (*They are walking up the hill.*). Do the same with the rest of the pictures. Say: *Is the cow jumping over or under the moon? (The cow is jumping over the moon.) Is the bridge falling down or up? (The bridge is falling down.) Is the spider going into or coming out of the water spout? (The spider is coming out of the water spout.)* Explain the task to the pupils and give them enough time to complete it. Check their answers. Then the pupils colour in the pictures using any colours they like.

2 over 3 down 4 out of

Extension

If you wish, you can teach the pupils the rhymes.

3 Read and find the stickers! Then play with your friend.

Read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page. Then play the game. Divide the class into pairs/groups. 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 rolling a dice, spinning a spinner, etc, and then move along the board according to the number. The pupils must say the sentence the picture in the square they land on illustrates. A correct answer allows the pupils to stay where they are, whereas an incorrect one means that they must move one space backwards.

- 1 (The mouse is) running through the hole
- 2 (The mouse is) going into the fridge
- 3 Miss a turn!
- 4 The mouse is jumping over the cat.
- 5 Go back to start!
- 6 Miss a turn!
- 7 The mouse is climbing up the wall
- 8 Miss a turn!
- 9 (The mouse is) jumping out of the window
- 10 (The mouse is) running into the box
- 11 Go back to start!
- 12 (The mouse is) jumping over the cheese

Unit 2c – A wonderful time

1 Listen and number.

Ask pupils to look at the pictures and say what the people are doing. Explain the task and play the

Activity Book (Key & Instructions)

audio twice if necessary. The pupils listen to the sounds and complete the task. Check their answers.

Molly **4** Trevor **3** Allison **5** Bruce **2**

• Now ask and answer.

In pairs, pupils ask and answer questions concerning the pictures.

(Suggested answers)

A: What is Molly doing?

B: She is playing table tennis.

A: What is Trevor doing?

B: He is playing basketball.

A: What is Allison doing?

B: She is playing the violin.

A: What is Bruce doing?

B: He is playing the drums.

2 What are they doing? Join the dots and write. Then colour.

Explain the task to the pupils. Give them enough time to complete it. Check pupils' answers.

1 ... is playing the violin.

2 ... is playing the drums.

3 ... is playing the guitar.

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: Yes No

4 Look, read and write yes or no.

Ask the pupils to look at the picture and write *yes* next to the statements that are correct and *no* next to the statements that are incorrect.

2 no **3** no **4** yes **5** yes

Modular Revision and Assessment 1

Do a quick revision of what the pupils have learnt in this module. Praise their efforts at this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 20 and 21 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupil's Self-Assessment Form* for Module 1 and help them to complete it. Now, the pupils are ready to take *Module Test 1* in the *Teacher's Resource Pack*.

1 Look and write.

1 Spain **2** Italy **3** Poland

2 Look, read and complete.

1 baseball **3** tennis
2 basketball **4** hockey

3 Read and underline.

1 has **3** through **5** His
2 has **4** can't

4 Write sentences.

1 Is John washing the dishes?
2 Are Ben and Kate tidying their rooms?
3 Sue isn't setting the table.
4 Are Lyn and Lee playing tennis?
5 Alex isn't playing basketball.
6 Tom is riding his bike.

5 Read and match.

1 d **2** e **3** b **4** a

6 Listen and draw lines.

1 **Mark** – riding a bike
2 **James** – reading a book
3 **Sam** – playing basketball
4 **Katy** – playing tennis

AUDIOSCRIPT

Narrator: Look at the picture. There is one example.

Girl: What's Jenny doing?

Man: She's playing tennis.

Girl: Has she got long straight hair?

Man: Yes, she has.

Narrator: Can you see the line? Now, you listen and draw lines.

One

Man: Can you see Mark?

Girl: Is he playing basketball?

Man: No, he isn't. He's riding his bike.

Activity Book (Key & Instructions)

Two

Man: Can you see James?

Girl: No, where is he?

Man: He's sitting under the tree. He's reading a book.

Girl: Oh yes, I can see him now.

Three

Girl: Where's Sam?

Man: He's playing basketball. Can you see him?

Girl: Is he wearing glasses?

Man: Yes, he is.

Four

Girl: What does Katy look like?

Man: She's got short curly hair.

Girl: Is she playing tennis?

Man: Yes, she is.

7 Look, read and write yes or no.

1 yes

3 no

5 yes

2 no

4 yes

MODULE 2

Unit 3a - In town

1 Where are they? Match and write.

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

2 He's at the park.

3 She's at the clothes shop.

4 She's at the greengrocer's.

5 He's at the baker's.

6 She's at the butcher's.

2 What's wrong? Look, read and write.

Read the instructions and explain the task. Refer the pupils to the pictures and allow them time to look at them and complete sentences 2-3 by finding out what is wrong in each picture. Check their answers.

2 There are **sausages in the post office**.

3 There is **fruit in the pet shop**.

3 Listen and draw lines.

Read the instructions and explain the task. Play the audio, twice if necessary. The pupils listen and complete the task. Check the pupils' answers.

butcher's - opposite the baker's

hotel - between the baker's and the police station

bank - between the greengrocer's and the post office

cinema - next to the post office

AUDIOSCRIPT

Narrator: Listen and draw lines. Listen and look. There is one example.

A: Put the butcher's opposite the baker's.

B: Opposite the baker's?

A: Yes. The butcher's is opposite the baker's.

Narrator: Can you see the line? Now you listen and draw lines.

A: Put the hotel between the baker's and the police station.

B: Where's the hotel?

A: Between the baker's and the police station.

A: Put the bank between the greengrocer's and the post office.

B: Sorry? Where's the bank?

A: Between the greengrocer's and the post office.

A: Put the cinema next to the post office.

B: Next to the post office?

A: Yes. The cinema is next to the post office.

4 Read and colour.

Read the instructions and explain the task. Allow them time to read and colour the objects. Check their answers.

On the left: a red basketball, an orange teddy bear, a brown camera

On the right: a yellow basketball, a green camera

Unit 3b - A new scarf

1 Circle and match.

Revise clothes. Point to each picture (1-6) in turn and elicit the correct word. Explain the task and allow the pupils some time to find all the words. Check their answers.

Activity Book (Key & Instructions)

p	j	u	m	p	e	r
y	o	e	p	o	l	g
j	e	a	n	s	u	l
a	r	x	r	n	t	o
m	a	a	s	s	s	v
a	c	a	p	y	j	e
s	c	a	r	f	m	s

2 Count and write.

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

- 2 fish 4 scarves
3 dresses 5 caps

3 Look, read and find the stickers!

Read the instructions and explain the task. Ask the pupils to look at the pictures (1-4) and read the speech bubbles. Tell them to find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page. Then pupils, in pairs, act out the short dialogue.

As an extension, you can ask the pupils to act out similar dialogues using the clothes flashcards from the unit.

4 Read, count and circle.

Ask the pupils to look at the school items and their prices. Revise telling the prices by asking individual pupils to tell you how much each item costs. Read the instructions and explain the task. Ask the pupils to read the example, and tell them to read the rest of the sentences and choose the appropriate sum (A, B or C). Allow the pupils some time to do the calculations and check their answers.

- 2 C 3 C 4 B 5 B

Unit 3c – The Green Cross Code

1 Let's play!

Revise *The Green Cross Code*. Refer the pupils to the board game and the A-B exchange below. Explain the rules of the game. The pupils may play in teams or in pairs, and each player needs a counter (*any small object will do*). They place their counters on *Start* and the first pupil rolls the dice.

The players move along the board according to the number and complete the task. If they land on an instruction of The Green Cross Code, they have to say it out loud, either beginning with *Always* or with *Never*, as in the example, according to what they remember about The Green Cross Code. If what they say is correct, they have the right to play again. If what they say is incorrect, they hand the dice over to the next pupil. When a pupil lands on a Stop sign, he/she misses his/her turn to play; when he/she lands on a blue sign, he/she goes back to *Start*. The first pupil to reach the *Finish* square wins the game.

2 Read and complete. Then act out.

Read the instructions and explain the task. Refer the pupils to the dialogue and the missing sentences (A-C). Allow them time to read and complete the dialogue with the missing sentences. Upon completion of the task, the pupils, in pairs, act out the dialogue. Go around the classroom monitoring the activity. Ask some pairs to report back to the class.

- 1 C 2 A 3 B

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: No Yes

4 Look, read and choose A, B or C.

Read the instructions and explain the task. Refer the pupils to the town map and to Paul's note to Jack. Allow them time to read the note, follow the directions and find the right house.

- Jill's house is C.

• Now read again and write yes or no.

Read out the example and explain the task. Refer the pupils back to the note in Ex. 4 and allow them time to read it again and write *yes* or *no* next to the sentences 2-4. Check their answers.

- 2 no 3 yes 4 no

Activity Book (Key & Instructions)

Unit 4a – A space trip

1 Read and complete. Then find the stickers!

Read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page.

- 2 an astronaut 5 a pilot
3 a greengrocer 6 a mechanic
4 a baker

2 Read and circle.

Revise the prepositions *into*, *at*, *to*, *in* and *on*. Make sure the pupils understand when to use these words. Explain the task to the pupils. Give them enough time to complete it. Check their answers.

- 2 to 3 in 4 on

3 Make sentences.

Read the example and explain the task to the pupils. Give them enough time to complete it. Check the pupils' answers.

- 2 She doesn't play football.
3 They don't like sausages.
4 I play the piano every day.
5 My mum drives a red car.
6 They don't go to bed late.

4 Write questions and answers.

Read the example and explain the task. Give the pupils enough time to complete it and check their answers.

- 2 **A: Does he like animals?**
B: Yes, he does.
3 **A: Do they live in London?**
B: No, they don't.
4 **A: Do you eat cereal for breakfast?**
B: Yes, I do.

Unit 4b – XL in concert!

1 Colour the pairs.

Ask the pupils to take out their coloured pencils. Explain that they should find the pairs and choose a different colour for each pair.

(couple walking down the street) – go shopping
(young man in gym) – go to the gym
(man ringing a doorbell) – visit my friends
(man putting on a sweater) – get dressed

2 Make sentences.

Read through the example with the pupils and explain the task. Give pupils enough time to complete the task. Check their answers.

- 2 Do you often play tennis?
3 We always stay in this hotel.
4 She isn't usually late.
5 Does she sometimes work in the evenings?
6 I don't usually get up early.

3 Read and complete. Use *at*, *in*, *on*.

Revise the use of *at*, *in* and *on*. Then explain the task and give the pupils enough time to complete it. Check pupils' answers.

- 2 in 3 at 4 in 5 at

4 Let's play!

Read through the example with the pupils. Explain the game and ask the pupils to get into pairs. Make sure that pupils understand that they each need to take turns asking questions. Give pupils enough time to complete the task. Go around the classroom monitoring the activity.

- e.g. **A: What time do you get up?**
B: At half past seven.
A: What time do you go to school?
B: At half past eight.
A: Are you Lee?
B: Yes, I am.
B: What time do you get dressed?
A: At eight.
B: What time do you do your homework?
A: At quarter past five.
B: Are you Mona?
A: Yes, I am.
A: What time do you do your homework?
B: At half past four.
A: What time do you go to school?
B: At quarter past eight.
A: Are you Harry?
B: Yes, I am. etc

Activity Book (Key & Instructions)

Unit 4c – A happy person

1 Read and write the subjects.

Go through the sentences and explain/ elicit any unknown words. Explain the task and give the pupils enough time to complete the puzzle. Check their answers.

- | | |
|-----------|-------------|
| 1 PE | 6 MATHS |
| 2 ENGLISH | 7 MUSIC |
| 3 HISTORY | 8 GEOGRAPHY |
| 4 ART | 9 SCIENCE |
| 5 ICT | |

2 Listen and match. Then write.

Explain the task. Play the audio twice if necessary. Once the pupils have done the matching, give them enough time to complete the sentences. Check pupils' answers.

Sally – mechanic
Peter – pilot
Vicky – chef

- Sally wants to be a mechanic, because she loves fixing cars.
- Peter wants to be a pilot, because he loves flying.
- Vicky wants to be a chef, because she loves cooking.

AUDIOSCRIPT

Teacher: OK, everyone. Let's talk about what you want to be when you grow up. Jim? What do you want to be?

Jim: I want to be a baker.

Teacher: A baker? Really?

Jim: Yes, my dad's a baker, too. And I love making cakes.

Teacher: That's nice. A family of bakers!

Teacher: Sally? What about you?

Sally: Well, I love fixing cars, so I want to be a mechanic.

Teacher: Fixing cars, Hmm ... interesting!

Teacher: Peter? Do you want to be a chef?

Peter: No, Miss. I want to be a pilot. I love flying!

Vicky: I want to be a chef, Miss.

Teacher: Yes, Vicky! Why?

Vicky: I love cooking!

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example and then allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: No Yes

4 Read, choose and complete.

Explain the task to the pupils. Give them enough time to complete it. Check pupils' answers.

- | | | |
|-----|-----|-----|
| 2 A | 4 B | 6 A |
| 3 C | 5 C | 7 A |

• Now write about you.

The pupils in class or at home write about themselves.

(Suggested answer)

My name is Tom. I'm nine years old. I live in Rome, Italy. I go to San Giovanni Primary School. Lessons start at half past eight and finish at three. My favourite subjects are Maths and Art. In my free-time I like playing football with my friends and going to the cinema. I always have lunch with my family on Sundays.

