

Звёздный АНГЛИЙСКИЙ



АНГЛИЙСКИЙ ЯЗЫК

3 класс

УГЛУБЛЁННЫЙ УРОВЕНЬ

**Методическое пособие
к предметной линии
«Звёздный английский»**



Учебное пособие

В двух частях

Часть 1

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В двух частях

Часть 1

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Starlight 3

Teacher's Book Part 1

Методическое пособие для учителя,
содержащее материалы по методике
преподавания, изучения учебного предмета
«Английский язык»

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Introduction

- **Starlight 3** is a course designed for Russian specialised language schools. It follows the Russian Standard of Education and aims to introduce young students to the English language. The course has been designed to be covered in approximately 100-110 hours. The syllabus is based on graded structures and vocabulary enabling students 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. **Starlight 3** is ideal for young learners as it encourages **active**, **holistic** and **humanistic** learning, thus developing a keen interest in the English language.
- **Starlight 3** (Part 1 and Part 2) is comprised of 8 modules. Each module consists of seven lessons. It is aimed at students who come under the category of A1, Basic User.

★ A1 Basic Users

Students 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

• Student's Book

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

Starlight 3 is modularised; therefore, in each module the students are thoroughly exposed to the new language and achieve competency in the target language at a quick pace. Each module has its individual aims, and through the *Student's Self-Assessment Forms* (found in the *Teacher's Book*), the students can assess their progress and develop their language awareness and independence. (See *Instruments for Evaluation* section).

Starlight 3 Part 1 contains the following modules and their objectives:

Starter Unit: *revision; of greetings, numbers (1-10), colours, school objects;*

Module 1: *family, jobs, numbers (11-20);*

Module 2: *toys, numbers;*

Module 3: *parts of the body, appearance;*

Module 4: *abilities.*

Starlight 3 Part 2 contains the following modules and their objectives:

Module 5: *things in a house;*

Module 6: *rooms in a house;*

Module 7: *clothes, weather;*

Module 8: *animals;*

Module 9: *food;*

Module 10: *routines.*

Dialogues, texts, songs, chants and other listening activities are recorded. The **Student's Book** also incorporates a variety of appealing additions:

Grammar Land

This section focuses on the grammatical structures presented in the module. It begins with the presentation of the theory followed by a variety of exercises.

Word Lab

The students further consolidate the language learnt in the module through exercises in the **WORD LAB** section.

Storyland

Sivka-Burka is a story presented in narrative form with lively songs to provide maximum enjoyment. The story recycles key language while introducing new language items to develop the students' comprehension skills.

Phonics

The **PHONICS** section helps the students distinguish between different sounds in spoken English as well as help the students start reading. It is accompanied by humorous illustrations, adding fun to the activity while improving pronunciation and intonation.

Checkpoint

The students have the opportunity to recycle and consolidate the language of each module through the **CHECKPOINT** section.

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

I Fun Time

Students consolidate the language learnt in the corresponding module.

II Special Days (Merry Christmas!, Mother's Day)

There is one optional unit at the back of the book, containing activities for Christmas (Part 1) and Mother's Day (Part 2) which should be covered as a lead-up to the respective celebration.

Starlight CLUB

After every second module, there is a *Starlight Club* section which consists of:

I Our World/My World

In this section students are introduced to the culture and way of life in other countries.

II Go Green

Through the *Go Green* section the students are given the opportunity to learn about the environment and become more aware of various environmental issues in a fun and creative way.

III Our School

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

IV Troll Tales!

Troll Tales! is a series of episodes in a cartoon story aimed at providing real language input and reading for pleasure.

• Workbook

The **Workbook** is in full colour and consists of a starter unit and four modules in Part 1 and six modules in Part 2. The **Workbook** can be used either in class or for homework, upon completion of each corresponding lesson in the *Student's Book*. It aims to consolidate the language that appears in the *Student's Book* through various exercises incorporating all four skills.

The **Workbook** also includes:

I My Pictionary

This section presents the main vocabulary of the *Student's Book* in themes. The students have the chance to revise the key vocabulary of each module through fun activities. *My Pictionary* consists of ten sections (one per module), each of which can be completed by the students at the end of the respective module.

II Plays

The last section of the *Starlight 3 Part 1* and *Part 2 Workbooks* consists of plays. The plays aim to consolidate the language of the modules. Teachers can use the **Poppets Puppet Show** puppet theatre and the puppets in class, as this is an excellent way to encourage students to act out the plays.

III Characters' Cutouts

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

IV Board Games

There are six **board games** in Part 1 and Part 2 altogether. The aim of the board games is to provide an atmosphere of relaxation while consolidating the language learnt.

How to play the Board Games

Divide the class into two teams, A and B, or into pairs. Ask the students to use a coin, a pencil sharpener, a rubber, etc., as a marker and place it on the **Start** sign. Teams or pairs take turns by throwing dice or spinning a spinner, etc., and then they move the marker along the board according to the number. The students must answer the question in the square they land on. A correct answer allows the students to stay where they are, whereas an incorrect one means that they must move one square back. However, if they land on a trap square, they must return to the beginning of the game.

• My Junior Language Portfolio

My Junior Language Portfolio is used to store material that the students 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 students reflect on, realise their progress and to stimulate their further language learning.

The *Junior Language Portfolio* is the students' property. It is a tool to accompany the students' 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 or drawings completed inside or outside the class, DVDs (with the students' 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*, students learn how to work independently.

How to make a Junior Language Portfolio

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

• Teacher's Book

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

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

I Instruments for Evaluation

Evaluation is an essential part of the learning process. It helps the learners become aware of their progress in the target language, how much they have achieved and what areas

need further practice. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

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

- *Formative Evaluation Chart*: The teacher uses the chart to evaluate the students on an activity at any time during the course and writes the marks obtained with the help of a code. [See page 128(T) for further information.]
- *Student's Self-Assessment Forms*: The students give their personal opinion about their own results upon completion of each Checkpoint. They file these forms in their *Junior Language Portfolio*. [See page 128(T) for further information.]
- *Progress Report Cards*: The teacher completes them, one per student, at the end of **each module**, taking into consideration the student's performance and progress throughout the module, as well as the mark received in the corresponding Module Test. The students file their *Progress Report Cards* in their *Junior Language Portfolio*. [See page 128(T) for further information.]

II Suggestions on how to teach the plays

The last section of the *Starlight 3 Workbook* consists of three plays that aim to consolidate the language of the modules. Teachers can use the **Poppets Puppet Show** puppet theatre and the puppets in class, as this is an excellent way to encourage their students to act out the plays.

• Test Booklet

The **Test Booklet** includes:

- *Progress Tests*: There is one test for each module.
- *Module Tests*: There are 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.

• Templates

The templates are for the craftwork activities.

• The Magic Wand

The *Magic Wand* is an essential part of the **Starlight** series and should be used regularly by the teacher, as it incorporates and enhances the

magical element in the book, thus appealing to the students' imagination. It can be used in games and act-out activities, or whenever the teacher thinks it would make the lesson more interesting.

- **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 students to make the connection between the visual prompt and the spoken word and help teachers avoid the use of translation or lengthy explanations.

- **Posters**

The **posters** 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.

- **Audio Course**

Download the audio course at www.prosv.ru.

- **The Puppet Theatre**

The **Poppets Puppet Show** puppet theatre is a useful tool that will give teachers the opportunity to consolidate language through drama. The three plays provided help students recycle essential vocabulary in an entertaining and creative manner.

★ Characters

Starlight follows the adventures of a group of loveable and exciting characters. The students have the opportunity to find themselves in a magical new 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 students follow them in their exciting adventures. *Erlina* possesses magical powers. She opens the door to the characters' and the students' imagination, while *Alvin* adds the humorous element to the story by being mischievous and clumsy. The students' 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 7 lessons and a consolidation section. It's up to the teacher's discretion as to how to teach the lessons depending on the needs of his/her students.

- **Key features of a module**

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, together with further reinforcement and extension activities.

II Dialogues

The students are introduced to short dialogues aimed at gradually improving their reading and listening skills. In this way, the students gain an appreciation for reading and are not intimidated by the written word. The dialogues feature the new language, which can be used for classroom acting-out.

III Activities

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

IV Games, Chants & Songs

Students 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 students are learning while having fun. It is also a way of ensuring that the lesson always ends on a high note. In every module there are songs, chants and games that add a creative and enjoyable element to the language classroom.

V GRAMMAR LAND

The students practise the grammatical structures introduced in the modules through various types of exercises in the **GRAMMAR LAND** section.

VI WORD LAB

In this section the students consolidate the language items that have been presented in the module.

VII STORYLAND

In this section the students are introduced to the story of *Sivka-Burka*, a series of episodes aimed at providing real language input and reading for pleasure.

VIII PHONICS

Through the *PHONICS* section the students will increase their skills in letter/sound relationship and thus improve reading achievement.

IX CHECKPOINT

This section includes exercises consolidating the module as well as preparing the students for the test, which can be found in the *Test Booklet*.

★ Basic Principles of Starlight

The modularised approach of the **Starlight** series caters to the holistic development of the students. It enables the students to work on a theme from different angles and employs different learning styles. The students 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 students' 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 students' *linguistic, learning-to-learn* and *social skills*.

• Linguistic Skills

The students 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 tape, and use the set patterns in multi-sensory tasks;
- 5 achieve oral competency through the reproduction of short exchanges, songs and chants.

• Learning-to-learn Skills

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

- 1 concentrate better and 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;
- 5 record and assess their progress through the *Checkpoint* and *Student's Self-Assessment Forms*, thus developing autonomy.

• Social Skills

Upon completion of each module, the students 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;
- 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 students 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 students to:

- come to class on time;
- bring their Student's Book, etc.;
- raise their hands when they want to ask a question;
- 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 students' instructions, i.e. the rubrics, and the students' questions and answers to the teacher. Classroom language

is the language of communication between teacher and students 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 answers/examples from the students 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 students; and
 - d ask them if they have any questions.

By following this procedure we can ensure that the students know how to do their homework. Explain to the parents how important it is for the students 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 students 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 track and invite the students to move and clap to the rhythm or hum to the melody. If there are frequently repeated lyrics, the children will soon start to join in.

Here are some ways to animate the songs:

- a **Total Physical Response (TPR) Activities:** Have the students stand in a circle and play the song once. Sing and demonstrate the actions, encouraging the students to imitate you. Play the song again, this time asking the students 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 students join in.
- b **Using props:** Bring visuals, realia or word cards to class. Hand out these props to your students 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 students. Assign roles and have the students 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 students love performing.

★ Checking Students' Progress

- a **Homework:** At the end of each module or lesson, the students 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 student. The students are to keep these cards in their *Junior Language Portfolio* for future reference.
- c **Student's Self-Assessment Forms:** After the students have completed the *Checkpoint* section of each module, they are to fill out the *Self-Assessment Form* by themselves. This learning-to-learn technique enables the students to become aware of their progress. The *Self-Assessment Form* should be kept in their *Junior Language Portfolio* for future reference. The *Student'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 students learn by listening to new information, some students 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 students learn in the way that suits them best.

• What are the types of learning styles?

– Visual Learners

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

- **Auditory Learners**

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

- **Tactile/Kinaesthetic Learners**

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

► Starter Unit

• In this unit students will ...

- revise basic structures and vocabulary from the previous levels

read about ...

- the characters meeting one another
- Mona and her dog, Missy
- school items
- Julia's favourite colour

listen to ...

- the characters introducing themselves to Erlina, Alvin and Willow
- a song presenting and practising colours
- the characters talking about their school items
- a song presenting and practising commands

learn how to ... (COMPETENCES)

- introduce themselves and greet others
- spell names
- talk about age
- identify colours
- identify school items
- talk about possession
- pronounce the sounds /e/, /i:/, /u:/, /æ/ and /ʌ/

practise ... (DESCRIPTORS)

Lexical Areas

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

Grammar Focus

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

write about ...