Modular Revision and Assessment 2

Do a quick revision of what the pupils have learnt in this module. Praise their efforts at this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 34 and 35 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupil's Self-Assessment Form* for Module 2 and help them to complete it. Now, the pupils are ready to take *Module Test 2* in the *Teacher's Resource Pack*.

1 Look and write.

- | | | | |
|-----|-----|-----|-----|
| 1 f | 3 g | 5 h | 7 d |
| 2 c | 4 b | 6 a | 8 e |

Activity Book (Key & Instructions)

2 Look, read and circle.

1 Science 2 ICT 3 Music

3 Write the plurals.

1 scarves 3 coats 5 socks
2 glasses 4 dresses 6 slippers

4 Look, read and underline.

1 next to 3 opposite
2 next to 4 between

5 Read and tick (✓).

1 I always drink milk for breakfast.
2 He doesn't usually drive to work.
3 I get up at half past eight.
4 She goes shopping on Saturdays.

6 Read and answer.

1 They're sixteen pounds, fifteen pence.
2 They're eight pounds, ninety-nine pence.

7 Listen and write. There is one example.

Read the instructions and explain the task. Play the audio, twice if necessary. The pupils listen and complete the task. Check the pupils' answers.

1 32 2 tennis 3 mechanic 4 7:30

AUDIOSCRIPT

Look at the example. Listen and write.

Man: Hello! Can I ask you some questions, please?

Woman: Yes, of course.

Man: What's your name?

Woman: Emily Hall.

Man: Hall? Can you spell that, please?

Woman: H-A-L-L.

Man: OK.

Narrator: Can you see the answer? Now, listen and write.

Man: How old are you, Miss Hall?

Woman: I'm thirty-two.

Man: Thirty-two? All right.

Man: And what's your favourite sport?

Woman: My favourite sport... let me see ... tennis. Yes, I like tennis.

Man: And what do you like doing in your free time?

Woman: Oh dear! Let me think. What do I like doing? Well, I like going to the gym.

Man: Going to the gym? OK.

Man: And what do you do, Miss Hall?

Woman: I fix cars. I'm a mechanic.

Man: A mechanic? Great.

Man: And what time do you start work?

Woman: I usually start work at half past seven in the morning.

Man: Half past seven? That's very early! OK. Thanks, Miss Hall.

8 Read and write the word.

Read the instructions and explain the task. Allow the pupils time to complete the task. Check the pupils' answers.

1 eight 3 swimming
2 helicopter 4 horse

MODULE 3

Unit 5a - The country code

1 Read and find the stickers!

Read the instructions and explain the task. Ask the pupils to read the rules, find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page.

2 Look and say.

Read the instructions and explain the task. Refer the pupils to the picture and ask individual pupils to read out the list of dos and don'ts. Explain/Elicit any unknown words. Read out the example and ask the pupils to make sentences about what they must/mustn't do in a storm.

(Suggested answers)

- You mustn't stand near bikes, umbrellas or anything metal.
- You mustn't go in a boat.
- You mustn't stand under a tree.
- You must stay in your house.

As an extension, you can have a discussion, in L1 if necessary, about safety in storms.

3 Read and write.

Read the instructions and explain the task. Read out the rules and ask the pupils to write them in the correct place. Check their answers.

Activity Book (Key & Instructions)

In the swimming pool: You mustn't eat before you swim. You must have a shower before you swim.

In the forest: You mustn't pick flowers. You must put out camp fires. You must keep to the path.

4 Write rules for your room.

Read the instructions and explain the task. Ask the pupils to write rules for their room and read them out for the rest of the class. Provide any necessary help with the vocabulary.

(Suggested answers)

- You mustn't eat in my room.
- You mustn't use my computer.
- You must knock before you come in. etc

Unit 5b – Yes, doctor!

1 Read, look and make sentences.

Revise illnesses as well as the use of *should/shouldn't*. Read the instructions and the example, and then explain the task. Allow them time to complete the task and check their answers.

- 2 You should go to the dentist.
- 3 You should put some skin cream on.
- 4 You shouldn't eat chocolate.

2 Listen and tick (✓) the right box.

Ask the pupils to read the questions and look at the pictures. Tell them they have to listen carefully and tick the right box according to what they hear. Play the audio, twice if necessary. The pupils listen and complete the task. Check their answers.

- 1 C 2 B

AUDIOSCRIPT

Narrator: *What's the matter with Pat?*

- A:** *What's the matter, Pat?*
B: *Oh, I feel terrible!*
A: *Have you got a headache?*
B: *No.*
A: *Have you got a toothache?*
B: *No, I've got a stomachache.*
A: *Oh, dear. I hope you feel better soon!*

Narrator: *What should Paul do today?*

- A:** *I've got a cold, Mum.*
B: *You shouldn't go swimming, Paul.*

A: *I know, Mum.*

B: *And you can't go to the park today.*

A: *OK, Mum.*

B: *You should stay in bed and take some cough syrup.*

3 Read and complete. Use: *eat, go, play, buy, drive, have.*

Read the instructions and explain the task. Allow the pupils time to complete the sentences with *should/shouldn't* and the appropriate verb. Check their answers.

- 2 They should have 5 You should go
3 He shouldn't play 6 You should buy
4 You shouldn't drive

4 Read and circle.

Revise object pronouns. Read the instructions and explain the task. Ask the pupils to read the letter and allow them time to circle the correct object pronoun. Check their answers.

- 1 him 3 it 5 her
2 them 4 you

Unit 5c – Stay healthy!

1 Look, read and complete.

Read the instructions and explain the task. Refer the pupils to the pictures and allow them time to read the speech bubbles. Ask them to unscramble the letters and fill in the gaps with the missing words. Check their answers.

- 2 rich 3 veggies 4 strong

2 What does Kim say to Bill? Read and complete. There is one extra sentence.

Read the instructions and explain the task. Refer the pupils to the dialogue and the missing sentences (A-D). Allow them time to read and complete the dialogue with the missing sentences, pointing out that there is one sentence they do not need to use. Check their answers. Then, the pupils act out the dialogue in pairs.

- 1 D 2 A 3 C

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example, then allow the pupils a short

Activity Book (Key & Instructions)

amount of time to complete the exercise. Check their answers.

Answers: No Yes

4 Read and complete the letters. Write one word for each space.

Read the instructions and explain the task. Refer the pupils to the letters and read out the example. Allow them time to read the letters and complete the missing words. Check their answers. Then, individual pupils read out the letters.

2 should 5 to 8 Miss
3 cough 6 is
4 me 7 you

Unit 6a – Yumville

1 Complete the puzzle.

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

Down

2 WATERMELON 3 OLIVE OIL

Across

4 LIME 7 STRAWBERRIES
5 COCONUT 8 ONION
6 GRAPES

2 Read and underline. Then act out.

Revise the use of *many*, *much* and *a lot of*. Explain the task to the pupils and give them enough time to complete it. Check their answers. Then, the pupils act out the dialogues in pairs.

2 many, A lot 5 a lot of
3 a lot of 6 much, much
4 much

3 Read and choose.

Explain the task to the pupils. Give them enough time to complete it. Check the pupils' answers.

2 B 3 A 4 B 5 A 6 B

4 Listen and colour and draw.

Ask the pupils to take out their red, yellow, green and black pencils/crayons. Read the instructions and explain the task. Play the audio, twice if necessary. The pupils listen and complete the task. Check their answers.

lemon in basket – **red**
lemon behind the chair – **yellow**
lemon between the watermelon and the coconut – **green**
lemon under the table – **black**

AUDIOSCRIPT

Narrator: Look at the picture. Listen and look. There is one example.

A: Can you see the lemon in the tree?

B: Yes, I can.

A: Colour it blue.

B: The lemon in the tree – blue. OK.

Narrator: Can you see the blue lemon? This is an example. Now you listen and colour and draw.

A: Can you see the lemon in the basket?

B: Pardon? Which lemon?

A: The lemon in the basket.

B: Aah, yes.

A: Colour it red. Colour the lemon in the basket red.

A: Now find the lemon behind the chair.

B: The lemon behind the chair? Oh, yes.

A: Colour it yellow.

B: Yellow? OK.

A: Good.

A: Look at the lemon between the watermelon and the coconut.

B: Sorry? Which lemon?

A: The lemon between the watermelon and the coconut. Colour it green.

B: Green?

A: Yes.

A: Now I want you to draw a lemon.

B: OK. That's good.

A: Yes, I want you to draw a lemon under the table.

B: Under the table. Right.

A: Then, I want you to colour the lemon under the table black.

B: A black lemon under the table. That's funny.

Unit 6b – Meal time

1 Look and write.

Ask the pupils to look at the pictures and say the names of the items. Then explain the task and give

Activity Book (Key & Instructions)

them enough time to complete it. Check pupils' answers.

- 3 cheese 5 olive oil
4 an egg 6 honey

2 Look and complete.

Explain the task to the pupils and give them enough time to complete it. Check pupils' answers.

- 2 bread 4 flour 6 milk
3 orange juice 5 lemonade

3 Read and circle.

Revise the use of *some*, *a(n)*, and *any* with the pupils. Then, explain the task. Give pupils enough time to complete the task. Check their answers.

- 2 any 4 a 6 any
3 any 5 some

4 Read and write *some* or *any*.

Explain the task. Give pupils enough time to complete it. Check their answers.

- 2 any 3 any 4 some

• Now read again and answer.

Allow the pupils time to read through the text again and write the answers to the questions in their books. Check their answers.

- 1 No, he doesn't.
- 2 fruit, fish and vegetables
- 3 He's got chicken, potatoes and peas for dinner. There are some strawberries and honey, too.

Unit 6c - On the shelves

1 Find the stickers! Then ask and answer.

Read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page.

Read the example aloud. Explain the task and tell the pupils that they will be working in pairs. Give them enough time to complete the task. Monitor the activity around the classroom, providing any necessary help. Ask some pairs to report back to the class.

(Suggested answers)

- A: What's for breakfast today?
B: Cereal.
A: What's for dinner?
B: Pasta and cheese.
A: It's Tuesday.

- B: What's for breakfast today?
A: Eggs.
B: What's for dinner?
A: Chicken and peas.
B: It's Wednesday.

- A: What's for breakfast?
B: Milk and biscuits.
A: What's for lunch?
B: Salad.
A: It's Thursday.

- B: What's for lunch?
A: Hot dogs.
B: What's for dinner?
A: Pizza.
B: It's Friday.

- A: What's for lunch?
B: Burger and chips.
A: What's for dinner?
B: Pasta and cheese.
A: It's Saturday.

- B: What's for breakfast?
A: Eggs.
B: What's for dinner?
A: Pizza.
B: It's Sunday. etc

2 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: No Yes

3 You've got £3 for a sandwich! Look at the menu below and choose.

Explain the task to the pupils. Give them a few minutes to think about what they are going to put in their sandwich with the 3 pounds that they have. Then, give them enough time to complete the task. Check pupils' answers.

(Suggested answers)

- 1 In my sandwich there is bread, a burger, cheese, egg, onion and green peppers.

Activity Book (Key & Instructions)

- It's three pounds.
- I haven't got any change.

Modular Revision and Assessment 3

Do a quick revision of what the pupils have learnt in this module. Praise their efforts at this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 48 and 49 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupil's Self-Assessment Form* for Module 3 and help them to complete it. Now, the pupils are ready to take *Module Test 3* in the *Teacher's Resource Pack*.

1 Read and write their names.

- Tony
- Mark
- Patrick

2 Look, read and choose.

- B
- B
- A
- B
- A

3 Read and choose.

- A
- B
- A
- B
- B

4 Read and underline.

- a lot of
- some
- much
- many
- any
- a lot of
- any
- much

5 Look, read and complete.

- can
- packet
- big
- orange juice
- carton

6 Listen and write the letters in the boxes. There is one example.

- F
- E
- D
- A
- C

AUDIOSCRIPT

Narrator: Listen and look. There is one example. What are Ben's friends having for lunch?

Girl: Jill loves vegetables, so she's having a salad for lunch today.

Narrator: Can you see the letter B? Now listen and write the letter.

Girl: Nick doesn't like vegetables, but he likes meat. He's having hot dogs for lunch.

Girl: Sam likes hot dogs, too. But he's not having hot dogs today. He's having chicken!

Girl: Anna doesn't like chicken, but she loves pizza! She's having pizza for lunch today.

Girl: Kim doesn't want pizza today. She wants beans. She is having beans for lunch!

Girl: Bill likes beans too, but he's having pasta for lunch today. Pasta is his favourite food.

7 Read and complete: bad, soon, sleep, home, shouldn't, aspirin.

- home
- aspirin
- sleep
- shouldn't
- soon

MODULE 4

Unit 7a - Animal elections

1 Write. Then find the stickers!

Read the instructions and explain the task. Ask the pupils to unscramble the letters and write the correct words. Then, ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page.

- tortoise
- parrot
- lizard
- tiger
- panda

2 Read and colour.

Read the instructions and explain the task. Refer the pupils to the picture, point out the different items and elicit the words. Allow them time to colour the pictures. Check their answers.

- the old jeans - **blue**
- the new jeans - **black**
- the tall flower - **pink**
- the short flower - **purple**
- the big skateboard - **brown**
- the small skateboard - **orange**
- the fat teddy bear - **green**
- the thin teddy bear - **brown**

Activity Book (Key & Instructions)

3 Guess who! Talk with your friend.

Read the instructions and explain the task. Refer the pupils to the pictures and the names of children who are with Harry. Elicit the adjectives *tall/short, young/old, strong/weak* and *fast/slow*. Have a pair of pupils read out the example and ask the pupils, in pairs, to play the game. Pupil A compares a boy to Harry based on the adjectives shown, and Pupil B has to guess who the boy is. The pupils, in pairs, take turns to ask and answer questions. Go around the classroom monitoring the activity.