- themselves and their pet
- their school items

► Starlight CLUB 1

• In this section students will ...

OUR WORLD/MY WORLD

- read about children from around the world
- write about themselves

GO GREEN

- read and talk about trees
- draw a fruit tree

OUR SCHOOL

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

TROLL TALES!

- read about/listen to Pog and Trog and their meeting with Popsie

► Module 1

• In this module students will ...

read about ...

- Lee's family
- Alvin's family

listen to ...

- Lee talking about his family
- a song presenting and practising jobs

learn how to ... (COMPETENCES)

- count up to 20
- identify members of a family
- talk about jobs
- pronounce the sounds /p/, /æ/ and /ə/

practise ... (DESCRIPTORS)

Lexical Areas

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

Grammar Focus

- the verb 'to be'

write ...

- about their family

Programme (Contents & Syllabus)

►► Module 2

- In this module students will ...

read ...

- about the characters' presents for Harry
- about Harry's birthday
- the characters' birthday cards for Harry

listen to ...

- the characters trying to find a present for Harry
- a song presenting toys
- what happens at Harry's birthday party

learn how to ... (COMPETENCES)

- identify toys
- count from 1 to 50
- talk about birthdays
- offering and accepting gifts
- pronounce the sounds /ɔ:/, /ɑ:/, /ɜ:/ and /eɪ/

practise ... (DESCRIPTORS)

Lexical Areas

- toys
- numbers (1-50)

Grammar Focus

- these – those
- plural nouns (-es)

write ...

- a birthday card

►► Starlight CLUB 2

- In this section students will ...

OUR WORLD/MY WORLD

- read about taxi drivers from different countries
- read about other professionals from their own country
- write about a job of a person they know

GO GREEN

- talk about recycling
- sing a song about recycling
- write a poem about recycling
- design a sticker

OUR SCHOOL

- practise talking about toys using codes

TROLL TALES!

- read about/listen to Pog and Trog and their birthday party

►► Module 3

- In this module students will ...

read about ...

- the characters finding a kitten
- Shrek

listen to ...

- the characters and how they save a kitten
- a song consolidating parts of the body

learn how to ... (COMPETENCES)

- identify parts of the body
- describe physical appearance
- pronounce the sounds /ʊ/, /oʊ/, /iə/ and /eə/

practise ... (DESCRIPTORS)

Lexical Areas

- parts of the body

Grammar Focus

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

write ...

- about their favourite hero

►► Module 4

- In this module students will ...

read about ...

- the characters entering a talent show
- Scott and what he can do

listen to ...

- a song presenting and practising actions
- the characters and what they can do

learn how to ... (COMPETENCES)

- express ability
- pronounce the sounds /i/, /e/ and /a/

practise ... (DESCRIPTORS)

Lexical Areas

- activities

Grammar Focus

- the verb 'can'

write ...

- what they can do

►► Starlight CLUB 3

- In this section students will ...

OUR WORLD/MY WORLD

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

GO GREEN

- talk about the five senses
- sing a song about the senses
- do an exercise for the five senses

OUR SCHOOL

- read a poem
- write a letter

TROLL TALES!

- read about/listen to Pog and Trog trying to fly to the rainbow

►► Merry Christmas!

- In this unit students will ...

- sing a song about Christmas
- write a letter to Santa
- make a Christmas stocking

►► Module 5

- In this module students will ...

read about ...

- Harry's room
- Lucas' bedroom

listen to ...

- Erlina and Alvin hiding from Harry's dad
- a song presenting and practising furniture

learn how to ... (COMPETENCES)

- identify things in a house
- talk about location
- pronounce the sounds /ŋ/, /æ/ and /tʃ/

practise ... (DESCRIPTORS)

Lexical Areas

- furniture

Grammar Focus

- possessive adjectives
- prepositions of place

write ...

- about their room

►► Module 6

- In this module students will ...

read about ...

- an old house
- Melvyn's house

listen to ...

- the characters trying to find Missy in an old house
- a song presenting and practising things in a house

learn how to ... (COMPETENCES)

- identify rooms
- pronounce the sounds /ʃ/, /dʒ/ and /ɔ/

practise ... (DESCRIPTORS)

Lexical Areas

- rooms
- things in a house

Programme (Contents & Syllabus)

Grammar Focus

- there is – there are

write ...

- about their house

►► Starlight CLUB 4

- In this section students will ...

OUR WORLD/MY WORLD

- read about houses in different countries

GO GREEN

- talk about bugs

OUR SCHOOL

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

TROLL TALES!

- read about/listen to Popsie eating Pog and Trog's food

►► Module 7

- In this module students will ...

read about ...

- the characters having a great time in the Magic Forest
- Lisa's magic moments

listen to ...

- the characters' adventures in the Magic Forest
- a song presenting and practising clothes

learn how to ... (COMPETENCES)

- identify clothes
- talk about weather
- talk about actions happening now
- pronounce the sounds /aɪ/, /ɑ:/ and /ɜ:/

practise ... (DESCRIPTORS)

Lexical Areas

- clothes
- weather

Grammar Focus

- Present Continuous

write ...

- about their magic moments

►► Module 8

- In this module students will ...

read about ...

- an animal park
- Ben and his great time on the farm

listen to ...

- the characters' adventure at the animal park
- a song presenting and practising farm animals

learn how to ... (COMPETENCES)

- talk about animals
- describe actions happening now
- pronounce the sounds /ju:/, /æ/ and /eɪ/

practise ... (DESCRIPTORS)

Lexical Areas

- animals

Grammar Focus

- Present Continuous

write ...

- a letter

►► Starlight CLUB 5

- In this section students will ...

OUR WORLD/MY WORLD

- talk about Disneyland and Alton Towers

GO GREEN

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

OUR SCHOOL

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

TROLL TALES!

- read about/listen to Pog and Trog trying to catch butterflies

►► Module 9

- In this module students will ...

read about ...

- Harry's big sandwich
- Mona and Emma making fairy cakes
- favourite meals

listen to ...

- the characters having lunch
- Mona and Emma making fairy cakes
- a song presenting and practising food

learn how to ... (COMPETENCES)

- identify food items
- talk about food preferences
- tell the time
- revise phonics

practise ... (DESCRIPTORS)

Lexical Areas

- food

Grammar Focus

- Present Simple
- countable – uncountable nouns
- some – any
- prepositions of time (at – in)

write ...

- about their favourite meal

►► Module 10

- In this module students will ...

read about ...

- Alvin's day
- World Environment Day
- fairies
- favourite days

listen to ...

- a song presenting and practising everyday activities

- what Alvin does every day
- Willow talking to the characters about nature

learn how to ... (COMPETENCES)

- talk about daily routines
- talk about seasons and related activities
- revise phonics

practise ... (DESCRIPTORS)

Lexical Areas

- everyday activities
- seasons
- days of the week

Grammar Focus

- Present Simple

write ...

- about their favourite day

►► Starlight CLUB 6

- In this section students will ...

OUR WORLD/MY WORLD

- talk about cartoon characters

GO GREEN

- talk about fruit and vegetables
- make their own salad

OUR SCHOOL

- talk about the bee's life cycle
- make a bee mobile

TROLL TALES!

- read about/listen to Popsie playing a trick on Pog and Trog

►► Mother's Day

- In this unit students will ...

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

Round-up Lessons

Lesson 1

- **Aims:** reuniting students with the characters, introducing oneself, greetings, revising numbers 1-10, talking about age
- **Vocabulary:** Hello, magic, tree, 1-10, Hi, spell
- **Language focus**
Language in use: 1-10, How old are you? I'm eight., Hi, Lee., Hi, Harry., What's your name?, How do you spell it?
- **Extra materials:** *Starlight* poster, Character cutouts; Drinking straws; Small box with small pieces of paper; *Numbers* poster

BEGINNING THE LESSON

Wait by the door and greet the students. Play some music as the students are settling in.

Say a student's name, e.g. *Mike*. The student stands up and greets the class. Encourage the class to greet back.

e.g. Teacher: *Mike*
Mike: *Good morning!*
Class: *Good morning, Mike.*

Repeat with as many students as you think is necessary.

PRESENTATION & PRACTICE

(Activities to familiarise students with the characters.)

1 Match the names to the children.



POSTER

Students' books closed. Pin up the *Starlight* poster. Ask the students what they can see on the poster. Point to Erlina and elicit her name. Have the students respond by saying: *Hello, Erlina!* Do the same with all the characters (*Alvin, Willow, Mona, Harry, Emma, Lee*).

Students' books open. Read the instructions and explain the task. Ask students to read the characters' names. Allow the students time to match the names to the characters in their notebooks. Then, point to each character and ask: *Who's this?* Elicit the right answer.

e.g. Teacher: (pointing to *Mona*) *Who's this?*
Student: *Mona! etc.*

Answers: *Mona, Lee, Emma, Harry*

2 Draw the first letter of your name.

(An activity to revise the English alphabet and promote social skills.)

Read the instructions and explain the task. Refer students to the characters' names in Ex. 1. Tell students that they should draw and decorate the first letter of their name. Explain that the decoration should be something about themselves, what they like, etc. (e.g. *a football, a flower, an item of clothing*).

Allow the students time to complete the task. Then, they go around meeting one another and showing what they have prepared.

e.g. Student 1: *Hello, I'm Kelly.*
Student 2: *Hello, Kelly. I'm Sam.*

Make sure you display their work somewhere in the class. Then, help the students file their work in their *Language Portfolios*.

(Activities to practise greeting and the English alphabet.)

3 Talk with your friend.

Students' books closed. Write on the board: *I am Jack*. The students repeat after you. Then, write: *I'm Jack*. Repeat with: *What is your name?* and *What's your name?* Explain to the students that the meaning remains the same, but that we use the contracted form more often.

Students' books open. Read the instructions and explain the task. Read out the dialogue with pauses for the students to repeat, chorally and individually. Check the students' pronunciation and intonation. Write a name on the board, e.g. *Mona*. Ask a student to spell it. Repeat with some more names. Then, the students, in pairs, act out similar dialogues about themselves. Ask some of the pairs to come to the front of the class and act out the exchange.

(Students' own answers)

Let's play!

Read the example and explain the game. Ask the students to use their character cutouts. Ask two students to take the cutouts of Harry and Lee and act out the example. Explain the meaning of *Nice to meet you*. Then, the students, in pairs, use their cutouts to act out similar exchanges.

FAIRY FILES

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

e.g. Mrs S m i t h
 T h i m s

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

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

(Students' own answers)

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

★ 4 Listen, point and repeat. (TRACK 02)

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



POSTER

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

Students' books open. Play the track. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

(Activities to practise numbers 1-10.)

★ 5 Do the sums to find the names.

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

- | | |
|--------|---------|
| 2 Paul | 4 Alex |
| 3 Sam | 5 Derek |

★ Let's play!

Before going into class

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

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

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

Student 2: (showing the piece of paper that reads 5) I'm five. etc.

ENDING THE LESSON

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

Ask a student: *How old are you?* and let him/her answer. Students, in pairs, act out similar dialogues to find out each other's age. Go around the classroom making sure that the students use the correct pronunciation and intonation. Offer help when necessary.

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

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

Student 1: I'm eight.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Round-up Lessons

Lesson 2 – Grammar Land

- **Aims:** to present and practise useful phrases
- **Extra materials:** none

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ Useful phrases

PRESENTATION

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

Follow the same procedure and present the rest of the useful phrases.

Drill your students:

e.g. Teacher: *Hi, I'm Jenny. What's your name?*
Student 1: *John.*
Teacher: *Nice to meet you, John.*

Students' books open. Go through the grammar table on p. 6. Draw the students' attention to the phrases in bold. Ask the students to act out dialogues using the phrases from the table.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

1 ★ Who are they? Look, choose and complete the phrases.