(Suggested answers)

A: He's older than Harry. He's faster than Harry.

B: Is it Bill?

A: Yes, it is.

A: He's shorter than Harry. He's slower than Harry.

B: Is it Sam?

A: No, it isn't. He's older than Harry.

B: Is it Nick?

A: Yes, it is. etc

Unit 7b - The new president

1 Read and number.

Read the instructions and explain the task. Refer the pupils to the words (1-5) and the pictures (a-e) and allow them time to match the words to the pictures. Check their answers.

b 2 **c** 1 **d** 3 **e** 5

2 Make sentences.

Read the instructions and explain the task. The pupils reorder the words to make sentences. Allow the pupils time to complete the task. Check their answers.

- 2 Which animal is the fastest in the world?
- 3 He's taller than our teacher.
- 4 A giraffe is taller than a horse.
- 5 She's the cleverest pupil in the class.

3 Read and answer.

Read the instructions and explain the task. Refer the pupils to questions 1-6 and allow them time to read and answer them. Check their answers and ask individual pupils to report back to the class.

(Suggested answers)

- 1 My sister is the youngest in my family.

- 2 My grandpa is the oldest in my family.

- 3 A dog is the best pet for me.

- 4 Paul is the tallest in my class.

- 5 H&M is the largest shop in my town.

- 6 The Severn is the longest river in my country.

4 Write. Then answer.

Read the instructions and explain the task. Allow them time to read and write the correct form of the adjectives in brackets as well as answer the questions. Check their answers.

1 Tony slowest, Bill	3 oldest, Jill's youngest, Lucy's
--------------------------------	---

2 longest, Kim shortest, Sue
--

Unit 7c - Animal homes

1 Listen and fill in.

Ask the pupils to read the sentences. Tell them they have to listen carefully and fill in the correct information according to what they hear. Play the audio, twice if necessary. The pupils listen and complete the task. Check their answers.

1 bears	3 parrots
2 cheetahs	4 45

AUDIOSCRIPT

Woman: Hello, Welcome to Wild Animal Park!

Man: Oh, hello!

Woman: Is it your first time here?

Man: Yes, it is! Could you tell me what's in Area 1, please?

Woman: Of course. In Area 1 you can see the bears. It's almost feeding time and if you go now, you can watch the bears having lunch.

Man: Oh, wonderful. What about Area 2? What's there?

Woman: Well in Area 2 you can watch the tigers and the cheetahs!

Man: The tigers and the cheetahs? Wow! That sounds good.

Woman: And don't forget Area 3! You can look at the different kinds of parrots from all over the world.

Man: Excellent.

Woman: The ticket only costs 45 pounds.

Man: Forty-five pounds, OK. Here you are.

Woman: Thank you...

Activity Book (Key & Instructions)

2 Look and correct.

Revise animal habitats. Read the instructions and explain the task. Refer the pupils to pictures 1-4 and read out the example. Allow them time to look at the pictures and write similar sentences about what is wrong in each picture. Check their answers.

- 2 Camels don't live in the jungle. They live in the desert.
- 3 Gorillas don't live in grasslands. They live in the jungle.
- 4 Cheetahs don't live in the ocean. They live in the grasslands.

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: No Yes

4 Read and write yes or no.

Read the instructions and explain the task. Refer the pupils to the text about gorillas and sentences 1-6. Allow them time to read the text and write yes or no next to the sentences. Check their answers.

- | | | |
|-------|-------|-------|
| 2 yes | 4 yes | 6 yes |
| 3 no | 5 no | |

Unit 8a - A little green man

1 At the party yesterday! Look, read and tick (✓).

Read the instructions and explain the task. Refer the pupils to the picture and sentences 1-6. Read out the example, and allow the pupils time to look at the picture and tick the correct adjective in the sentences.

- | | | |
|----------|-----------|-------|
| 2 late | 4 thirsty | 6 sad |
| 3 scared | 5 hungry | |

2 Read and match.

Revise the past simple of the verb 'to be'. Read the instructions and explain the task. Refer the pupils to sentences 1-4 and a-d and read out the example. Allow them time to match the sentences. Check their answers.

- | | | |
|-----|-----|-----|
| 2 d | 3 a | 4 b |
|-----|-----|-----|

3 In the kitchen yesterday! Look, read and write yes or no.

Read the instructions and explain the task. Refer the pupils to the picture and to sentences 1-4. Allow the pupils time to read the sentences and write yes or no. Check their answers.

- | | | |
|------|-------|-------|
| 2 no | 3 yes | 4 yes |
|------|-------|-------|

Unit 8b - Who was it?

1 Circle the odd one out. Then write.

Read the instructions and explain the task. Refer the pupils to the sets of pictures and elicit what places they depict. Allow them time to circle the odd one out. Then refer the pupils to the sentences underneath and allow them time to write where the people were. Check their answers.

The pupils circle:

- | | | |
|-----------|--------|-----------|
| 2 funfair | 3 café | 4 station |
|-----------|--------|-----------|

- 2 She **was at the funfair.**
- 3 They **were at the café.**
- 4 He **was at the station.**

2 Be a detective. Find the bank robber. Listen and tick (✓).

Read the instructions and explain the task. Tell them they have to listen carefully and find the bank robber. Play the audio, twice if necessary, and allow the pupils time to complete the exercise. Check their answers.

Answer: Harry

As an extension, you can assign the roles of detective, Bob, Rick and Harry to pupils. The pupils act out the dialogue. If you decide to do so, play the audio again to help the pupils note down any information they need.

AUDIOSCRIPT

Police officer: *One of you three was at the bank this morning. Now tell me the truth. Bob, where were you?*

Bob: *Well, I wasn't at the bank. I was at the museum with my sister. I'm not a robber. It wasn't me!*

Police officer: *And what about you, Rick?*

Rick: *It wasn't me. I was in the park with my dog! I wasn't at the bank, honestly!*

Activity Book (Key & Instructions)

Police officer: *Hmm. And Harry? What's your story?*

Harry: *Well, I was at the theatre this morning.*

Police officer: *The theatre?*

Harry: *Yes, I was there with my friend Robert.*

Police officer: *But the theatre wasn't open this morning.*

Harry: *Oh, ...wasn't it?*

Police officer: *No, Harry, the theatre wasn't open this morning. You were at the bank, right? Come with me Harry.*

Harry: *Oh, all right!*

3 Look and answer the questions.

Read the instructions and explain the task. Refer the pupils to the pictures and elicit the places. Read out the example and allow the pupils time to answer the rest of the questions. Check their answers.

- 2 No, they weren't.
- 3 No, he wasn't.
- 4 Yes, they were.

4 Ask your friend and complete. Then write.

Read the instructions and explain the task. The pupils, in pairs, ask and answer questions and complete the missing information about their partner. Allow them time to complete the task. Check their answers.

(Suggested answers)

- A:** Where were you at nine o'clock last night?
B: I was at the cinema.
A: Where were you at five o'clock on Saturday afternoon?
B: I was at the supermarket.
A: Where were you this time last Sunday?
B: I was at the park.

At nine o'clock last night, my friend was at the cinema.

At five o'clock on Saturday afternoon, my friend was at the supermarket.

This time last Sunday, my friend was at the park.

Unit 8c – Just the other day

1 Look, read and find the stickers!

Read the instructions and explain the task. Ask the pupils to read the sentences about the Dawson and the Warren brothers 10 years ago. Tell them to find the corresponding stickers and show them to you for verification before sticking them on the page.

2 Read. Then talk with your friend.

Read the instructions and explain the task. Ask a pair of pupils to read out the exchange. Refer the pupils to the pictures and ask them, in pairs, to act out similar exchanges with their partner. Go around the class monitoring and providing assistance where necessary. Ask some pairs to report back to the class.

(Suggested answers)

- A:** How was the museum yesterday?
B: It was great, thanks.
A: What was the best thing about it?
B: Oh – definitely the paintings!
- A:** How was the circus yesterday?
B: It was great, thanks.
A: What was the best thing about it?
B: Oh – definitely the clowns!
- A:** How was the theatre yesterday?
B: It was great, thanks.
A: What was the best thing about it?
B: Oh – definitely the costumes!

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: No Yes

4 Look, read and complete.

Read the instructions and explain the task. Refer the pupils to texts A and B and allow them time to read them. Ask them to fill in the gaps with the correct words. Check their answers.

- | | | |
|--------------|----------|----------|
| 2 food | 4 ghosts | 6 cinema |
| 3 restaurant | 5 scared | |

Modular Revision and Assessment 4

Do a quick revision of what the pupils have learnt in this module. Praise their efforts at this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 62 and 63 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupil's Self-Assessment Form* for Module 4 and help them to complete it. Now, the pupils are ready to take *Module Test 4* in the *Teacher's Resource Pack*.

1 Look, read and put a tick (✓) or a cross (X).

1 X 2 ✓ 3 X 4 ✓ 5 ✓

2 Look, read and complete.

1 worried 3 scared
2 tired 4 bored

3 Read and choose.

1 B 3 B 5 C 7 B
2 C 4 A 6 B 8 B

4 Tim and Pat are talking about their holiday last year. Read and write: was, were, wasn't or weren't.

1 weren't 3 wasn't 5 wasn't
2 were 4 was 6 was

5 Listen and draw lines.

Jane: at the baker's **Charlie:** at the café
Victor: at the library **Betty:** at the museum

AUDIOSCRIPT

Man: Look at the picture. Now listen to the example. Listen and look.

Woman: Where was Tim yesterday morning?

Boy: Tim? Oh he was at the hospital.

Man: This is an example. Can you see the line? Now listen and draw lines.

Woman: What about Jane? Where was Jane?

Boy: Jane was at the baker's.

Woman: Was Charlie at the library?

Boy: No, Victor was at the library.

Woman: Where was Charlie then?

Boy: Charlie was at the café.

Woman: And where was Betty?

Boy: Betty was at the museum.

6 Complete.

- I was so sad today.
- It was Tina's last day at school.

7 Read and write.

1 snail 2 snake 3 fly 4 fruit

Answer: parrot

MODULE 5

Unit 9a – Knights and castles

1 Look and write. Then find the secret word.

Read the instructions and explain the task. Allow the pupils some time to complete the task and check their answers.

1 BAKE 4 KING
2 QUEEN 5 HUNT
3 SUIT OF ARMOUR 6 BUTLER

Secret word: KNIGHT

2 Write the verbs in the right place.

Read the verbs and elicit their meanings. Revise the spelling rules for the past simple. Allow the pupils some time to write the verbs in the correct column. Check the pupils' answers.

walked	danced	dropped	tidied
looked	loved	mopped	carried
helped	closed	hopped	

3 What did they do last week? Look and write.

Look at the pictures and elicit what the characters did last week. Read the example and explain the task. Allow some time for the pupils to complete the task. Check their answers.

2 played 4 stayed 6 watched
3 baked 5 worked

Activity Book (Key & Instructions)

4 What about you? Complete.

Ask individual pupils to tell you what they did last week.

e.g. *Teacher: What did you do last week?*

Pupil: I watched TV. etc

The pupils then read through the sentences and write their answers in the spaces provided.

(Suggested answers)

- 1 I visited **the zoo**.
- 2 I played **basketball**.
- 3 I watched **a film on TV**.

Unit 9b – It kicked me!

1 Read and tick (✓).

Read the instructions and explain the task. The pupils read the word and tick the correct picture. Check their answers.

- 2 2nd picture
- 4 1st picture
- 3 2nd picture

2 Read and complete.

Read the example and explain the task. The pupils complete the sentences with the negative forms of the verbs. Check their answers.

- 2 didn't visit
- 4 didn't play
- 3 didn't study
- 5 didn't rain

3 Read and complete.

Read the example and explain the task. Allow the pupils some time to read the text and complete the task. Check the pupils' answers.

- 2 helped
- 7 climbed
- 3 carried
- 8 laughed
- 4 watched
- 9 looked
- 5 learned
- 10 stayed
- 6 started

4 Now read again and answer the questions.

Read the example and explain the task. Ask the pupils to read the text again and allow them some time to answer the questions. Check their answers.

- 2 Yes, they did.
- 4 Yes, they did.
- 3 No, he didn't.
- 5 Yes, they did.

• Now tell the story to the class.

Ask individual pupils to tell the story to the class.

Unit 9c – A knight for a day!

1 Read and number.

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

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

2 Listen and put a tick (✓) or a cross (X).

Go through the pictures and elicit the vocabulary for each picture. Explain the task. The pupils listen and put a tick or a cross in the spaces provided. Play the audio, twice if necessary. The pupils listen and complete the task. Check their answers.

- | | | | |
|-----|-----|-----|-----|
| 1 ✓ | 2 X | 3 ✓ | 4 ✓ |
|-----|-----|-----|-----|

AUDIOSCRIPT

Mum: Hello, girls. How was the school trip to France?

Girl 1: Oh, Mum, it was great! We visited a big water park. It was fantastic!

Girl 2: Yeah, it was great!

Mum: Did you climb the Eiffel Tower?

Girl 1: No, we didn't. We wanted to, but it wasn't open.

Mum: Oh, that's a shame!

Girl 2: I know. But we visited a farm and we helped the farmer with her goats.

Mum: Really? Wow! What else did you do?

Girl 2: We visited Disneyland. We've got something for you.

Mum: For me? Oh, lovely ...

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example and allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: Yes No

4 Read and find the stickers!

Read the instructions and explain the task. Ask the pupils to read the text and find the corresponding

Activity Book (Key & Instructions)

stickers. Have them show you the stickers for verification before sticking them on the page. Go around the classroom, providing any necessary help.

- **Now read again and tick (✓) the best title.**

Direct the pupils' attention to the titles. Ask them to read the text again and tick the best title for the story. Have them justify their answers.

Answer: A great day!

Unit 10a - Willow's story

1 Complete.

Read the example and explain the task. Allow the pupils some time to complete the missing letters and check their answers.

- 2 went / station
- 3 came / café
- 4 pasta / ate

- **Now make sentences.**

Read the instructions and explain the task. The pupils make sentences using the words as in the example. Allow the pupils some time to complete the task and check their answers.

- 2 He went to the station yesterday.
- 3 He came to the café yesterday.
- 4 He ate pasta yesterday.

2 Read and match.

Read the incomplete sentences (1-5) and (a-e). Focus the pupils' attention on the example and explain the task. Allow them some time to complete the task by drawing lines to make sentences. Check their answers.

- 2 a 3 e 4 c 5 b

3 What did Laura do last Saturday? Put the pictures in the right order. Then write.

Look at the pictures and elicit what Laura did last Saturday. Point to the clocks and revise the time. Read the example and explain the task. Allow some time for the pupils to put the pictures in the correct order. Check their answers.

Answers: 1, 5, 6, 4, 2, 3

Then the pupils write sentences, as in the example.

- 2 She ate breakfast at half past nine.
- 3 She wrote an email at eleven o'clock.
- 4 She went to the funfair at one o'clock.
- 5 She won a teddy bear at half past one.
- 6 She went home at six o'clock.

4 What did you do last Saturday? Draw. Present it to the class.

Direct the pupils' attention to the clocks and the empty boxes. Tell them to draw pictures depicting what they did last Saturday in the spaces provided and complete the clocks by indicating the times. Allow the pupils some time to finish the activity. Then have individual pupils present their drawings to the class.

(Suggested answers)

I got up at nine o'clock last Saturday.
I went to the park at eleven o'clock.
I went to the cinema at six o'clock.
I went to bed at ten o'clock.

Unit 10b - I love this tree!

1 Look and complete.

Point to each picture in turn and elicit the correct word. Explain the task. Allow the pupils some time to complete the missing letters. Check their answers.

break lost save

2 Read and write.

Read through the sentences and pause for the pupils to fill in the gaps orally. Then allow them some time to write the past simple form of the verb in brackets. Check their answers.

- 2 had
- 3 Did he do
- 4 didn't hear
- 5 Did you make
- 6 didn't lose

3 Listen and write a letter in the boxes.

Go through the pictures and elicit the vocabulary for each picture. Explain the task. The pupils listen and match the names to the places by writing the correct letter in the boxes. Play the audio, twice if necessary. The pupils listen and complete the task. Check the pupils' answers.

- 1 A 2 F 3 C 4 E

AUDIOSCRIPT

Narrator: Listen and look. There is one example. What did they do last week?

Man: John went to the cinema last Sunday. He saw a film about whales. It was great!

Narrator: Can you see the letter B? Now you listen and write a letter in each box.

Man: Donna had a good time, too! She went to a concert.

Man: Frank and Carol went to the funfair. They had a great day out!

Man: William went roller skating in the park last Sunday. He had a wonderful time!

Man: Patrick went to the zoo last Sunday. He saw a lot of different animals from Africa! It was fantastic!

4 Find the stickers! Then talk with your friend.

Read the instructions and explain the task. Ask the pupils to look at the characters and the corresponding thought bubbles. Tell them to find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page. Upon completion of the task, refer the pupils to the sample exchange at the bottom and ask a pair to read it out loud. The pupils, in pairs, ask and answer questions about the characters, as in the example.

(Suggested answers)

Pupil 1: He wrote an email.

Pupil 2: Alan.

Pupil 1: No. He wrote an email and he went shopping.

Pupil 2: Frank!

Pupil 1: He made a cake.

Pupil 2: Sam.

Pupil 1: No. He made a cake and wrote an email.

Pupil 2: Alan!

Pupil 1: He went to the cinema.

Pupil 2: John.

Pupil 1: No. He went to the cinema and got up at 7:30.

Pupil 2: Tony! etc

Unit 10c – A better place

1 Look and write.

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

- | | | | |
|---|--------|---|----------|
| 2 | writer | 4 | composer |
| 3 | artist | 5 | athlete |

2 Look and say.

Point to the clocks and ask the pupils to tell you the times. Read the example and have individual pupils repeat the activity with the remaining items.

- Emily went to school before Katie went to school.
- Troy came home before Eric came home.
- Amy did her homework before Nia did her homework.

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: No Yes

4 Read and match.

Read the texts and explain/ elicit any unknown words. Read the example and explain the task. The pupils read the texts and match them to the pictures. Allow them some time to complete the task and check their answers.

- | | | | | | |
|---|---|---|---|---|---|
| 2 | c | 3 | b | 4 | d |
|---|---|---|---|---|---|

• Now read again and write M for monkey or Z for zebra.

Read the questions and the example, and explain the task. Allow the pupils some time to read the text again silently and answer the questions. Check their answers.

- | | | | | | |
|---|---|---|---|---|---|
| 2 | M | 3 | Z | 4 | Z |
|---|---|---|---|---|---|

Modular Revision and Assessment 5

Do a quick revision of what the pupils have learnt in this module. Praise their efforts at this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Activity Book (Key & Instructions)

Do all the exercises on pages 76 and 77 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupil's Self-Assessment Form* for Module 5 and help them to complete it. Now, the pupils are ready to take *Module Test 5* in the *Teacher's Resource Pack*.

1 Look, read and match.

1 c 2 f 3 d 4 b 5 e

2 Read and underline.

1 watched 3 visit 5 listen
2 sailed 4 want

3 What happened yesterday? Look and complete.

1 had 2 fell 3 won 4 lost

4 Read and fill in.

1 didn't like
2 did you do
3 I went

5 What did Helen do last week? Listen and write the correct day.

Wednesday (went sailing)
Friday (planted flowers)
Monday (helped with the chores)
Saturday (played tennis)
Tuesday (went to the museum)
Sunday (listened to CDs)

AUDIOSCRIPT

Narrator: What did Helen do last week? Listen and write the day. Listen and look. There is one example.

A: What did you do on Saturday, Helen?

Helen: On Saturday? Oh...I played tennis with my friend Sarah. We always play tennis on Saturday.

Narrator: Can you see the word Saturday? On Saturday Helen played tennis. Now you listen and write the days.

A: What about Tuesday? What did you do on Tuesday?

Helen: I visited a museum with my class. It was very interesting!

A: And Friday? What did you do then?

Helen: On Friday...ermmm...oh, yes! On Friday I helped my grandma. We planted some flowers!

A: You planted some flowers? That's nice.

A: So what about Wednesday?

Helen: Well on Wednesday I went sailing with my dad.

A: Sailing? Wow!

A: What did you do on Monday?

Helen: Let me see... on Monday I helped my mum with the chores!

A: Good for you. We should always help in the house.

A: And on Sunday?

Helen: I was at Ann's house. We listened to her new CDs!

A: Wow...what a busy week!

Helen: Yes, I know!

6 Look, read and answer.

1 A funny film.
2 9 o'clock.
3 Pizza.
4 They listened to CDs.

MODULE 6

Unit 11a - The fairy garden

1 Complete.

Revise months. Read the instructions and explain the task. Ask the pupils to complete the words. Check their answers.

2 February 8 August
3 March 9 September
4 April 10 October
5 May 11 November
6 June 12 December
7 July

2 Read and find the stickers!

Revise ordinal numbers. Read the instructions and explain the task. Ask the pupils to read the information in the box and look at the pictures. The pupils find the corresponding stickers, one at

Activity Book (Key & Instructions)

a time, and show them to you for verification before sticking them on the page.

3 Read and complete.

Read the instructions and explain the task. Give the pupils time to fill in the gaps with the correct words. Check their answers.

- 3 fifth 5 ten 7 thirteen
4 five 6 tenth 8 thirteenth

4 Read and match.

Revise question words. Read the instructions and explain the task. Refer the pupils to the questions (1-6) and the answers (a-f), and read out the example. Ask them to match the sentences and check their answers.

- 2 e 3 f 4 a 5 c 6 b

5 Paul is interviewing Tom Tones, a famous singer. Read and complete the interview.

Read the instructions and explain the task. Refer the pupils to the interview and the information card, and read out the example. Ask them to write an appropriate question for each answer. Check their answers. Then individual pupils act out the interview.

As an extension, you can ask the pupils to act out similar dialogues about themselves in pairs.

- 2 How old are you
3 When is your birthday
4 Where do you live
5 What is your favourite colour
6 What do you like doing

Unit 11b – Helping Erlina

1 Look, read and write A or B.

Read the instructions and explain the task. Refer the pupils to pictures A and B and to sentences 1-6 and read out the example. Allow them time to write A or B next to the sentences, according to what they see in the pictures. Check their answers.

- 2 A 3 A 4 B 5 A 6 B

2 Write will or won't.

Read the instructions and explain the task. Ask the pupils to complete the sentences with *will* or *won't* and check their answers.

- 2 won't 4 will 6 will
3 will 5 won't

3 Read and match.

Read the instructions and explain the task. Refer the pupils to pictures 1-4 and speech bubbles a-d and read out the example. Allow them time to match the pictures to the speech bubbles and check their answers.

- 2 a 3 b 4 d

4 Look, read and complete.

Read the instructions and explain the task. Refer the pupils to the pictures and the speech bubbles and read out the example. Allow them time to complete the task. Check their answers.

- 2 Will it rain 4 'll/will use
3 won't rain

Unit 11c – The wishing well

1 Draw lines to match.

Ask the pupils to look at the picture and the words. Read the instructions and explain the task. Allow the pupils time to draw lines to match the words to the pictures. Check their answers.

2 Listen and write a name or a number.

Read the instructions and explain the task. Ask the pupils to look at the pictures and read the questions. Tell them they have to listen carefully and write the correct name or number next to each question. Play the audio, twice if necessary. The pupils listen and complete the task. Check their answers.

- 1 Betty 3 Peter 5 Spot
2 10 (ten) 4 4 (four)

AUDIOSCRIPT

- A:** Hello. Are you the boy in the picture?
B: Yes. My name's Carl.
A: Carl. How do you spell that?
B: C-A-R-L.
A: And how old are you, Carl?
B: I'm eight years old.
A: Eight?
B: Yes.

Activity Book (Key & Instructions)

Narrator: Can you see the answers? Now you listen and write a name or a number.

Narrator: One.

A: Who's that girl in the picture? Is she your sister?

B: Yes. She's my sister, Betty.

A: How do you spell your sister's name?

B: B-E-T-T-Y.

Narrator: Two.

A: And how old is Betty?

B: She's ten.

A: I'm sorry. How old?

B: She's ten years old.

Narrator: Three.

A: Have you got any brothers Carl?

B: Yes, I have.

A: What's your brother's name?

B: His name is Peter.

A: How do you spell that?

B: P-E-T-E-R.

A: Thank you.

Narrator: Four.

A: Have you got any pets in your house?

B: Yes. We've got four dogs.

A: How many dogs?

B: Four. We've got four cute dogs.

Narrator: Five.

A: Which is your favourite dog?

B: That's easy. My favourite is Spot. He's lovely.

A: How do you spell Spot?

B: S-P-O-T.

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: Yes No

4 Read and match the pictures to the people.

Read the instructions and explain the task. Refer the pupils to texts 1-3 and to pictures a-c. Allow them time to read the texts and match the people to the pictures. Check their answers. Then individual pupils read out from the texts.

1 c 2 a 3 b

• What about you? Write and draw. Present it to the class.

Read the instructions and explain the task. Ask the pupils to write a short paragraph about what they will be when they grow up and draw a picture. Once the task is completed, individual pupils present their project to the class.

(Suggested answer)

When I grow up, I'll be a writer. I'll write many books and many people will read them. I'll live in a house with a big garden and I'll have three dogs and a cat.

Unit 12a - We're going to fly

1 Find the stickers!

Read the instructions and explain the task. Ask the pupils to look at the picture and read the words. Tell them to find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page.

2 Read and match.

Read the instructions and explain the task. Read out the example. Allow the pupils time to match the parts in order to form full sentences. Check their answers.

2 c 3 e 4 a 5 b

3 What is Mandy going to do next week? Look, read and complete.

Read the instructions and the example, and explain the task. Allow the pupils time to complete the task. Check their answers.

- 2 She's going to phone
- 3 She's going to go
- 4 She's going to pack
- 5 She's going to take

4 What are you going to do next week? Draw and write.

Read the instructions and explain the task. Refer the pupils to the schedule and ask them to draw and write about their schedule for next week, using Ex. 3 as a model. Ask individual pupils to report back to the class.

Activity Book (Key & Instructions)

(Suggested answers)

I'm going to go to a football game next Monday.
I'm going to buy a new computer game next Tuesday.
I'm going to study for a Maths test next Wednesday.
I'm going to play basketball next Thursday.
I'm going to go to the cinema next Friday.
I'm going to visit my grandparents next Saturday.
I'm going to go to the park next Sunday.