Refer the students to the pictures. Encourage the students to find information for the cartoon characters online.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

- | | |
|-------------------|----------------|
| 2 Popeye | 5 Wall-E |
| 3 Winnie the Pooh | 6 Mickey Mouse |
| 4 Pluto | |

★ 2 Take roles and act out.

Refer the students to the pictures. Ask the students to describe one of the people in the exercise, e.g. *what they are wearing, what they look like*, etc. The students then, in pairs, take roles and act out. Check around the classroom. Ask some pairs to report back to the class.

Extension: Ask the students to bring photos of their favourite actors, models/fashion icons, singers, athletes, etc., and act out dialogues.

★ 3 Read and choose *a* or *b*.

Read the instructions and explain the task. Allow students some time to complete the activity. Check the students' answers.

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

ENDING THE LESSON

Tell the students to write the name of their favourite superhero/cartoon character on a piece of paper, fold it and give it to you. Mix the pieces of paper and ask students to pick one. Divide the students in pairs. The students ask and answer questions. Demonstrate this yourself first.

i.e. Teacher: What's your name?
Student: Superman!
Teacher: How do you spell it?
Student: S-u-p-e-r-m-a-n.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Round-up Lessons

Lesson 3 – Grammar Land

- **Aims:** to present and practise useful phrases
- **Extra materials:** character masks from the *Teacher's Book* (see *Templates section*), photos of students' friends/siblings

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ Useful phrases

PRESENTATION

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

Students' books open. Read through the presentation picture and draw the students' attention to the letters in bold. Go through the table on p. 8 with the class.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

1 ★ Talk with your friend.

Before going into class

Photocopy the character masks from the *Teacher's Book* (see *Templates section*). Cut them out and colour them.

Read the example and explain the activity. Show the students one of the masks. Ask: *Who's that?* Elicit the answer, e.g. *That's Alvin*. Hand out the masks. The students, in groups of three, act out similar exchanges.

e.g. *Student 1: (pointing to the student with the Lee mask on) Who's that?*

Student 2: That's Lee.

2 Who are they? Ask and answer questions as in the example.

Read the instructions and the example and explain the activity. Go through the pictures and elicit the name of each hero. The students complete the exercise orally, then in writing in their notebooks. Check their answers.

- 2 A: Who's that?
B: That's Superman.
- 3 A: Who's that?
B: That's Hulk.
- 4 A: Who's that?
B: That's Spider-Man.

3 Read and choose *a* or *b*.

Read the instructions and explain the task. Allow students some time to complete the activity. Check the students' answers.

- 1 b 2 a 3 b 4 a

4 Read and complete the sentences.

Read the instructions and explain the task. Allow students some time to complete the activity. Check the students' answers.

- 2 Hi 3 How 4 I'm

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

ENDING THE LESSON

PROJECT (OPTIONAL)

• Photo Exhibition

Tell the students that they should bring a photo of their best friend/brother/sister or even their pet. Display the photos around the classroom. Under each photo, each student must write their names. Then, as the students look at each photo they must find out who the person/pet depicted in the photo is. Then, the students file their work in their *Language Portfolios*.

e.g. Student 1: Who's that?
Student 2: That's my sister, Ana.
Student 1: How do you spell it?
Student 2: A-n-a

Round-up Lessons

Lesson 4

- **Aims:** to listen and read about the characters meeting at the Magic Forest, to consolidate the language taught
- **Language focus**
Language in use: Welcome, great, I'm, What's, That's, Hello, Mona! What's your name? How old are you, Lee? Welcome to the Magic Forest! This is really great!

BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Choose individual students, point to them and ask another student to tell you who they are.

e.g. Teacher: Who's that?
Student 1: That's James.

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

LISTENING & READING

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

1 Listen and read the dialogue. (TRACK 03)

Students' books open. Go through the pictures of the dialogue and set the scene by asking questions.

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

Write on the board: *This is Erlina.*

Ask the students to listen to the dialogue and say which picture the sentence was taken from. Play the track. The students listen, follow the lines and complete the task.

Answer: picture 4

2 Read the dialogue again and choose a or b.

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

1 b 2 a

Extension

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

Read the question at the bottom of page 11. Ask the students to choose the appropriate face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

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

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

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

Class: Mona! etc.

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

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Round-up Lessons

Lesson 5

- **Aims:** introducing/revising colours, developing listening skills
- **Vocabulary:** red, yellow, blue, green, orange, purple, black, white
- **Extra materials:** flashcards (1-8), coloured paper

BEGINNING THE LESSON

(An activity to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue.

PRESENTATION & PRACTICE

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

1 Listen, point and repeat. (TRACK 04)



FLASHCARDS (1-8)

Students' books closed. Pin flashcards (1-8) on the board, one at a time. Point to each flashcard and say the corresponding word. The students listen and repeat, chorally and individually. Point to the flashcards in random order. Individual students say the words. Ask the rest of the class for verification.

Students' books open. Play the track. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Sing along! (TRACK 05)

Ask the students to look at the rainbow and tell you how many and which colours they can see (*6 colours: red, orange, yellow, green, blue, purple*). Explain the task. Play the song. The students listen and read. Play the song again. The students listen and sing along.

Extension

Before going into class

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

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

READING & WRITING

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

3 Read and complete the text. (TRACK 06)

Students' books open. Read the instructions and explain the task. Ask the students to look at the picture and say who they can see (*Mona and Missy*). Ask the students to read and complete the activity. Play the track. The students listen and check their answers. Then individual students read out from the text.

2 nine 3 black

4 Portfolio: Write about yourself. Draw or stick a picture.

Read the instructions and explain the task. Ask the students to write a text. Ask them to think what they would say about themselves and their pet. Tell them to use the text in Ex. 3 as a model. Tell the students that if they don't have a pet they can just think of a pet they would like to have. Ask individual students to report to the class.

e.g. *Hi! I'm Paul. I'm eight years old. This is my cat, Molly!*

You can ask the students to write the short text and to do the drawing at home as part of their homework.

(Students' own answers)

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

FUN TIME

Point to the owl and ask: *What's this?* Elicit the answer. Read the text about the owl and ask students if they already knew this information. Then, point to the bull and ask students to describe the picture. Read out the **Did you know?** facts about bulls. Finally, read out the colour facts and ask students what red, green and purple mean to them. Ask (in L1 if necessary) *What does "red" mean to you? What connotations does "red" have?* etc.

How fast can you write the colours in alphabetical order? Compete with your friend. Who's the winner?

Divide the students in pairs. Read the instructions and explain the task. Ask the students to write down the colours in alphabetical order. The student that writes the colours faster is the winner. Walk around the classroom providing any necessary help.

ENDING THE LESSON

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

Go around the class and point to various things with colours the students have learnt. Ask the students to say out loud the colour of the object you're pointing to.

e.g. Teacher: (pointing to a red schoolbag)
Student: Red!

Extension

Ask individual students to point to an object of the colour you choose.

e.g. Teacher: Blue!
Student: (points to blue jacket)

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Round-up Lessons

Lesson 6 – Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** village, farmer, clever, dumb, mushroom, kitchen stove, shiny
- **Language focus**
Language in use: Who is the old man? Who are the three young men? Who is clever and who is dumb?
- **Extra materials:** flashcards (9-15) for *Presentation & Practice*

BEGINNING THE LESSON

Write the words *fairy tale* on the board and explain their meaning. Ask the students to name some of their favourite fairy tales, in L1 if necessary. Then, tell them that they are going to read the story of *Sivka-Burka*, an old Russian tale. The tale is about a farmer and his three sons. Initiate a classroom discussion by asking the students to say what they know about the tale, in L1 if necessary.

PRESENTATION & PRACTICE

(Activities to present the tale of *Sivka-Burka*.)

★ **Listen, point to the pictures, and say the words. (TRACK 07)**



FLASHCARDS (9-15)

Students' books closed. Pin up the flashcards on the board, one at a time. Point to the items on the flashcards (9-15) and present them. The students repeat after you. Point to the flashcards in random order and ask questions. Elicit responses from different students. Demonstrate this yourself first.

e.g. Teacher: (pointing to the flashcard of the farmer) *What's this?*

Class: *It's a village. etc.*

Students' books open. Play the track. The students listen, point and repeat.

TAPESCRIPT

Village, farmer, clever, dumb, mushroom, kitchen stove, shiny.



Listen and read the story. (TRACK 08)



FLASHCARDS (9-14)

Students' books open. Use the flashcards to present the story. Pin the flashcards on the board in the following order: (*village, farmer, clever, dumb, mushroom, kitchen stove*) and say e.g. *A farmer has three sons. Two clever and one dumb. The dumb one goes to the forest and collects mushrooms. When he is at home he spends his time sitting on the kitchen stove.* Ask individual students to repeat. Direct the students' attention to the picture. Point to the old farmer and teach the word *farmer*. Then, ask questions.

e.g. Teacher: *Where is the picture?*

Student 1: *In a village.*

Teacher: *Who is in the picture?*

Student 2: *A farmer with his three sons.*

Teacher: *Are they clever?*

Student 3: *Andrei and Sergei are clever, but Ivanushka isn't.*

Teacher: *What does Ivanushka like to do?*

Student 4: *He goes to the forest to collect mushrooms.*

Teacher: *What does he do when he goes home?*

Student 4: *He spends most of his time sitting on the kitchen stove. etc.*

Play the track for the students to listen and follow in the book. Play the song again. The students listen and repeat, chorally and/or individually. Explain any unknown words/ phrases at this time. Then, individual students read out the story. Point to the farmer and his three sons. Ask the students to complete your sentences.

e.g. Teacher: *There is a farmer with his three ...*

Class: *sons!*

Teacher: *Ivanushka likes to go to the forest and collect ...*

Class: *mushrooms! etc.*

Extension

Ask for a volunteer to be the narrator. Repeat with different students.

★ 1 Read the story again and answer the questions.

Explain the activity. The students read the story again and answer the questions.

- 1 In a village.
- 2 Andrei, Sergei and Ivanushka.
- 3 They like wearing nice clothes.
- 4 He likes to go into the forest and collect mushrooms.
- 5 They call him 'Silly Boy.'
- 6 He is a kind young man with a big heart.

★ 2 Let's sing. (TRACK 09)

Ask the students to look at the picture. Ask: *Who is Ivanushka?* Elicit the answer: *He is a farmer's son.* Play the song. The students listen. Play the song again. The students listen and sing along.

Note: Explain to the students that "A heart that is shiny and new!" means that Ivanushka's heart is pure and innocent.

Extension

Divide the class into two groups and assign a verse to each group. Allow some time for the groups to rehearse and then invite them to come to the front of the classroom and perform their song.

ENDING THE LESSON

Tell the students they will make a fact file for Ivanushka. Tell them that the fact file must contain information about:

- his physical appearance,
- where he lives,
- his job/hobbies.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Round-up Lessons

Lesson 7 – Phonics

- **Aims:** to read and pronounce words with the /e/ and /i:/ sounds
- **Extra materials:** flashcards 1 and 4

BEGINNING THE LESSON

Play the song from the previous lesson (Track 09). The students listen and sing along.

PRESENTATION & PRACTICE

1 Read the words/sentences first to yourself, then aloud.



FLASHCARDS (1, 4)

Students' books closed. Hold up the *red* flashcard (flashcard 1). Point to and ask: *What colour is this?* Elicit: *red*. Say the word. The students repeat after you. Write the word *red* under the flashcard. Underline the letter **e**. Then, point and say: /e/, /red/. The students repeat after you. Repeat the same procedure with *green* (flashcard 4).

Students' books open. The students read the words and the sentences first to themselves and then aloud.

Extension

Write the following on the board:

r+ed h+e
t+en m+e
s+even m+eet

Students say the sounds and the words.

e.g. /r/, /ed/ – /red/ etc.