Unit 12b – Port Fairy

1 Read and write.

Read the instructions and explain the task. Refer the pupils to the pictures and elicit the words. Allow the pupils time to write the correct word next to each definition and check their answers.

- 2 tent 4 rucksack 6 souvenir
3 surfing 5 wetsuit

2 Look and write.

Read the instructions and explain the task. Ask the pupils to look at pictures 1-6, refer them to the sentences and read out the examples. Allow them some time to complete the exercise and check their answers.

- 3 No, they aren't. They're going to go surfing.
4 No, she isn't. She's going to go diving.
5 That's right.
6 That's right.

3 Look, ask and answer.

Read the instructions and explain the task. Refer the pupils to the picture and elicit what the characters are going to do. Read out the example and allow the pupils time to complete the questions and the answers. Check their answers.

- 2 **Are** Emma and Lee **going to play** tennis? No, **they aren't**.
3 **Is** Harry **going to dive**? Yes, **he is**.
4 **Is** Alvin **going to go** sailing? No, **he isn't**.
5 **Is** Erlina **going to eat** an apple? No, **she isn't**.

4 Anna is from Poland. She's going to stay in London for a week. Ask her some questions.

Read the instructions and explain the task. Refer the pupils to the prompts in the box and the verbs in

brackets, and read out the example. Allow them time to complete the task. Check their answers.

- 2 Are you going to visit the British Museum?
3 Are you going to take an umbrella?
4 Are you going to see a play?
5 Are you going to eat fish and chips?
6 Are you going to go swimming?

Unit 12c – Fly away

1 Listen and put a tick (✓) or a cross (X).

Read the instructions and explain the task. Elicit the items. Play the audio, twice if necessary. The pupils listen and complete the task. Check their answers.

- 2 ✓ 4 X 6 ✓ 8 ✓
3 ✓ 5 X 7 X

AUDIOSCRIPT

- A:** Hello, Alan. Where are you going?
Alan: I'm going to the shops. I need some things for my holiday.
A: Oh? What are you going to buy?
Alan: Well, I'm going to buy some sunglasses, of course! It's sunny in Greece, you know!
A: Greece! How lovely!
Alan: Yes, and I'm going to buy a new pair of swimming trunks – oh, and sun cream, too!
A: Are you going to buy a rucksack and a sleeping bag?
Alan: No, I'm not. But I'm going to buy a wetsuit. I love water-skiing!
A: What about a tent?
Alan: No, I'm not going to buy a tent. I've got one. But I'm going to buy a pair of sandals.
A: That's lovely. Well, have a nice holiday.
Alan: Thanks. See you.

2 Look at the map and decide:

Read the instructions and explain the task. Refer the pupils to the map and tell them to read the sentences and decide who they are going to go with, where they are going to stay and what they are going to do there. Allow them some time to think and decide.

Activity Book (Key & Instructions)

- **Now tell the class.**

Read the instructions and explain the task. Ask individual pupils to tell the rest of the class about what they decided to do, based on the previous task.

(Suggested answer)

I'm going to go with my family. We're going to stay in a castle. I'm going to go sailing and surfing.

- **3 Rhyme time! Read and circle.**

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: Yes No

- **4 Read, choose and complete.**

Read the instructions and explain the task. Refer the pupils to the text and the words around it. Allow them time to read the text and fill in the gaps with the appropriate words. Check their answers.

2 car 4 lake 6 fire
3 tent 5 fishing

- **Now choose the best title.**

Refer the pupils to the titles and ask them to choose the best one for the text in Ex. 4.

Answer: My plans for next summer!

Modular Revision and Assessment 6

Do a quick revision of what the pupils have learnt in this module. Praise their efforts at this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 90 and 91 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupil's Self-Assessment Form* for Module 6 and help them to complete it. Now, the pupils are ready to take *Module Test 6* in the *Teacher's Resource Pack*.

- **1 Look, read and write.**

1 e 3 a 5 d
2 f 4 c

- **2 Read and complete.**

1 what 3 Whose 5 who
2 where 4 when

- **3 Read and choose.**

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

- **4 Ask and answer. Then write.**

1 first of May
2 (seventeenth of April)
3 thirty-first of October

- **5 Listen and tick (✓) the right box.**

1 C 2 B 3 A 4 B

AUDIOSCRIPT

Narrator: Listen and tick the box. There is one example. Look at the pictures. Listen to the example.

Narrator: What is Michael going to have for lunch?

- A:** Do you want a sandwich, Michael?
B: No, thanks. What about some pasta?
A: There isn't any.
B: Can I have a fruit salad, then?
A: OK.

Narrator: Can you see the tick? Michael is going to have a fruit salad for lunch. Now you listen and tick the box.

Narrator: What will the weather be like tomorrow?

- A:** What will the weather be like tomorrow? Will it snow?
B: No, it won't.
A: Will it rain?
B: No, but it'll be very cold.

Narrator: What is Jill going to do after school?

- A:** Can I go to the park?
B: All right. Do you want to take your bike?
A: No. And I can't take my skateboard either. I'm going to play basketball with my friends.
B: Have fun!

Activity Book (Key & Instructions)

Narrator: Where is David going to go this summer?

A: David, are you going to go to Italy this summer?

B: No, I went to Italy and Spain last summer.

A: Where are you going to go then?

B: I'm going to go to Mexico this summer.

Narrator: What is Paul going to take with him?

A: Are you going to take your swimming trunks with you, Paul?

B: No, Mum. I'm not going to go swimming.

A: How about this map? I'm sure you'll need it.

B: No, but I do need my sunglasses. Thanks, Mum.

6 Write a letter to your friend Sue and answer her questions. Write 20-25 words.

(Suggested answer)

Dear Sue,

I'm very happy, too! I'm going to go on holiday next month. I'm going to go to Italy and I'm going to spend all day sailing and surfing.

See you,

Luke

Fairy fun! ON THE BEACH!

Colour!

The pupils colour the picture.

OUR WORLD!

Read and tick (✓).

The pupils read the sentences and tick the correct box, according to what they have learnt in the *Our World* sections in the book. If you wish, you can ask the pupils to have their Pupil's Books open and go through the corresponding sections while completing the task.

- | | | |
|---------|---------|----------|
| 1 False | 5 True | 9 True |
| 2 True | 6 False | 10 False |
| 3 True | 7 True | |
| 4 False | 8 False | |

THE YOU-FILE!

Read and answer.

The pupils answer the questions about themselves.

(Suggested answers)

- 1 (I'm from) the UK.
- 2 (My birthday is on) 24th March.
- 3 (The name of my street is) Hill Street.
- 4 (I'm) 160 cm (tall).
- 5 (My eyes are) green.
- 6 (I usually wear) jeans and T-shirts.
- 7 (I have) one brother and one sister.
- 8 Yes, I have. (My dog's name is) Archie and (my cat's name is) Fluffy.
- 9 (The name of my school is) St. Andrew's Primary School.
- 10 (I want to be) a teacher.
- 11 (My favourite subject is) Science.
- 12 Kate (is my best friend.)
- 13 *Blinding Lights* (is my favourite song.)
- 14 Pizza (is my favourite food.)
- 15 (My hair is) brown.
- 16 (My favourite programme is) *Dancing with the Stars*.
- 17 (I usually go to bed at) 10 o'clock.
- 18 (I like) listening to music (in my free time.)
- 19 (I'm really good at) Maths.
- 20 (I went to) Spain (on holiday last summer.)

MEGA SEARCH!

Circle the words. What's the secret message?

The pupils find and circle the words in the grid. The remaining words make up the secret message.

Answer: Bye! Have a wonderful summer!

Board Game 1

- 1 Pupil's own answer.
- 2 over
- 3 like
- 4 Pupil goes back to Start.
- 5 suggested answers: aeroplane, doll, car, robot
- 6 wash the dishes
- 7 badminton
- 8 Pupil goes back to Start.
- 9 doing
- 10 curly hair

Activity Book (Key & Instructions)

- 11 Pupil's own answer.
- 12 Pupil goes back to Start.
- 13 Pupil sings the song.
- 14 skateboard
- 15 can
- 16 Pupil's own answer.
- 17 Pupil goes back to Start.
- 18 got
- 19 drums

Board Game 2

- 1 suggested answers: chef, greengrocer, mechanic, baker
- 2 Pupil goes back to Start.
- 3 flies
- 4 pyjamas
- 5 Pupil sings the song.
- 6 Pupil goes back to Start.
- 7 go
- 8 baker's
- 9 where is
- 10 suggested answers: cinema, hotel, restaurant, bank
- 11 Geography
- 12 Pupil goes back to Start.
- 13 pilot
- 14 suggested answers: Art, ICT, Maths, History
- 15 get dressed
- 16 Pupil goes back to Start.
- 17 much
- 18 favourite
- 19 Pupil sings the song.

Board Game 3

- 1 suggested answers: mango, melon, strawberry, lemon
- 2 vegetables
- 3 some
- 4 Pupil goes back to Start.
- 5 Pupil sings the song.
- 6 strawberry
- 7 Pupil goes back to Start.
- 8 many
- 9 jar
- 10 suggested answers: green pepper, peas, beans
- 11 Pupil goes back to Start.
- 12 loaf
- 13 strong
- 14 suggested answers: a cold, a stomachache, a rash, a toothache

- 15 matter
- 16 toothache
- 17 Pupil goes back to Start.
- 18 carton of orange juice
- 19 Pupil sings the song.

Board Game 4

- 1 river
- 2 hardest
- 3 Pupil sings the song.
- 4 Pupil goes back to Start.
- 5 desert
- 6 were
- 7 Pupil goes back to Start.
- 8 than
- 9 hungry
- 10 No
- 11 suggested answers: cheetah, tiger, lizard, bear
- 12 Pupil goes back to Start.
- 13 lizard
- 14 Pupil sings the song.
- 15 suggested answers: worried, tired, angry, bored
- 16 Pupil goes back to Start.
- 17 was
- 18 cheetah

Board Game 5

- 1 fall
- 2 suggested answers: nurse, composer, actor, artist
- 3 went
- 4 Pupil goes back to Start.
- 5 castle
- 6 Pupil sings the song.
- 7 Pupil goes back to Start.
- 8 played
- 9 motorbike
- 10 talk
- 11 Pupil goes back to Start.
- 12 suggested answers: king, queen, butler, suit of armour
- 13 chess
- 14 ate
- 15 Pupil's own answer.
- 16 break
- 17 Pupil goes back to Start.
- 18 Pupil sings the song.
- 19 got

Activity Book (Key & Instructions)

Board Game 6

- 1 sky
- 2 What
- 3 Pupil's own answer.
- 4 Pupil sings the song.
- 5 Pupil goes back to Start.
- 6 Pupil sings the song.
- 7 blanket
- 8 Why
- 9 Pupil goes back to Start.
- 10 CD player
- 11 Who
- 12 Pupil goes back to Start.
- 13 am
- 14 tent
- 15 won't
- 16 January, February, March, April, May, June, July,
August, September, October, November,
December
- 17 Pupil goes back to Start.
- 18 rucksack
- 19 suggested answers: suitcase, sun cream,
sunglasses, swimsuit

Suggestions on how to teach the plays

Each play can be covered in approximately two to three lessons including the performance.

In the first lesson present or revise the language to be used, the songs and the setting of the scene as suggested in the *Before the play* section.

In the second lesson, play the audio of the whole play while the pupils follow the lines in their books. Ask the pupils questions to see if they understood the plot of the story. Play the audio again, pausing at the end of each line to allow the pupils to repeat. This will help the pupils to practise intonation and pronunciation. Allocate roles and ask the pupils to read the play aloud in class. Repeat this step until every pupil has had an opportunity to read. At the end of the lesson assign each pupil a role to learn for homework. Give the same role to more than one pupil. All pupils must have roles.

In the third lesson split the class in two groups. Make sure that each group has at least one complete cast of characters needed to perform the play. Ask them to rehearse their lines within their groups. The pupils who are not taking character roles in this final rehearsal can be the audience. Select a group to perform the play. You can perform the play as many times as the pupils like. Good luck!

Play 1 - The Magic Mirror!

✿ Outline:

Emma, Harry, Mona, Lee and the Magic Forest characters are back in the Magic Forest. Alvin receives a parcel from the U.S.A. which turns out to be a magic mirror. Alvin looks into the magic mirror and sees a funny reflection of himself. Then the mirror magically helps Mona, Emma, Harry and Lee to meet Super Gran and talk about her super powers.

✿ Characters:

Emma	Harry
Mona	Lee
Willow	Alvin
Erlina	Pigeon
Super Gran	Audience

✿ Props:

Magic mirror

✿ Structures/Functions:

Greetings:

- Hello!
- Bye
- Nice to see you again!
- See you later!

Talking about physical appearance:

- Am I old?
- I've got a ...

Talking about ability:

- Can you see through a wall?
- What can you do?
- I can clap ...

Useful phrases:

- This is for you.
- What is it?
- It's from ...
- Look after my mirror.
- What's happening?
- Cool.
- Show me.
- Catch me if you can!
- Hey wait for us!

✿ Vocabulary:

- mirror
- old
- fat
- big
- nose
- ride
- skateboard
- head
- lift
- double-decker bus
- wall

✿ BEFORE THE PLAY

(Activities to familiarise the pupils with the language of the play.)