2 Match the words to Emma /e/ and Lee /i:/. Who's got the most words?

Read the instructions and explain the task. Then, read the sounds and the words. The students follow in their books. Then, the students work in pairs. Allow the students some time to complete the activity in their notebooks. Walk around the classroom providing any necessary help. Check the students' answers.

Emma /e/: red, spell

Lee /i:/: he, see, meet, she

Lee's got the most words.

3 Let's sing. (TRACK 10)

Point to the trees in the picture and say: *How many trees can you see?* The students repeat after you. Play the song. The students listen and follow in their books. Play the song again. The students listen and sing along.

ENDING THE LESSON

(An activity to revise the /e/ and /i:/ sounds.)

Draw the following table on the board:

/e/	/i:/

Divide the class into two teams, A and B. Choose a student from team A, ask him/her to go to the board and write a word with either the /e/ or /i:/ sounds. A correct answer gets one point. Repeat with a student from Team B. Continue the game until the students have run out of words. The team with the most points wins.

Suggested cues: red, green, spell, he, meet, yellow, three, street, me, she, welcome, see

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Checkpoint

- **Aims:** consolidating Round-up Lessons, obtaining feedback on individual students, monitoring progress

Do a quick revision of what the students have learnt in lessons 1-7.

e.g. *Teacher: Who's that?*
Student 1: That's Ida.

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

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

1 Write the numbers.

Allow the students some time to complete the activity. Check their answers.

- | | |
|---------|---------|
| 1 five | 5 four |
| 2 nine | 6 one |
| 3 three | 7 seven |
| 4 eight | |

2 Look, read and say yes or no.

The students look at the picture, read the sentences and say *yes* or *no* accordingly. Check their answers.

- | | | | |
|-------|-------|-------|------|
| 1 yes | 3 no | 5 yes | 7 no |
| 2 no | 4 yes | 6 no | |

3 Read and choose *a* or *b*.

The students read the sentences and choose the correct answer *a* or *b*. Allow the students some time to complete the activity. Check their answers.

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

Now I can ...

Once all the exercises have been corrected, ask the students to tell you how they feel about lessons 1-7. Ask if they can tell you what they have learnt and which exercises, stories, songs they liked the best. Then, refer students to the *Now I can* box and read through it with them.

Round-up Lessons

Lesson 8

- **Aims:** talking about school items
- **Vocabulary:** school, pencil case, pencil, rubber, book, schoolbag, desk, aeroplane, classroom, board, notebook, ruler, sharpener, teacher, chair
- **Language focus**
Language in use: What's this? I know! It's a book!
- **Extra materials:** *My classroom poster*, a scarf

BEGINNING THE LESSON

(Activities to revise the language of the previous lessons.)

Ask individual students their name and age.

e.g. Teacher: What's your name?
Student 1: Tom.
Teacher: How do you spell it?
Student 1: T-O-M.
Teacher: How old are you, Tom?
Student 1: I'm seven.

Play the song from Lesson 7 (Track 10) encouraging the students to sing along.

PRESENTATION & PRACTICE

1 Listen, point and repeat. (TRACK 11)

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



POSTER

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

Students' books open. Play the track. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Look and write the school items.

Read the instructions and explain the task. Refer the students to the pictures and elicit what they are. Allow the students some time to complete the activity. Check their answers.

- | | |
|-------------|---------------|
| 1 book | 4 pencil case |
| 2 pencil | 5 rubber |
| 3 aeroplane | 6 schoolbag |

3 Now read the sentences, look again and say yes or no.

Read the instructions and explain the task. Students read the sentences, look at the pictures in Ex. 2, and say yes or no. Check the students' answers.

- | | | |
|-------|-------|-------|
| 1 yes | 3 yes | 5 yes |
| 2 yes | 4 no | 6 yes |

★ 4 Listen, point and repeat. (TRACK 12)

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



POSTER

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

Students' books open. Play the track. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

★ 5 Listen and choose the right picture. (TRACK 13)

(Activities to present and practise the plural form.)

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

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

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

Students' books open. Read the instructions and explain the task. Go through the pictures with the students and list the items. Play the track, twice if necessary. The students listen and complete the task. Check their answers.

1 a 2 a 3 b 4 b

TAPESCRIPT

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

★ Let's play!

Read the example and explain the game. Ask the students to collect some school items. Hold up each object for the students to identify and ask them to say it out loud. Ask the students to sit in a circle. Blindfold

a student using a scarf and give him/her one of the objects to identify.

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

★ FAIRY FILES

Explain the activity. Tell students they are going to join the *School of Magic!* They should draw and write about two objects they will take with them to the School of Magic. They should be as imaginative as they can. Go around the class monitoring and provide help if necessary. Ask students to present their drawing to the class.

e.g. Student 1: *This is my magic pen!*

ENDING THE LESSON

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

Walk around the class and pick up various items. Students name them.

e.g. Teacher: (holding up a rubber)
Student 1: *Rubber.*
Teacher: (holding up 2 sharpeners)
Student 2: *Sharpeners.*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Round-up Lessons

Lesson 9 – Grammar Land

- **Aims:** to present and practise 'a/an' and 'this/that'

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ A/An

PRESENTATION

Students' books closed. Draw simple sketches of a book and an apple on the board. Write on the board and say: *a book, an apple*. The students repeat after you. Explain that we use **a** before words which start with a consonant whereas we use **an** before words which start with a vowel sound.

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

e.g. Teacher: Rubber.
Student 1: A rubber. etc.

Students' books open. Go through the grammar table on p. 20. Draw the students' attention to the letters in bold. Ask the students to make sentences with 'a' and 'an'.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

1★ A or An? Look and say.

Read the instructions and explain the task. The students look at the pictures and complete the activity. Check the students' answers.

A: rubber, pencil, desk, book

An: aeroplane, apple, orange

★ This/That

PRESENTATION

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

Drill your students.

e.g. Teacher: (holding a pencil case) *What's this?*
Student 1: *It's a pencil case.*
Teacher: (pointing to a schoolbag) *What's that?*
Student 2: *It's a schoolbag.*

Students' books open. Go through the grammar table on p. 20. Draw the students' attention to the letters in bold. Ask the students to point at items and make questions using *What's this?* or *What's that?*

e.g. Student 1: (pointing at a pencil from far) *What's that?*
Student 2: (holding a rubber) *What's this? etc.*

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

★ 2 Look, read and complete the sentences. Use **this** or **that**.

Read the instructions and the example, and explain the task. Ask the students to look at the pictures and say what the objects are. Allow the students time to complete the activity. Check their answers.

- | | | | |
|--------|--------|--------|--------|
| 2 That | 4 That | 6 This | 8 This |
| 3 This | 5 That | 7 That | |

★ 3 Complete the questions and answers. Then talk with your friend.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

- | | |
|---|--|
| 2 What's that ?
It's a book . | 5 What's that ?
It's an aeroplane . |
| 3 What's this ?
It's an umbrella . | 6 What's this ?
It's a schoolbag . |
| 4 What's this ?
It's an apple . | |

Variation

Use the items that were collected for the game from Lesson 1. Ask individual students to choose an item, stand close to or further away from it, and ask a student of their choice about the object.

e.g. Student 1: (*pointing to a pencil, standing at a distance from it*) What's that?

Student 2: It's a pencil.

ENDING THE LESSON

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

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

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Round-up Lessons

Lesson 10 – Grammar Land

- **Aims:** to present and practise plurals and possessive case
- **Extra materials:** none

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ Plural number

PRESENTATION

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

e.g. Teacher: *Book*.

Student 1: *Books*.

Teacher: *Ruler*.

Student 2: *Rulers etc.*

Students' books open. Go through the table on p. 22. Draw the students' attention to the **-s**.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

★ 1 Put the words in plural.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

- | | |
|--------------|--------------|
| 2 chairs | 7 teachers |
| 3 rulers | 8 classrooms |
| 4 sharpeners | 9 schoolbags |
| 5 notebooks | 10 pens |
| 6 boards | |

★ 2 Match the numbers to the pictures. Then complete.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

- | | |
|---------------|---------------|
| 2 c rubbers | 6 h notebooks |
| 3 b umbrellas | 7 f rulers |
| 4 e desks | 8 g oranges |
| 5 d chairs | |

★ Possessive case

PRESENTATION

Students' books closed. Take a pencil from a student, hold it up, say and write on the board: *John's pencil*. Explain/Elicit that we use 's at the end of the name to show that the person owns something.

Drill your students.

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

Students' books open. Go through the table on p. 23. Draw the students' attention to the 's in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

★ 3 Whose are the things? Look and answer.

Read the instructions and the example, and explain the task. Ask the students to look at the pictures and say what the objects are. Allow the students time to complete the activity. Check the students' answers.

- 2 It's Harry's apple.
- 3 It's Mona's ruler.
- 4 It's Harry's aeroplane.
- 5 It's Mona's pencil.
- 6 It's Lee's pencil case.

★ 4 Talk with your friend.

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

- 3 A: Look at Erlina's umbrellas!
B: They're so funny!
- 4 A: Look at Mona's pencils!
B: They're so funny!

- 5 A: Look at Emma's book!
B: It's so funny!
- 6 A: Look at Erlina's chairs!
B: They're so funny!
- 7 A: Look at Mona's pencil sharpener!
B: It's so funny!
- 8 A: Look at Harry's pencil case!
B: It's so funny!

ENDING THE LESSON

Take one item from each student (i.e. a rubber). Present it to the students. The rest of the class has to guess whose is the rubber (i.e. *It's Ana's rubber!*).

Round-up Lessons

Lesson 11

- **Aims:** to listen and read about the characters in school, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: It's a magic pen!
- **Extra materials:** slips of paper with school object words written on them

BEGINNING THE LESSON

(Activities to revise the language of Lesson 10.)

Before going into class

Prepare slips of paper with school object words.

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

Ask the students, in pairs, to act out the exchanges from Ex. 4.

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

LISTENING & READING

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

1 Listen and read the dialogue. (TRACK 14)

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

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

Students: An apple. etc.

Write on the board:

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

Ask the students to listen to the dialogue and match the sentences. Play the track. The students listen, follow the lines and complete the task.

- | | |
|-----|-----|
| 1 b | 2 a |
|-----|-----|

2 Read the dialogue again and choose a or b.

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

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

Extension

Play the track again with pauses for the students to listen and repeat chorally. Check the students' pronunciation and intonation.

Read the question at the bottom of p. 25. Ask the students to choose the appropriate face, depending on whether they like the story or not. Ask them to tell you (in L1 if necessary) what they like most.

ENDING THE LESSON

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

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

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

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

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Round-up Lessons

Lesson 12

- **Aims:** following classroom commands, developing listening and writing skills
- **Vocabulary:** colour, read, be quiet, listen, write, open your book, stand up, sing, sit down
- **Language focus**
Structures: Imperatives
Language in use: Sing along with me!
- **Extra materials:** none

BEGINNING THE LESSON

(An activity to revise the language of Lesson 11.)

Assign roles. The students read out the dialogue.

PRESENTATION & PRACTICE

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

1 Listen, point and repeat. (TRACK 15)

Students' books closed. Mime and say the commands presented. The students repeat chorally and individually. Mime and say the commands again one by one. The students say and mime the commands after you.

Students' books open. Play the track. The students listen to the commands and point to the pictures. Play the track again. The students repeat, chorally or individually. Check their pronunciation and intonation.

★ Let's play!

Read the example and explain the game. Tell students that you will give them commands using the words *Simon says*. The students mime the commands. If the command does not have the words *Simon says* the students should not do the mime. Continue the game until there is only one student left.

e.g. *Teacher: Simon says, stand up!*

Class: (students stand up)

Teacher: Sing!

Class: (students remain still) etc.