- 1 Invite four pupils to come to the front of the class. Tell pupils 1 & 2 to hold their hands together and form an arch: they will be the frame of the mirror. Pupil 3 is Alvin, Pupil 4 is the mirror's reflection. Pupil 4 makes different gestures so that Pupil 3 can guess what he looks like in the mirror.

e.g. Pupils 1&2: (who are the frame) Look in the magic mirror!

Pupil 4: (mimes having long hair)

Pupil 3: Have I got long hair?

Pupil 4: Yes! etc.

Before going into class

Prepare as many slips of paper as there are pupils in your class, with super powers written on them e.g. *see through a wall, fly over a house etc.* Also prepare a "My Super Duper Pupils" chart with the names of your pupils and a space next to each name for the pupils to write in.

- 2 Tell your pupils you're going to play a game: first invite two pupils to come to the front of the class and pick a slip of paper each. Ask them to read it but **not** to show it to anyone else. They have to ask each other what they can do and, through mime, they have to guess and write it on the My Super Duper Pupils chart!

e.g. Pupil 1: What can you do?

Pupil 2: (mimes swimming)

Pupil 1: Can you swim across the ocean?

Pupil 2: Yes I can! What can you do?

Play 1 - The Magic Mirror!

Pupil 1: *(mimes jumping)*

Pupil 2: *Can you jump over a tall giraffe?*

Pupil 1: *Yes I can! etc.*

- 3 Show the backdrop. Have a class discussion about the Magic Forest and the characters who live there.

e.g. Teacher: *(pointing to the backdrop) Where is this forest?*

Pupil 1: *In Fairyland!*

Teacher: *What kind of a forest is it?*

Pupil 2: *It's a magic forest! etc.*

(Activities to familiarise the pupils with the lyrics of the songs.)

- 4 Ask the pupils to take out one of their character cutouts: *Alvin, Erlina, Harry, Lee, Mona, Emma* and *Willow*. Ask them to sing along with the whole class but when it's time to say the name of the character they are holding, they have to stand up holding their character and sing as loud as they can. Every time they hear "and me" in the chorus, the whole class must stand up and sing as loudly as possible!

- 5 For the song of Act 2, ask the pupils to listen and repeat the words after you. Play the song, encouraging the pupils to join in with the actions.

I've got a super grandma, (point to yourself)

I call her Super Gran! (thumbs under armpits as if holding straps)

*Can **you** ride a skateboard on your head? (mime riding skateboard and patting head)*

My super granny can! (one arm up, hand into a fist, the other next to chest like superman when he flies)

Oh, my granny! (clap hands to the rhythm)

I've got a Super Gran.

She's a super duper grandma

And I call her Super Gran!

I've got a super grandma, (point to yourself)

I call her Super Gran! (thumbs under armpits as if holding straps)

*Can **you** lift a double-decker bus? (mime picking a heavy object)*

My super granny can! (one arm up, hand into a fist, the other next to chest like Superman when he flies)

Play 1 - The Magic Mirror!

Script & Stage Directions

The Magic Mirror!

Scene 1

(We can see Willow, Alvin and Erlina in the Magic Forest. Enter: Harry, Emma, Mona and Lee.)

Emma: *(entering the forest)* Hi, Alvin!

Mona: *(entering the forest)* Hi, Willow!

Lee: *(entering the forest)* Hi, Erlina!

Alvin: Hello, everyone! It's nice to see you again!

Harry: *(addressing the audience)* Hello, everyone! Nice to see you!

Audience: Nice to see you, too!

Mona: It's nice to be back in Fairyland!

Willow: Is it nice to be back in Fairyland, children?

All: YES!

Erlina: Wow! Let's sing! *(addressing the audience)* Come on, everybody!
(They all join in the song together)

It's nice to be back
At school again.
It's nice to be back
With all my friends!

Alvin, Erlina,
Harry and Lee!
Mona and Emma,
Willow and me!

It's nice to be back
In Fairyland!
It's nice to be back,
So let's all chant!

Pigeon: *(flies onto stage, carrying a package)*
Cool! Cool! This is for you, Alvin! It's from the USA.

Emma: What is it?
(the characters gather round while the package is turned upside-down to show the mirror)

Lee: *(addresses the audience)* What is it?

Audience: A mirror!

Lee: *(disappointed)* Oh, a mirror.

Alvin: *(He addresses the audience)* Yes, but what kind of mirror is it?

Audience: A magic mirror!

Mona: A magic mirror? Wow!

Emma: Why is it a magic mirror?

Willow: Look in the mirror, Alvin!

Erlina: *(addresses the audience)* Look in the mirror, everybody!

Alvin: *(Alvin looks in the mirror, then addresses the audience)* Am I old?

Audience: Yes!

Alvin: Am I fat?

Audience: Yes!

Alvin: Have I got a big nose?

Audience: Yes!

Harry: Oh, Alvin, you're so funny!

Erlina: Hey Alvin, let's go!

Alvin: See you later. Look after my mirror! Bye!
(exit Alvin and Erlina)
(the mirror begins to shake)

Mona: Harry! Lee! Emma! Look at the mirror!

Emma: Oh, no! What's happening?

Play 1 - The Magic Mirror!

Scene 2

(The characters are on stage. We can see Super Gran in front of the mirror. She "steps out" and talks to the children.)

Lee: Who are you?

Super Gran: I'm Super Gran! Hello!

All: Hello!

Mona: Super Gran? Why?

Super Gran: Can **you** ride a skateboard on your head?

All: No!

Super Gran: *(addressing the audience)* Can you?

Audience: No!

Super Gran: I can! Can **you** lift a double-decker bus?

All: No!

Super Gran: *(addressing the audience)* Can you?

Audience: No!

Super Gran: I can! Can **you** see through a wall?

All: No!

Super Gran: *(addressing the audience)* Can you?

Audience: No!

Super Gran: I can!

Lee: Cool!

Super Gran: What can **you** do?

Harry: I can clap my hands behind my back!

Super Gran: *(addresses audience)* Can you clap your hands behind your back?

Audience: YES!

Super Gran: Show me! *(audience clap hands behind back)* Can you sing?

All: YES!

Super Gran: *(addresses audience)* Can **you**?

Audience: YES!

Super Gran: *(addresses audience)* OK, then! Sing with me! *(everyone joins in the song)*

I've got a super grandma,

I call her Super Gran!

Can you ride

A skateboard on your head?

My super granny can!

Oh, my granny!

I've got a Super Gran.

She's a super duper grandma

And I call her Super Gran!

I've got a super grandma,

I call her Super Gran!

Can you lift

A double-decker bus?

My super granny can!

Super Gran: *(lifts the mirror with ease)* Come on, everyone! Catch me if you can! *(she flies off stage with the mirror, the others follow, laughing)*

All: Hey, wait for us! *(they all exit)*

Play 2 - Meet XL!

✿ Outline:

The children are magically transported to a spaceship where they meet Andy the astronaut. Together they go to Planet Rox and meet XL, a famous alien rock star!

✿ Characters:

Alvin	Lee
Erlina	XL
Emma	Andy
Mona	Audience
Harry	

✿ Structures/Functions:

Talking about professions/routines:

- I'm an astronaut. I fly into space.
- What does he do?
- I go to the gym every day.

Useful phrases:

- Are you ready for some fun?
- Let's go to...
- Let's cross the road.
- You're a great dancer!
- Join in, everyone!
- Fantastic.
- I know!

✿ Vocabulary:

- | | |
|-------------|-----------|
| • astronaut | • concert |
| • spaceship | • cross |
| • fly | • road |
| • space | • gym |
| • alien | • sing |
| • famous | • guitar |
| • rock star | |
| • planet | |

✿ BEFORE THE PLAY

(Activities to familiarise the pupils with the language of the play.)

Before going into class

Prepare six A5 cards with the following sentences: *He flies planes./He cooks in a restaurant./He sells vegetables./He bakes bread./He fixes cars./He flies into space.* You'll also need the following flashcards: *astronaut, chef, pilot, greengrocer, baker and mechanic.* Cover the words at the back.

- 1 Put the flashcards of the professions on the board (make sure the word is hidden) and underneath, in jumbled order, place the cards that you have prepared. Divide the class into two teams. Ask a pupil from team A to come to the board and pick one card from the top row and one from the bottom row. If they match, the team keeps the cards – if not they have to put them back. The team with the most cards wins!

e.g. Teacher:

Pick one card from the top row and one from the bottom row. Do they match? (pupil selects 'pilot' and 'fixes cars')

Team A, Pupil 1: A pilot fixes cars. No, a pilot doesn't fix cars, he flies planes!

Teacher: Sorry! Put the cards back! (pupil selects 'astronaut' and 'flies into space')

Team B, Pupil 1: An astronaut flies into space. Yes!

Teacher: That's right! You can keep the cards! etc.

- 2 Play "XL says" with the class: Tell everyone to stand up. Tell the class that they will hear various commands that they have to follow. They must follow the commands only if they first hear "XL says". If they don't hear "XL says" and they follow the command, they are out of the game and have to sit down. You can revise language from *The Green Cross Code* song for this game. Demonstrate this yourself first, then choose a pupil to act as leader.

Play 2 - Meet XL!

e.g. Teacher: XL says listen!
(pupils hold their hands next to their ears)

Teacher: XL says look!
(pupils hold their hands above their eyes)

Teacher: Look left!
(pupils should stand still, if not they are out of the game) etc.

- 3 Show the backdrop. Have a class discussion about space and the spaceship.

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

Pupils: It's a spaceship!

Teacher: Who flies into space in this spaceship?

Pupils: Andy the astronaut!

Teacher: Does Andy know any aliens?

Pupils: Yes!

Teacher: (pointing to the picture of XL) Who does he know? Who's this?

Pupils: XL!

Teacher: Who is XL?

Pupils: He's a famous rock star!

Teacher: (pointing to a planet) What's this?

Pupils: A planet. etc.

(Activities to familiarise the pupils with the lyrics of the song.)

- 4 Ask the pupils to listen and repeat the words after you. Play the song, encouraging the pupils to join in with the actions.

Use the Green Cross Code

When you cross the road: (mime walking)

Stop, look and listen! (stand to attention, click heels together - hands next to the ears - then hands above the eyes)

Find a safe place to cross,

Then stand and wait! (stamp one foot down and stand to attention)

Use your ears, use your eyes, (point to ears, point to eyes)

Look left, look right! (turn head left, then right)

Do not cross the road (wag your index finger)

Until it is safe!

Walk across, never run, (mime walking carefully)

And look both ways! (turn head left, then right)

- 5 I like playing music, (mime playing the guitar)
And watching kids' cartoons. (draw a square in the air)

I like eating sushi, (mime eating)

And fishing on the moon! (mime fishing)

I'm a happy kind of person, (wave your hands in the air)

I always laugh and smile. (use both thumbs and index fingers to draw a smile on your face)

I'm a happy kind of person, (wave your hands in the air)

People like my style! (blow kisses and wave)

I like having picnics, (mime eating)

And skipping in the rain. (mime skipping)

I like planting flowers, (mime planting flowers)

And riding in a train! (mime train motion)

Play 2 - Meet XL!

Script & Stage Directions

Meet XL!

Scene 1

(Andy is on stage alone, he addresses the audience.)

Andy: Hello, everyone!

Audience: Hello!

Andy: My name's Andy. I'm an astronaut. Are you ready for some fun?

Audience: Yes!

Andy: Do you want to see the children?

Audience: Yes!

Andy: *(shouts off-stage)* Magic mirror! Help me, please!

(Alvin, Erlina, Harry, Lee, Mona and Emma enter in a flurry, sounding surprised)

Lee: Wow! We're in a spaceship!

Andy: Hi. I'm Andy. I'm an astronaut.

Alvin: *(addressing the audience)* What is he?

Audience: An astronaut!

Andy: I fly into space.

Alvin: *(addressing the audience)* What does he do?

Audience: He flies into space!

Harry: Do you know any aliens?

Andy: Of course I do! Look, that's XL. *(points to a picture in his spaceship)*

Emma: XL? Who's XL?

Andy: He's a famous rock star! Do you want to meet him?

Erlina: *(addresses the audience)* Do you want to meet XL?

Audience: Yes!

Andy: OK! Let's go to Planet Rox.

All: Yeah! *(Andy presses some buttons)*

Andy: This is Planet Rox!

Lee: Where is XL?

Andy: Over there, in concert!

Mona: Let's cross the road. Come on, everybody! Sing!

(everyone joins in the singing, all the characters on stage do the actions before crossing the road)

Use the Green Cross Code

When you cross the road:

Stop, look and listen!

Find a safe place to cross,

Then stand and wait!

Use your ears, use your eyes,

Look left, look right!

Do not cross the road

Until it is safe!

Walk across, never run,

And look both ways!

Andy: Ready? Let's go and meet XL! *(they all exit stage right)*

Play 2 - Meet XL!

Scene 2

(The characters are on stage with Andy.)

Andy: *(looking off-stage)* Here's XL!

XL: *(enters)* Hello, everyone! *(he starts to dance)*

All: Hello!

Harry: You're a great dancer!

XL: Yes, I know! And look at me! I've got a great body!

Mona &

Emma: Hmmmm!

XL: I go to the gym every day.

Emma &

Mona: Really? Hmmmmm!

XL: I sing and play the guitar, too! I'm a great singer!

Lee: Oh, XL. Please sing for us.

XL: Do you want to sing with me?

All: Oh, yes!

XL: *(addressing the audience)* Do you want to sing with me, too?

All: YES!

XL: Oh, alright then! *(addressing the audience)* Join in, everyone!