2 Sing and do. (TRACK 16)

Refer the students to the pictures and elicit the actions shown (*girl – colour, boy – write, girl – listen to music, boy – read*). Play the song. The students listen and follow the lines. Play the song again. The students listen and sing along while miming the actions mentioned in the song. You can demonstrate this yourself (*mime reading, singing, listening, colouring and writing*).

READING & WRITING

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

3 Read the text and answer the question. (TRACK 17)

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

Read the question and allow the students time to read the text once and to find the answer. Play the track. The students listen and check their answers.

★ Julia's favourite colour is red.

4 Portfolio: Write about your favourite colour. Draw your favourite things.

Read the instructions and explain the task. Ask the students to think what they would say about their favourite things. Tell them to use the text in Ex. 3 as a model. Ask individual students to talk about their favourite thing(s).

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

You can ask the students to write the short text and do the drawing at home as part of their homework.

(Students' own answers)

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

FUN TIME

Read the instructions and explain the activity. Explain to the students that they have to unscramble the letters to find the verbs first. Then, they have to use the numbered letters to find the title of the story. Allow the students time to complete the activity in their notebooks. Check their answers.

Answers: colour, sit, stand, write, listen

The title of the story is **Cinderella**.

Refer the students to the picture. Ask them to name the animals featured (fox and dog). Then, say: *What is the fox doing?/What is the dog doing?* Then, read out the **Did you know?** text and challenge the students to find a letter from the alphabet letter that isn't included in the sentence.

ENDING THE LESSON

Ask the students to make sentences using as many letters from the alphabet as possible.

Round-up Lessons

Lesson 14 – Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** short, tall, wheat, gold, bread, pie
- **Extra materials:** flashcards (16-21) for *Presentation & Practice* and Ex. 3 (*Extension*)

BEGINNING THE LESSON

Ask the students if they remember what the previous episode of the story was about. If not ask them to go to the respective page (14) and read the story again.

PRESENTATION & PRACTICE

(Activities to present the tale of Sivka-Burka.)

★ **Listen, point to the pictures, and say the words. (TRACK 18)**



FLASHCARDS (16-21)

Students' books closed. Pin up the flashcards on the board, one at a time. Point to the items on the flashcards and present them. The students repeat after you. Point to the flashcards in random order and ask questions. Elicit responses from different students. Demonstrate this yourself first.

e.g. Teacher: (pointing to the flashcard of wheat)
What's this?
Class: It's wheat. etc.

Students' books open. Play the track. The students listen, point and repeat.

TAPESCRIPT

Short, tall, wheat, gold, bread, pie.



Listen and read the story. (TRACK 19)



FLASHCARDS (16-21)

Students' books open. Put the flashcards on the board and present the story. Play the track for the students to listen and follow in the book. Play the track again. The students listen and repeat, chorally and/or individually. Explain any unknown words/phrases at this time. Then, individual students read out the story. Ask the students questions.

e.g. Teacher: Why is the old man happy?
Student 1: Because his wheat shines like gold in the sun.
Teacher: Are his sons happy too?
Student 2: Andrei and Sergei are happy, but Ivanushka doesn't seem very happy.
Teacher: Why?
Student 3: His brother won't let him help in the field. etc.

Next, point to the old man, Sergei and Andrei. Ask the students to complete your sentences.

e.g. Teacher: My wheat is like ...
Class: gold!
Teacher: Our wheat makes the best pies in the ...
Class: land!

Extension

Ask for a volunteer to be the narrator, and four more volunteers to read the roles of the old man, Sergei, Andrei and Ivanushka. Repeat with different students.

1 Complete the sentences. Use the words below.

Read the instructions and explain the activity. Allow the students time to complete the activity. Check their answers.

- | | | |
|------------------|------------------|---------------|
| 2 best | 4 collect | 6 land |
| 3 shining | 5 field | |

2 Who says the following sentences? Read the story again and answer.

Read the instructions and explain the activity. Allow the students time to read the story and complete the activity. Check their answers.

- | | |
|----------------------|--------------------|
| 1 The old man | 3 Ivanushka |
| 2 Sergei | 4 Andrei |

3 Let's sing. (TRACK 20)

Ask the students to look at the picture. Ask: *What's golden?* Elicit the answer: *The wheat.* Play the song. The students listen. Play the song again. The students listen and sing along.

Extension

Divide the class into two groups and assign a verse to each group. Allow the students some time for the groups to rehearse and then, invite them to come to the front of the classroom and perform their song.

ENDING THE LESSON

Ask the students to think of something that is golden. Tell the students they are going to draw a picture of that item and present it to the class, *e.g. a necklace, a gold car, etc.*

Round-up Lessons

Lesson 15 – Phonics

- **Aims:** to read and pronounce words with the /u:/, /æ/ and /ʌ/ sounds
- **Extra materials:** flashcards 3, 7; sketches that represent the words in Ex. 2; a bag; Scotch tape for the *Ending the Lesson* activity

BEGINNING THE LESSON

Play the song from the previous lesson (Track 20). The students listen and sing along.

PRESENTATION & PRACTICE

1 Read the words/sentences first to yourself, then aloud.



FLASHCARDS (3, 7)

Students' books closed. Hold up the *blue* flashcard. Point to the flashcard and ask: *What colour is this?* Elicit: *blue*. Say the word. The students repeat after you. Write the word *blue* under the flashcard. Underline the letters *ue*. Then, point and say: /u:/, /blu:/. The students repeat after you. Repeat the same procedure with the *black* flashcard and /æ/. Write the word *umbrella* on the board and repeat the procedure for /ʌ/.

Students' books open. The students read the words and the sentences first to themselves and then aloud.

Extension

Write the following on the board:

r+oom	a+n	f+un
c+ool	h+at	s+un
r+ule	gl+ad	u+nder

Students say the sounds and the words.

e.g. /r/, /u:m/ – /ru:m/ etc.

2 Choose the right word and complete the lists. Read aloud the words. There are some extra words.

Read the instructions and explain the task. The students read aloud the words and complete the activity in their notebooks.

/æ/: bag, black, hat, class

/u/: blue, school, room

/ʌ/: rubber run, sun, umbrella

3 Let's sing! (TRACK 21)

Read the song lyrics and have the students repeat chorally and individually. Play the song as many times as you wish, inviting the students to sing along.

ENDING THE LESSON

(An activity to revise the /u:/, /æ/ and /ʌ/ sounds.)

Draw the following table on the board:

/æ/	/u:/	/ʌ/

Place the bag with the sketches on your desk. Invite students, one by one, to come to your desk, pick a random sketch from the bag and name the item, while showing the sketch to the rest of the class. Provide the student with some blue tack and ask him/her to stick the sketch under the correct heading. Ask the rest of the class for verification. Repeat the procedure for the remaining sketches.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Checkpoint

- **Aims:** consolidating Round-up Lessons, obtaining feedback on individual students, monitoring progress

Do a quick revision of what the students have learnt in lessons 8-15.

e.g. *Teacher: What's this?*
Student 1: It's a pencil.

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

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

1 Read and complete. Use *this* or *that*.

The students look at the pictures and complete the activity. Check their answers.

- 1 That 2 This 3 This

2 How many? Count and answer.

The students look at the pictures. Then, they count each item and complete the activity. Check their answers.

- 1 three aeroplanes
2 five desks
3 four sharpeners
4 five rubbers

3 Read and choose *a* or *b*.

The students read the sentences and choose the correct answer. Allow the students some time to complete the activity. Check their answers.

- 1 b 2 b 3 a

Now I can ...

Once all the exercises have been corrected, ask the students to tell you how they feel about lessons 8-15. Ask if they can tell you what they have learnt and which exercises, stories, songs they liked the best. Then, refer students to the *Now I can* box and read through it with them.

Our World/My World

- **Aims:** to learn about children from different countries, to consolidate the language of the unit
- **Vocabulary:** Germany, UK, Canada, age
- **Extra materials:** a map of the world

BEGINNING THE LESSON

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

★ 1 Look, read and match.

Students' books open. Ask the students to look at the pictures of the flags. Point to each flag and elicit a description from the class.

e.g. Teacher: What colour is this flag?

Class: It's black, red and yellow.

Explain the task. Tell the students to read through the texts on their own and complete the task. Ask individual students to say their answers. Then, individual students read out the speech bubbles.

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

Optional Activity

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

2 Look, read and complete the texts.

Read the instructions and explain the activity. Refer the students to the pictures and elicit a description from the class. Tell students to read through the texts on their own and complete the activity. Then, individual students read out the texts.

- | | | |
|---------|-------|---------|
| 1 white | 3 red | 5 teddy |
| 2 blue | 4 dog | |

3 Portfolio: Talk with your friend. Then write about yourself.

Read the instructions and explain the task. Students talk about themselves with their partners. Ask the students to write a text. Ask them to think what they would say about themselves. Tell them to use the texts in Ex. 2 as models. Ask individual students to report to the class.

e.g. Hello! My name is Ida. I'm eight years old. I live in Moscow, Russia. My favourite colour is blue. This is my cat, Fluffy. She is very cute!

ENDING THE LESSON

Ask students to work in groups and design a flag for the classroom. Brainstorm ideas. They can draw an 'emblem' in the centre of a piece of paper (e.g. *book, a leaf, a bell, etc.*) and use their favourite colours to colour the piece of paper. Make sure you display their work somewhere in the class. As an extension, you can vote on the most popular flag and use it as the 'official' flag of the classroom.

Go Green

- **Aims:** raising the students' environmental awareness, identifying parts of a tree
- **Vocabulary:** leaves, branches, roots, trunk
- **Extra materials:** slips of paper with tree words on them; leaves; brush; paint; white sheets of paper

BEGINNING THE LESSON

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

1 ★ Look at the apple tree. Find, point and name the parts of the tree.

Students' books open. Read the instructions and explain the task. Ask the students to look at the picture of the apple tree in their books. Say a part of the tree and ask the students to find and point to it on the tree. Then, students say its name.

★ 2 Tree Facts! Read and choose *a* or *b*.

Read the instructions and explain the activity. Read the sentences and have a class discussion about each sentence separately.

- | | | | |
|-----|-----|-----|-----|
| 1 a | 3 b | 5 b | 7 b |
| 2 b | 4 a | 6 a | 8 a |

★ 3 Make a leaf print!

Tell the students they are going to make their own leaf prints.

Before going into class

Bring the following materials to class:

- leaves
- brush
- paint
- sheets of paper

Brush paint over each leaf. Then, press the leaf onto a white sheet of paper. Let dry. Display students' work in the classroom.

ICT: Collect information about trees. Make your own quiz.

Read the instructions and explain the task. Ask the students to use the Internet to find more information and interesting facts about trees and make their own quiz at home, as part of their homework. Explain that they can use the quiz in Ex. 2 as a model. During the next lesson, ask individual students to present their quiz to the rest of the class.

ENDING THE LESSON

Before going into class

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

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

Our School (Geography)

- **Aims:** to familiarize students with British, Australian and American culture; to explore their own culture
- **Vocabulary:** opera, seafood, iced coffee, statue of liberty, steak, pancakes
- **Extra materials:** none

1 **Work in pairs. Each pair chooses a country. Student A is a visitor to this country and wants to know some information. Student B lives in this country and answers Student A's questions.**

Read the instructions and explain the activity. Students work in pairs. Walk around the classroom providing any necessary help.

- e.g. *Student A: What can I see in Russia?*
Student B: You can see the Red Square and the Bolshoi Theater.
Student A: What can I eat in Russia?
Student B: You can eat pancakes and kasha.
Student A: Do you know any famous Russian athletes?
Student B: Yes, some famous athletes are Anton Shipulin and Anna Scherbakova.

2 **Portfolio: ICT - Work in groups. Write some information about your country and the countries around it. Use the texts in Ex. 1 to help you.**

Read the instructions and explain the activity. The students work in groups. Explain to the students that they can use the Internet to find information about their country and the countries around it. Also tell them that they can use the texts in Ex. 1 to help them. The students do the project at home, as part of their homework. During the next lesson, ask groups to report back to the class.

- e.g. *We are Nadja, Ivan and Sergey. We are from St Petersburg, Russia. Russia is a very big and beautiful country. There are many things to see in Russia like the Red Square in Moscow or the Palace Square in St Petersburg. Also, there are many famous actors, models and athletes from Russia like Natalia Vodianova and Anna Kournikova. There are many countries around Russia. Some of them are China, Belarus, Georgia and Mongolia.*

ENDING THE LESSON

Ask students to work in groups and find more information and pictures about the city they live in. They can refer to encyclopaedias, the Internet, etc.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Troll Tales!

- **Aims:** reading for pleasure
- **Vocabulary:** great, stop, please
- **Extra materials:** none

★ 1 Listen and read the story. (TRACK 22)

(Activities to promote reading for pleasure.)

Students' books open. Go through the pictures and introduce the characters: *Trog* (the troll with purple hair and spectacles), *Pog* (the troll with orange hair and clothes), *Popsie* (the pixie). Use L1 to explain what trolls are (little creatures that live in caves or in the mountains).

Play the track. The students listen and follow the lines. Play the track again with pauses for the students to listen and repeat chorally.

★ 2 Now take roles and read.

The students take roles and read the dialogue.

ENDING THE LESSON

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

Module 1 – My Family

Lesson 1

- **Aims:** talking about family
- **Vocabulary:** singer, family, mum, dad, brother, sister, 11-20, happy, sad, flower, grandma, grandpa, friend
- **Language focus**
Structures: verb 'to be' (singular)
Language in use: Who's this? She's my mum, Erika.
- **Extra materials:** *Progress Report Cards*, *Numbers!* poster, *Lee's Family!* poster, a shoe box, strips of paper

BEGINNING THE LESSON

Hand out the completed *Progress Report Cards* for Starter Unit and ask the students to file them in their *Junior Language Portfolios*.

PRESENTATION & PRACTICE

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

1 Listen, point and repeat. (TRACK 23)



POSTER

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

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

Students' books open. Read the title of the module and have the students repeat after you. Play the track. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Ask and answer questions about Mona's family.

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

e.g. Student 1: *Who's this?*
Student 2: *He's my dad, Martin.*
Student 1: *Who's this?*

Student 2: *He's my brother, Frank.*

Student 1: *Who's this?*

Student 2: *She's my sister, Kira.*

3 Listen and choose. (TRACK 24)

(An activity to practise numbers 11-20.)

Read the instructions and explain the task. Play the track. The students listen and complete the activity in their notebooks. Check their answers.

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

TAPESCRIPT

11, 16, 19, 13, 20, 12, 15, 18, 14, 17

FAIRY FILES

Before going into class

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

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

PRESENTATION

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

★ 4 Listen, point and repeat. (TRACK 25)



POSTER

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

Students' books open. Play the track. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

PRACTICE

★ 5 Listen and choose *a* or *b*. (TRACK 26)

Read the instructions and explain the task. Refer the students to pictures 1-4 and elicit what they are. Play the track twice, if necessary. Check their answers.

1 a 2 b 3 a 4 b

TAPESCRIPT

Look at number 1. What is it? Is it a kite?

Look at number 2. What are they? Are they dogs?

Look at number 3. What are they? Are they flowers?

Look at number 4. What is it? Is it an orange?

★ Let's play!

Before going into class

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

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

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

ENDING THE LESSON

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

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

e.g. Teacher: Are you happy?

Student 1: (happy face) Yes, I am.

Teacher: Are you happy?

Student 2: (sad face) No, I'm not.

Note: For the next lesson, the students should know the new words.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 1 – My Family

Lesson 2 – Grammar Land

- **Aims:** to present and practise the verb 'to be'
- **Extra materials:** pictures of Superman; Spider-Man; other superheroes or cartoon characters

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ The verb 'to be'

PRESENTATION

Students' books closed. Say, then write on the board: **I am** (Mrs Jones). The students repeat after you. Underline the words in bold. Point to a student, say, then write: **You are** (Mary). The students repeat after you. Underline the words in bold. Follow the same procedure and present the rest of the verb 'to be' in the singular and plural. Show students how the short forms are formed. Follow the same instructions to present the negative and the interrogative forms of the verb 'to be'. Drill your students.

e.g. Teacher: (pointing to a chair) Is it a desk?
Student 1: No, it isn't. It's a chair.
Teacher: (pointing to a student) Are you Mary?
etc.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

Students' books open. Read through the presentation picture. Go through the grammar table with the class and draw students' attention to the words in bold. Ask the students to make sentences about themselves, their classmates and classroom objects using various forms of the verb 'to be'.

e.g. Student 1: I'm Alexander. (pointing to a male classmate) He's Yuri.
Student 2: (pointing to a pen) It's a pen.
Student 3: (pointing to and looking at a female classmate) Are you Ida? etc.

PRACTICE

1 Complete the sentences.

Read the instructions and explain the activity. Allow the students some time to read and complete the activity. Check their answers.

- | | | |
|----------|--------|--------|
| 2 She's | 4 I'm | 6 It's |
| 3 You're | 5 He's | |

2 Read and fill in: *am, is or are*.

Read the instructions and explain the activity. Allow the students some time to read and complete the activity. Check their answers.

- | | | | |
|-------|------|-------|------|
| 2 am | 4 is | 6 Are | 8 Is |
| 3 are | 5 is | 7 is | |

★ 3 Read and answer the questions.

Read the instructions and explain the activity. Allow the students some time to read and complete the activity. Check their answers.

- | | |
|-----------|---------------------|
| 2 I'm not | 4 he is |
| 3 are you | 5 she isn't, She is |

★ 4 Ask and answer the questions.

Read the instructions and explain the activity. Ask two students to read the example. The students, in pairs, ask and answer as in the examples and complete the activity. Check their answers.

- | |
|--------------------------------------|
| 3 Yes, he is. |
| 4 No, it isn't.
It's a rubber. |
| 5 Yes, it is. |
| 6 No, she isn't.
She's a teacher. |

ENDING THE LESSON

Use the Internet and find pictures of famous superheroes/ cartoon characters. Show one of the pictures to the class and ask students to tell you who is in the picture. You must make sure that you flip the picture really fast so that students won't be able to see the character of the picture straight away.

e.g. Student A: *Is it Superman?*
Teacher: *No, it isn't.*
Student B: *Is it Spider-Man?*
Teacher: *Yes, it is.*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 1 – My Family

Lesson 3 – Grammar Land

- **Aims:** to present and practise the verb 'to be' (plural)
- **Extra materials:** none

★ The verb 'to be' (plural)

PRESENTATION

Students' books closed. Say, then write on the board: **We are** (*friends*). The students repeat after you. Underline the words in bold. Point to two female students, say, then write: **You are** (*girls*). The students repeat after you. Underline the words in bold. Follow the same procedure and present the rest of the verb 'to be' in the plural. Show students how the short forms are made. Follow the same instructions to present the negative and the interrogative forms of the verb 'to be'. Drill your students.

e.g. Teacher: (pointing to two students) Are you teachers?

Student 1&2: No, we are not. We are students.

Teacher: (pointing to two students) Are they doctors?

Student 3: No, they aren't. They are students.

Students' books open. Read through the presentation picture. Go through the table on p. 44 with the class. Ask the students to make sentences about themselves, their classmates and classroom objects using various forms of the verb 'to be'.

e.g. Student 1: Are you sisters? (pointing to two female students)

Student 2&3: No, we are not. We are friends.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

1 ★ Read and match the sentences to the pictures.

Read the instructions and explain the activity. Allow the students some time to read and complete the activity. Check their answers.

A 2

B 3

C 1

★ 2 Read and complete the text.

Read the instructions and explain the activity. Allow the students some time to read and complete the activity. Check their answers.

2 is 4 are 6 are 8 am
3 is 5 are 7 are

★ 3 You are Kim. Read again and answer the questions.

Read the instructions and explain the activity. Refer the students to the text in Ex. 2. Allow the students some time to answer the questions. Check their answers.

- 1 My name is Kim.
- 2 No, she isn't. She is my sister.
- 3 Yes, they are.

★ 4 Look, read and answer the questions.

Read the instructions and explain the activity. Refer the students to the pictures. Allow the students some time to read and answer the questions. Check the students' answers.

- 3 B: No, they aren't. They're dogs.
- 4 B: Yes, they're.
- 5 B: No, they aren't. They are flowers.

ENDING THE LESSON

PROJECT (OPTIONAL)

• *Me and my friend*

The students draw themselves and their best friend. Then, they write a short text. Make sure you display their work somewhere in the classroom. The students then file their work in their *Language Portfolios*.

*e.g. This is me and my best friend Ida.
We are best friends.*

Module 1 – My Family

Lesson 4

- **Aims:** to listen and read about Lee's family
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: This is mum. Who's this? This is my brother. He's a singer. How old is he? He's nineteen. Alvin, be careful! Grandma's here! What's that? It's a vase. They're flowers! Who's this pretty girl? This is my friend, Mona. Look at the vase! It's OK now! Thank you, Erlina.
- **Extra materials:** none

BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Refer students to the text in Ex. 2, p. 45. Ask students questions.

e.g. Teacher: *Who's Pat? (Kim's friend.)*
Are Kim's mum and dad singers? (No, they aren't. They're teachers.)

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

LISTENING & READING

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

1 Listen and read the dialogue. (TRACK 27)

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

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

Students: *Lee's mum.*

Teacher: *Where are Lee and Mona?*

Students: *At Lee's house.*

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

Students: *It's a vase.*

Teacher: *Who's coming?*

Students: *Lee's mum! etc.*

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

Chin, Kim, Wen, Erlina

2 Read the dialogue again and match the questions to the answers.

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

1 b 2 c 3 a

Extension

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

Read the question at the bottom of page 47. Ask the students to choose the appropriate face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

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

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

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

Students: girl?

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

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 1 – My Family

Lesson 5

- **Aims:** talking about jobs, developing listening, writing and reading skills
- **Vocabulary:** milkman, drive, policeman, walk, fireman, run, postman, ride
- **Language focus**
Structures: What am I? I'm a ...
Language in use: I'm a policeman/fireman, etc., Who's ...? Meet my family
- **Extra materials:** flashcards (22-25)

BEGINNING THE LESSON

(An activity to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue.

PRESENTATION & PRACTICE

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

1 Listen, point and repeat. (TRACK 28)



FLASHCARDS (22-25)

Students' books closed. Pin the flashcards (22-25) on the board, one at a time. Point to each flashcard and say the corresponding words. The students repeat, chorally and individually.

Students' books open. Play the track. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

★ Let's play!

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

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

2 Sing and do. (TRACK 29)

Elicit/Explain what a *job* is, using L1 if necessary. Ask the students to look at the pictures and to spot the *milkman*, *policeman*, *fireman* and *postman*. Play the song. The students listen, follow the lines and sing along.

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

I'm a policeman in the town.

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

It's my job,

It's what I do.

It's my job,

I like it, too!

I'm a fireman in the town.

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

I'm a postman in the town.

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

I'm a milkman in the town.

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

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

READING & WRITING

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

3 Read the text and answer the questions.

1 Who's Tom?

2 Who's Jack? (TRACK 30)

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

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

Students: Alvin's grandma.

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

Students: Alvin's grandpa. etc.

Read the instructions and explain the task. Allow the students some time to read the text and answer the questions. Check the students' answers. Play the track. The students listen and follow the lines. Then, students read out from the text.