I like playing music,
And watching kids' cartoons.
I like eating sushi,
And fishing on the moon!

I'm a happy kind of person,
I always laugh and smile.
I'm a happy kind of person,
People like my style!

I like having picnics,
And skipping in the rain.
I like planting flowers,
And riding in a train!

All: Fantastic!

XL: Yes, I know! Thank you!

Andy: Time to go!

All: Bye, XL!

XL: Bye, bye! Come again soon!
(characters exit)

Play 3 - A Day in Yumville!

✿ Outline:

The children go with Alvin to Yumville, an underground oasis, to help the elves at harvest time. They meet Rolly and, after helping with the harvest, they all enjoy a wonderful feast together.

✿ Characters:

Alvin	Harry
Erlina	Lee
Emma	Rolly
Mona	Audience

✿ Structures/Functions:

Talking about professions/routines:

- There is/There are a lot of ...
- How many/How much ...

Useful phrases:

- What are these?
- What's in the cartons?
- We need your help.
- Let's start work!
- Let's pick the coconuts!
- No way!
- Yummy!

✿ Vocabulary:

- honey
- beans
- peas
- coconuts
- mangoes
- strawberries
- lemons
- orange juice
- milk
- carton
- bottle
- jar
- pizza
- burger
- chips
- jam

✿ BEFORE THE PLAY

(Activities to familiarise the pupils with the language of the play.)

Before going into class

Bring in the pictures of food and drink items.

- 1 Shuffle the pictures and turn them upside down. Write two columns on the board: *How much?* and *How many?* Divide the class into two teams. Ask a pupil from team A to come to the front, choose a card, and place it on the board in the correct column. Each correct answer scores a point. The team with the most points wins.

e.g. Team A, Pupil 1: (pupil selects 'jam')
How much jam! (places it in the corresponding column)

Teacher: *Correct! One point!*

- 2 Show the backdrop. Have a class discussion about Yumville, the people who live there, what grows there etc.

e.g. Teacher: (pointing to the backdrop) *What is this place?*

Pupil 1: *Yumville!*

Teacher: *What kind of trees can you see?*

Pupil 2: *Coconut trees! etc.*

- 3 Play *Fruit Salad* with the class: divide the class into *coconuts*, *mangoes* or *lemons*. Everyone sits in a circle. The teacher stands in the middle and begins the game by saying:

e.g. *There are a lot of coconuts today! All the coconuts change seats, and whoever is left without a chair continues the game by standing in the middle. If the person in the middle says Fruit Salad!, everyone has to change seats!*

(all the coconuts change seats, meanwhile the Teacher finds a seat in the circle)

Pupil 1: *There are a lot of lemons today!*
(all the lemons change seats)
etc.

(Activities to familiarise the pupils with the lyrics of the song.)

- 4 Ask the pupils to listen and repeat the words after you. Play the song, encouraging the pupils to join in with the actions.

(have the pupils march in a line, like soldiers, moving in time to the music)

Staying healthy's really cool,
So listen to my golden rule:
Fruit and veggies every day
Keep the doctor far away!

Play 3 - A day in Yumville!

Keep your body strong and fit, (*bend down, touch toes*)

You must, you must look after it! (*stretch up, arms in the air*)

(*have the pupils march in line, like soldiers, moving in time to the music*)

Staying healthy's really cool,

So listen to another rule:

Lots of sleep and exercise

Makes you healthy, rich and wise!

- 5 What have the elves (*right arm outstretched, then left*)

Got up on the shelves? (*cross arms over chest, then hold out both hands in front*)

Burgers, pizzas or cakes?

No way! No! Not today! (*cross hands quickly in front of one another*)

It's harvest time,

Shout hooray! (*hands in the air*)

No way! No! Not today!

There's honey, beans and peas! (*cross hands quickly in front of one another*)

Script & Stage Directions

A Day in Yumville!

Scene 1

(*Rolly is waiting Stage Right for the others to arrive. He's jumping up and down with excitement.*)

Alvin: (*entering with Mona, Emma, Harry, Lee and Erlina*) Rolly! Nice to see you again!

Rolly: (*welcoming the others*) Hello, everyone! Welcome to Yumville!

Mona: Wow! There are a lot of fruit and vegetables here!

Rolly: Of course. Fruit and veggies every day keep the doctor far away!
(*addresses the audience*) Do you like staying healthy?

Audience: YES!

Rolly: Do you eat fruit and veggies?

Audience: YES!

Rolly: Do you want to sing with me?

Audience: YES!

(*everyone joins in the singing*)

Staying healthy's really cool,

So listen to my golden rule:

Fruit and veggies every day

Keep the doctor far away!

Keep your body strong and fit,
You must, you must look after it!

Staying healthy's really cool,

So listen to another rule:

Lots of sleep and exercise

Makes you healthy, rich and wise!

Rolly: It's harvest time in Yumville. We need your help.

Lee: How many trees are there?

Rolly: A lot! Look!

Emma: What are these? (*addresses the audience*)

Audience: Lemons!

Harry: What are these? (*addresses the audience*)

Audience: Coconuts!

Erlina: OK, everyone. Let's start work!

Lee: This is fun! Let's pick the coconuts!

All: Yeah!

Play 3 - A Day in Yumville!

Scene 2

Emma: *(pointing to the shelves)* Look! There's so much food! Yummy!

Lee: What have the elves got on the shelves?

Emma: What's in the cartons? *(addresses the audience)*

Audience: Orange juice!

Harry: What's in the jars? *(addresses the audience)*

Audience: Jam!

Mona: What's in the bottles? *(addresses the audience)*

Audience: Milk!

Alvin: Is there a lot of food? *(addresses the audience)*

Audience: Yes!

Rolly: Let's sing, everybody!
(everyone joins in the singing)

What have the elves
Got up on the shelves?
Burgers, pizzas or cakes?

No way! No! Not today!
It's harvest time,
Shout hooray!
No way! No! Not today!
There's honey, beans and peas!

Rolly: Here are some presents for you! *(gives them the hamper of food)*

Alvin: Thank you, Rolly. Yummy! Some orange juice, some milk and some jam!

Rolly: Good food for good friends! *(addresses the audience)* Stand up, everyone! Wave your hands and shout 'To good health and good friends!'

Audience: To good health and good friends!

Erlina: Time to go! Thank you, Rolly!

All: Thank you, Rolly! Bye!

Rolly: Come again next year! Bye! *(Erlina, Alvin, Harry, Lee, Mona and Emma exit)*

Play 4 - The Animal Elections!

✿ Outline:

The animals gather together to decide on a new president. Each animal tries to persuade the others to vote for them.

✿ Characters:

Willow
Mr Giraffe
Miss Elephant
Mr Cheetah
Mr Ant
Mr Tortoise
Audience

✿ Structures/Functions:

Making comparisons:

- I'm faster than he is.
- He's the hardest worker.

Useful phrases:

- How are you?
- I'm fine.
- Tell me about it!
- Vote for me!
- I promise to do my best!
- Your turn.

✿ Vocabulary:

- fast
- tall
- vote
- president
- big
- small
- grassland
- ocean
- bored
- angry
- sad
- alone
- desert
- rainforest

✿ BEFORE THE PLAY

(Activities to familiarise the pupils with the language of the play.)

Before going into class

Prepare slips of paper with the name of an animal on each.

- 1 Place the slips of paper in a container. Divide the class into two teams. As a class, decide on an adjective e.g. *fast*. Ask a pupil from team A to come to the front and take a slip of paper. Then a pupil from team B does the same.

e.g. Team A, Pupil 1: (pupil selects 'cheetah')

Team B, Pupil 1: (pupil selects 'ant')

Teacher: Who's (the fastest), the cheetah or the ant?

Team A, Pupil 2: The cheetah!

Teacher: Yes! A point to Team A!
etc.

- 2 Show the backdrop. Have a class discussion about the animals.

e.g. Teacher: (pointing to the backdrop) Where are the animals?

Pupil 1: In the forest!

Teacher: Who's this? (pointing to Mr Giraffe)

Pupil 2: Mr Giraffe! etc.

- 3 Play *Vote!* with the class: ask the pupils to sit in a circle. Ask a volunteer to come to the centre and blindfold him/her. Spin them around, then ask them to point to someone in the circle. Whoever they point to must stand up and persuade the others to vote for them! Then, they take their place in the centre and continue the game.

e.g. (volunteer points to pupil 1)

Pupil 1: I'm the (fastest) in the class! Vote for me! etc.

(Activities to familiarise the pupils with the lyrics of the song.)

- 4 Ask the pupils to listen and repeat the words after you. Play the song, encouraging the pupils to join in with the actions.

Just the other day (look bored)

I was really **bored**,

I was all alone,

I was on my own!

And when I'm **bored**,

This is what I do –

You can do it, too ...

Haagh, Aagh, Uugh! (stretch and yawn)

Feels good!

angry – Argh, Ohh, Ugh! (wave fists, stamp feet)

sad – Ooh-hoo, Ooh-hoo, Ooh-hoo! (rub eyes, head down)

Play 4 - The Animal Elections!

5 The cheetah in the grassland - (*mime running like a cheetah*)

Faster than a man!

The cheetah in the grassland -

The fastest in the land!

The python in the rainforest - (*mime wriggling like a python*)

Longer than a man!

The python in the rainforest -

The longest in the land!

The camel in the desert - (*mime walking like a camel*)

Stronger than a man!

The camel in the desert -

The strongest in the land!

The whale in the ocean - (*mime surfacing and blowing water through blowhole*)

Larger than a man!

The whale in the ocean -

The largest in the land.

Script & Stage Directions

The Animal Elections!

Scene 1

(*Willow is centre stage. The animals start arriving. He welcomes them.*)

Willow: (*welcoming the animals*) Welcome, friends. How are you?

Mr Giraffe: I'm fine today, but the other day I was really bored!

Mr Cheetah: I'm fine today, but the other day I was really angry!

Miss Elephant: I'm fine today, but the other day I was really sad!

Willow: Really? Tell me about it!

Miss Elephant: (*addresses the audience*) Do you want to sing, too?

Audience: YES!

Mr Cheetah: Come on, everybody!

Just the other day
I was really **bored**,
I was all alone,
I was on my own!
And when I'm **bored**,
This is what I do -
You can do it, too ...

Haagh, Aagh, Uugh!
Feels good!

(**angry - Argh, Ohh, Ugh!**
sad - Ooh-hoo, Ooh-hoo, Ooh-hoo!)

Willow: It's time to choose a new president, now!

Mr Giraffe: (*the giraffe takes centre stage - he addresses the audience*)
Hello!

Audience: Hello, Mr Giraffe!

Mr Giraffe: I'm taller than anyone else. Vote for me!

Willow: Thank you, Mr Giraffe. Your turn, Miss Elephant.

Miss Elephant: (*the elephant takes centre stage - she addresses the audience*)
Hello!

Audience: Hello, Miss Elephant!

Miss Elephant: I'm bigger than anyone else. Vote for me!

Mr Cheetah: (*the cheetah moves forward*) But I'm faster than you!

Mr Tortoise: (*moving forward*) And I live longer than you!

Willow: Quiet, everyone. It's time to vote!
(*the animals pass in front of the ballot box, as though placing their vote, then exit*)

Play 4 - The Animal Elections!

Scene 2

(Willow is standing centre stage, ready to announce the new president.)

Willow: Let's look at the votes. Who's the new president? *(addressing the audience)* Is it Mr Giraffe?

Audience: No!

Willow: Is it Miss Elephant?

Audience: No!

Willow: Is it Mr Cheetah?

Audience: No!

Willow: Is it Mr Tortoise?

Audience: No!

Willow: Who is it, then?

Audience: Mr Ant!

Elephant: Mr Ant? But, he's the smallest!

Willow: Yes, but he's the hardest worker!

Mr Ant: Thank you, everyone. This is the best day of my life!

Willow: *(to audience)* Hip, hip, hooray for Mr Ant!

Audience: Hip, hip, hooray!!

Mr Ant: *(turns to animals)* I promise to do my best for all of you!
(to audience) Come on, sing and dance with me!

The cheetah in the grassland -
Faster than a man!

The cheetah in the grassland -
The fastest in the land!

The python in the rainforest -
Longer than a man!

The python in the rainforest -
The longest in the land!

The camel in the desert -
Stronger than a man!

The camel in the desert -
The strongest in the land!

The whale in the ocean -
Larger than a man!

The whale in the ocean -
The largest in the land.

Play 5 - Crow Castle!

✿ Outline:

The characters visit Crow Castle, where they meet Carl the Crow and find out about life in the past. Alvin decides to play a trick on everyone!

✿ Characters:

Mona	Alvin
Emma	Carl the Crow
Harry	Suit of armour (knight)
Lee	Erlina

✿ Structures/Functions:

Talking about the past:

- Did they dress in expensive clothes?
- Yes, they did.

- He painted pictures.
- They made the world a better place.

Useful phrases:

- Welcome!
- It's only me!
- Sorry!
- That's a good idea!
- Cool!
- Bye for now!

✿ Vocabulary:

- castle
- knight
- king
- queen
- suit of armour
- noise
- scared
- guardian
- painter
- composer
- writer

✿ BEFORE THE PLAY

(Activities to familiarise the pupils with the language of the play.)

Before going into class

Prepare slips of paper with the name of a (now dead) famous person on each one - make sure your pupils will know who they are!