1 Tom is Alvin's grandpa.

2 Jack is Alvin's dad.

4 Portfolio: Write about your family. Draw or stick pictures.

Read the instructions and explain the task. Ask the students to look at the family tree. Explain/Elicit the way family trees are structured (e.g. older generation at the top, younger at the bottom, same generation at the same level).

Ask the students to make a family tree at home as part of their homework. Ask them to use drawings if they don't have pictures of family members available. Tell them to use the text in Ex. 3 as a model.

(Students' own answers)

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

FUN TIME

Read the instructions and explain the activity. Explain that students should read the words from top to bottom.

Secret word: flower

Read out the **Did you know?** text and initiate a class discussion. Ask: *Have you ever heard of a similar story? What do you think of it? Can you think of any possible reasons why the Duggars decided to name all their children with names starting with J? Hypothetically, if you were in Duggars' shoes what letter would you choose for your children's names? What would the names be?*

ENDING THE LESSON

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

Say, then write on the board the jobs mentioned in the song (Ex. 2). Ask the students to choose a job but not to tell the rest of the class. Then, point to a word on the board. The students that have chosen that job, say it out loud, mime it and leave the classroom. Repeat the same until all the students have left the classroom.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 1 – My Family

Lesson 6 – Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** shocked, heavy, footprints
- **Extra materials:** flashcards (26-28) for *Presentation*, photocopies of the *animals and footprints* template (see *Templates* section)

BEGINNING THE LESSON

Ask the students if they remember what the previous episode of the story was about. Ask them if they remember the story/dialogue they acted out. If not, ask them to go to the respective page (30) and read the story again. Allow the students some time to rehearse. The students, in groups of four, act out the story/dialogue.

PRESENTATION & PRACTICE

(Activities to present the tale of Sivka-Burka.)

★ Listen, point to the pictures, and say the words. (TRACK 31)



FLASHCARDS (26-28)

Students' books closed. Pin up the flashcards on the board, one at a time. Point to the items on the flashcards (*shocked, heavy, footprints*) and present them. The students repeat after you. Point to the flashcards in random order and ask questions. Elicit responses from different students. Demonstrate this yourself first.

e.g. Teacher: (pointing to the 'shocked' flashcard)
Is he shocked?
Class: *Yes, he is. etc.*

Students' books open. Play the track. The students listen, point and repeat.

TAPESCRIPT

Shocked, heavy, footprints.



Listen and read the story. (TRACK 32)



FLASHCARDS (26-28)

Students' books open. Pin the flashcards on the board and present the story. Then, direct the students' attention to the picture and ask questions.

e.g. Teacher: *Is the farmer shocked?*
Student: *Yes, he is.*
Teacher: *Why?*
Student: *Because there are heavy footprints all over the field. etc.*

Play the track for the students to listen and follow in the book. Play the track again. The students listen and repeat, chorally and/or individually. Explain any unknown words/phrases at this time. Then, individual students read out the story. Point to the farmer and his sons. Ask the students to complete your sentences.

e.g. Teacher: *"My beautiful, golden wheat!" he ...*
Class: *shouts.*
Teacher: *Look at these big, heavy ...*
Class: *footprints! etc.*

Extension

Ask for a volunteer to be the narrator, and four more volunteers to read the roles of the old man, Sergei, Andrei and Ivanushka. Repeat with different students.

★ 1 Read the story again and put the events in the correct order.

Explain the activity. The students read the story again and put the events in the correct order.

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

★ 2 Let's sing. (TRACK 33)

Ask the students to look at the picture. Ask: *What's in the wheat field?* Elicit the answer (*There's something in the wheat field with four big heavy feet*). Play the song. The students listen. Play the song again. The students listen and sing along.

Extension

Divide the class into two groups and assign a verse to each group. Allow some time for the groups to rehearse and then invite them to come to the front and perform their song.

ENDING THE LESSON

Before going into class

Photocopy the *animals and footprints* template from the *Teacher's Book* [page 144(T)], one per student.

Hand out the photocopies. Tell the students to match the animals to the footprints. Then, the students file their work in their *Junior Language Portfolios*.

Module 1 – My Family

Lesson 7 – Phonics

- **Aims:** to read and pronounce words with the /b/, /æ/ and /ə/ sounds
- **Extra materials:** none

BEGINNING THE LESSON

Play the song from the previous lesson (Track 33).
The students listen and sing along.

PRESENTATION & PRACTICE

1 Read the words/sentences first to yourself, then aloud.

Students' books closed. Write *dog* on the board. Point to the word and say: *dog*. The students repeat after you. Underline the letter **o**. Then, point and say: /b/, /dɒg/. The students repeat after you. Repeat the same procedure with *happy* and *ruler*.

Extension

Write the following on the board:

d+og	s+ad	ru+er
j+ob	d+ad	teach+er
b+ox	l+and	rub+er

Students say the sounds and the words.

e.g. /d/, /bɒg/ – /dɒg/ etc.

Students' books open. The students point to the pictures and read the sentences and words individually and then in pairs. One reads while the other checks and then, they swap roles. During this stage, check round the class offering any necessary help. Finally, ask some students to read the sentences out loud.

2 Listen and choose the right picture. (TRACK 34)

Read the instructions and explain the task. Play the track. The students listen and complete the activity. Check their answers.

1 a 2 b 3 a 4 a

TAPESCRIPT

- 1 dog
- 2 happy
- 3 ruler
- 4 singer

3 Sing. (TRACK 35)

Point to the dog in the picture and say: *Look at the dog! He's got a job! He's a singer in the band!* Then say: *It's fun to rap in a band!* The students repeat after you. Play the song. The students listen and follow in their books. Play the song again. The students listen and sing along.

ENDING THE LESSON

(An activity to revise the /b/, /æ/ and /ə/ sounds.)

Draw the following table on the board:

/b/	/æ/	/ə/

Divide the class into two teams, A and B. Choose a student from Team A, ask him/her to go to the board and write a word with either the /b/, /æ/ or /ə/ sounds. A correct answer gets one point. Repeat with a student from Team B. Continue the game until the students have run out of words. The team with the most points wins.

Suggested cues: dog, box, long, orange, sad, dad, rap, land, man, have, happy, Jack, ruler, rubber, brother, sister, singer, teacher, sharpener, blazer, cleaner.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Checkpoint

- **Aims:** consolidating Module 1, obtaining feedback on individual students, monitoring progress

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

e.g. *Teacher:* (pointing to Mona) *Who's this?*
Student A: *This is Mona. etc.*

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

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

1 Look, read and complete.

The students look at the pictures and complete the activity.

- | | | |
|-----------|-----------|----------|
| 1 grandpa | 3 mum | 5 sister |
| 2 dad | 4 brother | |

2 Look, read and choose *a* or *b*.

Read the instructions and explain the task. The students look, read and complete the activity.

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

3 Read and match.

The students read and complete the activity.

- | | | |
|-----|-----|-----|
| 1 d | 2 b | 3 a |
|-----|-----|-----|

4 Read and fill in: *Who's, happy, name, is she.*

The students read and complete the activity.

- | | | |
|---------|---------|----------|
| 1 Who's | 2 happy | 3 is she |
|---------|---------|----------|

Now I can ...

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

Module 2 – At the Toy Shop

Lesson 1

- **Aims:** to talk about family
- **Vocabulary:** toy shop, present, roller-skates, teddy bear, bike, car, camera, bus, lorry, helicopter, big, small, numbers, small items wrapped as gifts (*Extension, Ex. 5*)
- **Language focus**
Structures: these
Language in use: What are these? They're really nice! Happy Birthday, Sam. Here's your present! Wow! A car! You're welcome!
- **Extra materials:** *Progress Report Cards, At the Toy Shop* poster, two pieces of paper and two envelopes

BEGINNING THE LESSON

(Activities to revise the language of Module 1.)

Play the song from Module 1, Lesson 6 (Track 33), encouraging the students to sing along.

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

PRESENTATION & PRACTICE

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

1 Listen, point and repeat. (TRACK 36)



POSTER

Students' books closed. Pin the *At the Toy Shop* poster on the board. Point to the toys, etc. (*toy shop, present, roller-skates, teddy bear, bike, car, camera*) one at a time and say the corresponding word(s). The students listen and repeat, chorally and individually. Point to the words in random order and ask individual students to say the words.

Students' books open. Read the title of the module and have the students repeat after you. Play the audio track. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Ask and answer questions.

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

- A:** What are these?
B: They're dolls!
A: They're really nice!
- A:** What are these?
B: They're roller-skates!
A: They're really nice!
- A:** What are these?
B: They're cameras!
A: They're really nice!
- A:** What are these?
B: They're balls!
A: They're really nice!
- A:** What are these?
B: They're bikes!
A: They're really nice!

PRESENTATION

★ 3 Listen, point and repeat. (TRACK 37)

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



POSTER

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

Write the following numbers on the board: *30, 40, 50*. Point to and name the numbers. Students repeat after you. Write the number 21 on the board. Say: *twenty-one*. The students repeat after you. Repeat with the rest of the numbers up to 30. Write some numbers on the board. Ask students to name the numbers.

e.g. Teacher: 46

Student 1: *forty-six etc.*

Students' books open. Play the track. The students listen and repeat together and individually. Check their pronunciation and intonation.

PRACTICE

★ 4 Who's the winner, A or B? Read and say.

Read the numbers and point to Bingo cards A and B. Explain the task. The students look at the Bingo cards and the numbers and say which card has all the numbers. The students read each number separately and check where the number is found. The card that has all the numbers (B) is the winner.

Answer: B

★ 5 Talk with your friend.

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

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

Variation

Ask the students to bring small items wrapped as gifts from home in order to offer them to their partners during the acting out.



FAIRY FILES

Before going into class

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

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

ENDING THE LESSON

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

Ask the students to draw what they would like as a present for their birthday. Walk around the classroom asking them about their pictures. Display the students' work in the classroom.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 2 – At the Toy Shop

Lesson 2 – Grammar Land

- **Aims:** to present and practise 'These/Those'
- **Extra materials:** none

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ These/Those

PRESENTATION

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

Students' books open. Read through the presentation pictures and draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

★ 1 Match the sentences to the pictures.

Read the instructions and explain the activity. Refer the students to the pictures. Allow the students time to complete the activity. Go around the class monitoring, offering help when necessary. Check the students' answers.

2 b 3 a 4 e 5 c 6 f

★ 2 Write the sentences.

Read the instructions and explain the activity. Allow the students time to complete the activity in their notebooks. Go around the class monitoring, offering help when necessary. Check the students' answers.

- 2 This is my camera.
- 3 Those are my balls.
- 4 That is my pen.
- 5 These are my rulers.
- 6 This is my book.

★ 3 Complete the sentences. Use **This**, **These**, **That** or **Those**.

Read the instructions and explain the activity. Refer the students to the pictures. Explain that the magnifying glass indicates the object(s) are close (**this/these**) and that the binoculars indicate the object(s) are far (**that/those**). Allow the students time to complete the activity. Go around the class monitoring, offering help when necessary. Check the students' answers.

- | | | |
|---------|---------|--------|
| 2 That | 4 Those | 6 That |
| 3 These | 5 This | |

★ Let's play!

Refer the students to the picture and explain how the game works. Explain that they have to look at the picture and spot the differences. Ask one student to read the example. Ask individual students to spot a difference and tell the class.

These teddy bears are purple.
Those teddy bears are yellow.

These cars are yellow.
Those cars are blue.

This robot is red.
That robot is green.

These bikes are orange.
Those bikes are purple.

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

Variation

In pairs, the students offer each other presents using the items in the picture.

e.g. Student 1: *These orange bikes are for you.*
Student 2: *These orange bikes are cool! etc.*

ENDING THE LESSON

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

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

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

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 2 – At the Toy Shop

Lesson 3 – Grammar Land

- **Aims:** to present and practise plural numbers
- **Extra materials:** none

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ Plural numbers

PRESENTATION

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

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

Drill your students.

e.g. Teacher: *box*

Student 1: *boxes*

Teacher: *lorry*

Student 2: *lorries etc.*

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

Students' books open. Read through the presentation pictures and draw the students' attention to the letters in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

1 ★ Put the words in plural.