- 1 Stick a slip of paper on each pupil's forehead, (they must not see the name they are given). Tell the pupils that they were all famous people in their former lives! The aim of the game is for the pupils to find out who they were by moving around the classroom and asking each of their classmates one question about themselves.

e.g. Pupil 1: (has 'Mozart' on his/her forehead)

Was I a man?

Pupil 2: Yes!

Pupil 1: Was I a composer?

Pupil 3: Yes!

Pupil 1: Was I Mozart?

Pupil 4: Yes! etc.

- 2 Show the backdrop. Have a class discussion about the castle.

Teacher: (pointing to the backdrop) What is this place?

Pupil 1: Crow Castle!

Teacher: Who's this? (pointing to portrait of king)

Pupil 2: A king! etc.

- 3 Play *Castles!* with the class. The pupils find a space in the room and practise responding to the following cues:

All hail! = boys bow and girls curtsy

Sir Lancelot! = mime riding a horse

Cannon balls! = crouch in a ball

Let's dance! = find a partner and do the waltz

Michelangelo! = strike a pose (as if posing for a painting!)

Guard! = stand to attention like a guard

Touché = mime fencing

Then, play some music and ask the pupils to move around the room. Stop the music and give them one of the cues. Anyone not responding correctly is out of the game.

(Activities to familiarise the pupils with the lyrics of the song.)

- 4 Ask the pupils to listen and repeat the words after you. Play the song, encouraging the pupils to join in with the actions.

Play 5 - Crow Castle!

(Have pupils sway from side to side, in time with the music.)

Astronauts and doctors,
Nurses, writers, teachers –

They made the world a better place, *(stretch right arm to the side, then left)*

They did it for the human race! *(keep both arms outstretched as though beseeching)*

They did what they did, *(make a victory pose – like 'Goal!')*

They gave it their best!

And now it is up to us *(point to yourself)*

To try and do the rest! *(stretch right arm to the side, then left)*

(Have pupils sway from side to side, in time with the music.)

Artists and composers,
Athletes, actors, dancers –

They made the world a better place, *(stretch right arm to the side, then left)*

They did it for the human race! *(keep both arms outstretched as though beseeching)*

5 Life was so fine, you know, *(boys bow, girls curtsey)*

Hundreds of years ago.

I wish there was a way *(hands together, look upwards, as though wishing/praying)*

To be a knight for just one day!

They lived in big castles,

They danced with the Queen. *(do the waltz with a partner)*

They travelled on horses *(mime riding a horse)*

And looked like machines! *(strike the pose of a 'machine')*

They fenced in the morning *(mime fencing)*

And played chess at night. *(mime playing chess)*

They guarded the castle, *(mime guarding)*

And learned how to fight! *(strike the pose of a strong man)*

Play 5 - Crow Castle!

Script & Stage Directions

Crow Castle!

Scene 1

(Carl the Crow enters and addresses the audience.)

Carl: Hello!

Audience: Hello!

Carl: My name's Carl the Crow. I'm the guardian of Crow Castle.
(SFX noises off stage)

Carl: Ah! The children are here. Bye for now!

Audience: Bye!

(Lee, Erlina, Mona, Harry and Emma arrive)

Carl: Welcome to the castle!

Lee: *(looking around)* Wow! This is amazing!

Emma: *(pointing at portraits)* Look at the King!
Look at the Queen!

Mona: Did they dress in expensive clothes?

Carl: *(addresses the audience)* Did they?

Audience: Yes, they did!

Carl: Yes. They dressed in expensive clothes!

Harry: Did they listen to music?

Carl: *(addresses the audience)* Did they?

Audience: Yes, they did!

Carl: Yes. They listened to music!

Lee: Did they dance, too?

Carl: *(addresses the audience)* Did they?

Audience: Yes, they did!

Carl: Yes. They danced all night!

Emma: Who's that? *(Emma points to the painting of the composer)*

Carl: That's a famous composer. He played the violin for the King and Queen! *(Carl speaks, pointing to the painting of the composer and then to the king and queen)*

Mona: And who's that? *(Mona points to the painting of the painter)*

Carl: That's a famous painter. He painted pictures of the King and Queen. *(Carl speaks, pointing to the painting of the painter and then to the king and queen)*

Harry: Who's that? *(Harry points to the painting of the writer)*

Carl: That's a famous writer. He wrote plays about the King and Queen! *(Carl speaks, pointing to the painting of the writer and then to the king and queen)*

Lee: They were clever!

Carl: Oh, yes! They made the world a better place. *(addresses the audience)*
Everybody sing!

Astronauts and doctors,
Nurses, writers, teachers –
They made the world a better place,
They did it for the human race!

They did what they did,
They gave it their best!
And now it is up to us
To try and do the rest!

Artists and composers,
Athletes, actors, dancers –
They made the world a better place,
They did it for the human race!

Carl: Come with me. Let me show you the rest of the castle! *(they all exit)*

Play 5 - Crow Castle!

Scene 2

(The children enter. They are looking at the suit of armour.)

Harry: What's this?

Carl: It's a suit of armour. The knights dressed like that!

Lee: Cool! Did they walk around like that, too?

Carl: Oh, yes!

Harry: *(saying hello to the suit)* Hello!

Alvin: *(Alvin speaks from inside the suit of armour)* Hello!

Harry: That knight talked!!

Lee: *(addresses the audience)* Oh, no, it didn't!

Audience: Oh, yes, it did!

Emma: Let's go! I'm scared! *(they begin to walk, Alvin dressed as a knight, walks behind them, following Harry)*

Harry: What's that noise? I can hear something! *(he turns around, sees the suit of armour behind him and screams. The others all look round and scream, too)*

All: Aargh!

Alvin: *(identifying himself)* It's OK. It's only me!

Mona: Alvin! You scared us!

Alvin: Sorry! I wanted to be a knight for a day!

Carl: A knight for a day? That's a good idea! Let's all sing a song! *(addresses the audience)*

Audience: Yes!

Carl: Come on, join in:

Life was so fine, you know,
Hundreds of years ago.
I wish there was a way
To be a knight for just one day!

They lived in big castles,
They danced with the Queen.
They travelled on horses
And looked like machines!

They fenced in the morning
And played chess at night.
They guarded the castle
And learned how to fight.

Carl: *(to audience)* Did you have a good time?

Audience: YES!

Carl: Well, thank you for coming. Goodbye.

All: Goodbye!

Play 6 - A holiday in Port Fairy!

✿ Outline:

The characters go on summer holiday to Port Fairy! They meet Peggy the Penguin and explore her fairy garden.

✿ Characters:

Mona	Alvin
Emma	Peggy the Penguin
Harry	Erlina
Lee	

✿ Structures/Functions:

Making comparisons:

- We're going to go on holiday.
- You'll have a nice surprise.
- Are we going to go swimming?

Useful phrases:

- I've got a surprise for you!
- Make a wish!
- Wait and see!
- I'm having a great time.
- You're on holiday!
- Have a nice holiday!

✿ Vocabulary:

- | | |
|---------------|--------------|
| • fairy | • dive |
| • penguin | • go sailing |
| • fish | • swim |
| • flower | • games |
| • armadillo | • ice cream |
| • take photos | |

✿ BEFORE THE PLAY

(Activities to familiarise the pupils with the language of the play.)

Before going into class

Bring in blank sheets of paper.

- 1 Distribute the sheets of paper. The pupils draw a quick sketch (stress that it needs only to be a stick figure and shouldn't be anything fancy) for their classmates to guess what they are going to do on holiday. Give a time limit of two or three minutes. To make things more difficult (and more fun!), the pupils can cover the picture, and slowly uncover it for their classmate to guess.

e.g. Pupil 1: (pupil holds up sketch of swimming) *What am I going to do on holiday?*

Pupil 2: *Are you going to sleep?*

Pupil 1: *No!*

Pupil 3: *Are you going to swim?*

Pupil 1: *Yes! etc.*

(Now pupil 3 takes a turn and asks pupil 4, and so the game continues.)

- 2 Show the backdrop. Have a class discussion about Port Fairy.

e.g. Teacher: (pointing to the backdrop) *Where is this place?*

Pupil 1: *Port Fairy!*

Teacher: *What's this? (pointing to wishing well)*

Pupil 2: *A wishing well! etc.*

- 3 Play *Wishing Well!* with the class. The pupils form a circle. Appoint two pupils to be the wishing well. They stand in the centre, facing each other and holding both hands. Choose a pupil to go to the wishing well and make a wish. Whatever he/she wishes for, the other two (the wishing well pupils) must assist him/her in any way!

e.g. Pupil 1: (closes eyes and throws an imaginary coin into the wishing well) *I want to be famous! etc.*

The *wishing well* pupils must now spring into action – taking a picture, asking for an autograph, clapping, cheering etc. This can be a very amusing and rewarding activity if you encourage the pupils to be as creative as they want. There are no wrong answers and no one loses!

Now, pupil 1 takes the place of one of the wishing well pupils and the game continues with another pupil from the circle.

Play 6 - A holiday in Port Fairy!

(Activities to familiarise the pupils with the lyrics of the song.)

- 4 Ask the pupils to listen and repeat the words after you. Play the song, encouraging the pupils to join in with the actions.

Fairy flowers and fairy fish *(cross fingers and sway from side to side)*

Will you help us make a wish?

Fairy bluebird, fairy wren,

Close your eyes and count to ten! *(close eyes as though wishing)*

In the Magic Garden *(wave a pretend wand in the air)*

We'll make a magic spell.

We'll throw a silver coin *(mime throwing a coin in the well)*

In the wishing well!

Fairy flowers and fairy fish *(cross fingers and sway from side to side)*

Will you help us make a wish?

Fairy penguin, fairy bell,

We'll see you by the wishing well! *(close eyes as though wishing)*

- 5 We are going to fly into the sky, *(mime flying)*

We are going on holiday!

Yes, we're going to fly on the wings of a dove
Singing Polly - Wolly - Doodle all the day! *(wave both hands)*

Fly away! *(flap imaginary wings)*

Fly away!

We are going to fly away!

We are going away on a holiday

Singing Polly - Wolly - Doodle all the day! *(wave both hands)*

We are going to fly into the sky, *(mime flying)*

We are going on holiday!

Yes, we're going to send you lots of love *(blow kisses)*

Singing Polly - Wolly - Doodle all the day! *(wave both hands)*

Play 6 - A holiday in Port Fairy!

Script & Stage Directions

A holiday in Port Fairy!

Scene 1

(Enter stage left: Lee, Harry, Emma, Mona, Alvin and Erlina.)

Emma: Port Fairy is so cool! We're going to have a great holiday!

Erlina: I've got a surprise for you!

Harry: What is it, Erlina?

Erlina: Do you like fairies?

All: Yes!

Erlina: *(addressing audience)* Do **you** like fairies?

Audience: Yes!

Erlina: Do you want to meet my special friend?

All: Yes

Erlina: *(addressing audience)* Do **you** want to meet my special friend?

Audience: Yes!

(enter Peggy, the fairy penguin)

Erlina: This is Peggy, the fairy penguin!

Peggy: Hello, everyone!

All: Hello, Peggy!

Peggy: *(addressing audience)* Hello!

Audience: Hello, Peggy!

Peggy: *(beckoning the children)* Come with me! I'll show you around my fairy garden. *(moves to the right of the stage)* Look, here it is!

Erlina: Wow! Fairy flowers, fairy fish and fairy armadillos!

All: Ooh!

Peggy: Do you like my fairy garden?

Audience: Yes!

Peggy: Do you want to make a wish?

Audience: Yes!

Peggy: We'll all make a wish. What will you ask for, children?

Harry: I'll ask for an A in my test!

Mona: I'll ask for a ball for Missy!

Lee: I'll ask for a new bike!

Emma: I'll ask for my own fairy garden!

Erlina: *(to audience)* Let's all sing!

Fairy flowers and fairy fish –
Will you help us make a wish?
Fairy bluebird, fairy wren,
Close your eyes and count to ten!

In the Magic Garden
We'll make a magic spell.
We'll throw a silver coin
In the wishing well!

Fairy flowers and fairy fish –
Will you help us make a wish?
Fairy penguin, fairy bell,
We'll see you by the wishing well!

Harry: I'm having a great time here!

Lee: What are we going to do next?

Peggy: Wait and see! You'll have a nice surprise!

Play 6 - A holiday in Port Fairy!

Scene 2

(The characters are all on stage, in front of the ship.)

Harry: Are we going to go sailing?

Peggy: Of course! You're on holiday!

Alvin: I'm going to swim with the dolphins!

Emma: I'm going to dive in the sea!

Mona: I'm going take lots of photos!

Harry: I'm going to eat a big ice cream!

Lee: I'm going to play games all day!

Erlina: *(to audience)* Do you want to go on holiday, too?

Audience: Yes!

Erlina: Are you going to dive in the sea?

Audience: Yes!

Erlina: Are you going to take photos?

Audience: Yes!

Erlina: Are you going to eat ice cream?

Audience: Yes!

Erlina: Are you going to play lots of games?

Audience: Yes!

Erlina: Alright, then! Come fly with me! Let's sing, everyone!

We are going to fly into the sky,

We are going on holiday!

Yes, we're going to fly on the wings of a dove

Singing Polly - Wolly - Doodle all the day!

Fly away!

Fly away!

We are going to fly away!

We are going away on a holiday

Singing Polly - Wolly - Doodle all the day!

We are going to fly into the sky,

We are going on holiday!

Yes, we're going send you lots of love

Singing Polly - Wolly - Doodle all the day!

All: Bye! Have a nice holiday, everyone!

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