Read the instructions and explain the activity. Allow the students time to complete the activity. Go around the class monitoring, offering help when necessary. Check the students' answers.

2 glasses

3 foxes

4 boxes

5 apples

6 buses

7 vases

8 babies

★ 2 Look and write.

Read the instructions and explain the activity. Refer the students to the pictures. Allow the students time to complete the activity in their notebooks. Go around the class monitoring, offering help when necessary. Check the students' answers.

- | | | | |
|---|---------|---|-----------|
| 2 | boxes | 6 | glasses |
| 3 | cameras | 7 | kites |
| 4 | buses | 8 | kangaroos |
| 5 | watches | | |

★ 3 Listen and choose *a* or *b*. (TRACK 38)

Refer the students to the pictures and explain the activity. Tell the students that they will hear the singular or plural form of the object depicted and that they have to choose accordingly. Play the track twice. The students complete the activity. Check their answers.

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

TAPESCRIPT

One *helicopter*
Two *boxes*
Three *lorries*
Four *bus*
Five *glasses*
Six *fox*

★ Let's play!

Refer the students to the pictures and explain the game. Ask the students to point to the red lorries on the board and find the corresponding number and letter by looking horizontally and vertically respectively (10 b). Continue the game by calling out items and having the students find their location.

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

ENDING THE LESSON

Divide the class into two teams. Say a word. The team that says the plural of this word first wins a point.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 2 – At the Toy Shop

Lesson 4

- **Aims:** to listen and read about Harry's presents
- **Vocabulary:** consolidation
- **Language focus**
Structures: these
Language in use: Look! A toy shop! Let's buy a present for Harry's birthday! What are these? They're roller-skates! Those teddy bears are nice! Look at these bikes! Those cars are cool! Where's Alvin? Oh, Alvin! You're so funny! Happy Birthday, Harry! Here are your presents! Open it and see! Get in, Harry!
- **Extra materials:** none

BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Ask a student to name a toy. The student next to him/her should say the plural of the word.

e.g. Student 1: *helicopter*
Student 2: *helicopters*
Student 3: *bus*
Student 4: *buses etc.*

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

LISTENING & READING

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

1 Listen and read the dialogue. (TRACK 39)

Students' books open. Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

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

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

Explain to the students that they will listen to the dialogue and find the answer. Play the track. The students listen, follow the lines and complete the task.

Answer: A (toy) car.

2 Read the dialogue again and correct the mistakes.

Read the instructions and explain the task. Refer the students to the dialogue and allow them time to read and complete the task. Individual students give you their answers.

1 nice 2 red 3 big

Extension

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

Read the question at the bottom of p. 63. Ask the students to choose the appropriate face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

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

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

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

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 2 – At the Toy Shop

Lesson 5

- **Aims:** to talk and sing about a birthday, consolidate toys, develop listening skills
- **Vocabulary:** guitar, old, new
- **Language focus**
Structures: consolidation
Language in use: It's my birthday., These are my presents., Warm wishes on your birthday!, A cool wish from your friend!, Have a great birthday!
- **Extra materials:** flashcards (29-31)

BEGINNING THE LESSON

(An activity to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue.

PRESENTATION & PRACTICE

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

1 Listen, point and repeat. (TRACK 40)



FLASHCARDS (29-31)

Students' books closed. Pin the flashcards (29-31) on the board, one at a time. Point to each flashcard and say the corresponding word. The students listen and repeat, chorally and individually. Point to the words in random order and ask individual students to say the words.

Students' books open. Play the track. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Listen and complete the sentences. Then sing along! (TRACK 41)

Refer the students to the picture. Ask the students to tell you which toys they can see (*a ball, a car, a plane, a guitar, a train, a kite*).

Read the instructions and explain the activity. Refer the students to the song and allow them time to read it once. The students listen to the song and complete the activity. Play the song again. The students listen and sing along.

Answers

- 1 train 2 car

READING & WRITING

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

3 Who are the cards from? Unscramble the letters to find the names. (TRACK 42)

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

Refer the students to the example and explain the task. Allow the students time to unscramble the letters and complete the activity. Play the track. The students listen and check their answers. Individual students read out from the cards.

B Lee **C** Mona **D** Alvin & Erlina

4 Portfolio: Make a birthday card for your friend.

Ask the students to make a birthday card for their friend. (To make a birthday card just instruct the students to fold an A4 sheet in half.) Tell them to use the texts in Ex. 3 as a model. (e.g. *A cool wish from your friend!*)

Allow the students time to write a text inside and draw something on the outside of the card.

You can ask the students to write the text and decorate their card at home as part of their homework.

(Students' own answers)

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

FUN TIME

Refer the students to the picture. Ask: *What colour is the big man? What colour are the lorries?* Read the instructions and explain the challenge. Explain to the students what a tongue twister is. Allow the students some time to rehearse the tongue twisters. Students read the tongue twisters as fast as they can.

Read the **Did you know?** text. Initiate a class discussion and find out if any of your students share their birthdays. Then, ask *"Did you know you share your birthday with 9,000,000 people?" "Do you have friends/relatives with whom you share the same birthday?"*

ENDING THE LESSON

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

Ask the students to pretend it is their friend's birthday. Ask them to wish their friend *Happy Birthday* and offer him/her a card.

e.g. Student 1: *Happy Birthday! Here's a birthday card.*

Student 2: *Thank you!*

Student 1: *You're welcome! etc.*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 2 – At the Toy Shop

Lesson 6 – Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** laugh, sleep
- **Extra materials:** construction paper, glue, flashcards (32-33)

BEGINNING THE LESSON

Ask the students what they remember from the previous part of the story and invite them to sing the song from p. 53.

PRESENTATION & PRACTICE

(Activities to present the tale of Sivka-Burka.)

★ Listen, point to the pictures, and say the words. (TRACK 43)



FLASHCARDS (32-33)

Students' books closed. Pin up the flashcards (32-33) on the board, one at a time. Point to the items on the flashcards (32-33) and present them. The students repeat after you. Point to the flashcards in random order and ask questions. Elicit responses from different students. Demonstrate this yourself first.

e.g. Teacher: (pointing to the 'laugh' flashcard)
What is he doing?

Class: He is laughing. etc.

Students' books open. Play the track. The students listen, point and repeat.

TAPESCRIPT

Laugh, sleep

★ Listen and read the story. (TRACK 44)



FLASHCARDS (32-33)

Students' books open. Use the flashcards to present the story. Pin the flashcards on the board in the following order (laugh, sleep) and say e.g. *Sergei and Andrei laugh at Ivanushka*. Ask individual students to repeat. Direct the students' attention to the picture. Point to Ivanushka and ask:

e.g. Teacher: Is Ivanushka sleeping?

Student 1: No, he isn't.

Play the track for the students to listen and follow in the book. Play the track again. The students listen and repeat, chorally and/or individually. Explain any unknown words/ phrases at this time. Then, individual students read out the story. Point to Andrei and say:

Teacher: Don't worry ...

Student 1: Father!

Teacher: He is a good boy and he can help ...

Student 1: you! etc.

Extension

Ask for a volunteer to be the narrator and four more volunteers to read the roles of the old man and his three sons. Repeat with different students.

★ 1 Look at the words in bold in the text. What do these words mean in your language? Check your answers with the word list.

Read the instructions and explain the activity. Refer the students to the words in bold in the text and have a class discussion as to what these words mean in their language. Ask the students to check their answers with the word list at the back of their books. Go around the class monitoring, offering help when necessary.

★ 2 Complete the sentences with the words below.

Read the instructions and explain the activity. The students read the sentences and complete the activity. Check their answers.

- | | |
|------------------|------------|
| 2 worry | 4 find out |
| 3 feel sorry for | 5 count on |

★ 3 Let's sing. (TRACK 45)

Ask the students to look at the picture. Ask them to point and say the names of the three boys. Then, point to them and say: *All for one, and one for all!* The students repeat after you. Play the song. The students listen and point to the three brothers. Play the song again. The students sing along.

ENDING THE LESSON

Tell the students they are going to make an *All for one, and one for all!* poster. They must stick the photos of their best friends on a poster and decorate it. Make sure you display their work in the class.

Module 2 – At the Toy Shop

Lesson 7 – Phonics

- **Aims:** to read and pronounce words with the /ɔ:/, /ɑ:/, /ɜ:/ and /e/ sounds
- **Extra materials:** pictures of the following: skate, plane, birthday, purple, farm, car, morning, the number forty

BEGINNING THE LESSON

Play the song from the previous lesson (Track 45). The students listen and sing along.

PRESENTATION & PRACTICE

1 Read the words/sentences first to yourself, then aloud.

Students' books closed. Point to the *board* and ask: *What's this?* Elicit: *board*. Say the word. The students repeat after you. Write the word *board*. Underline the letters *oa*. Then, point and say: /ɔ:/, /bɔ:rd/. The students repeat after you. Repeat the same procedure with *car*, *girl*, *day*.

Extension

Write the following on the board:

b+all c+ar g+irl n+ame
sm+all f+ar th+irty sk+ate

Students say the sounds and the words.

e.g. /b/, /ɔ:l/ – /bɔ:l/ etc.

Students' books open. The students read the words and the sentences first to themselves and then aloud in pairs. One reads while the other checks and then they swap roles. During this stage, check round the class offering any necessary help. Finally, ask some students to read the sentences out loud.

2 Change the underlined letters to make up new words.

Read the instructions and explain the activity. Allow the students time to complete the activity. Go around the class monitoring, offering help when necessary. Check the students' answers.

2 ball 4 bed 6 fox
3 car 5 hat

3 Sing. (TRACK 46)

Read the song lyrics and have the students repeat chorally and individually. Play the song as many times as you wish, inviting the students to sing along.

Extension

Write the song on the board and omit the words *barn*, *far*, *great*, *guitar*. Sing the song without playing the track this time. Pause and point to the missing words and invite the students to say the missing words.

ENDING THE LESSON

(An activity to revise the /ɔ:/, /ɑ:/, /ɜ:/ and /e/ sounds.)

Before going into class

Bring pictures of the following: skate, plane, birthday, purple, farm, car, morning, the number forty.

Draw the following table on the board:

/ɔ:/	/ɑ:/	/ɜ:/	/e/

Divide the class into two teams, A and B. Choose a student from Team A and show him/her a picture of one of the items. Ask the student to name the item and then, write the word on the board under the correct heading. A correct answer gets one point. Repeat with a student from Team B. Continue the game until all the words have been placed under the correct category. The team with the most points wins.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Checkpoint

- **Aims:** to consolidate Module 2, obtain feedback on individual students, monitor progress

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

e.g. *Teacher: Happy Birthday! Here's your present!*
Student: Thank you!

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

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

1 Look, read and choose.

The students look at the pictures and complete the activity. Check their answers.

- | | |
|--------------|---------|
| 1 helicopter | 3 bus |
| 2 car | 4 lorry |

2 Look and complete the sentences. Use: *this, these, that or those*.

Explain the activity. The students read and complete the activity. Check their answers.

- | | |
|-------------------|---------------|
| 1 These lorries | 4 Those kites |
| 2 Those cameras | 5 This bike |
| 3 That helicopter | |

3 Count and find the numbers.

Explain the activity. The students add up the numbers and complete the activity. Check their answers.

- | | | |
|------|------|------|
| 1 49 | 2 42 | 3 34 |
|------|------|------|

4 Match.

Explain the activity. The students complete the activity. Check their answers.

- | | | |
|-----|-----|-----|
| 1 b | 2 d | 3 a |
|-----|-----|-----|

Now I can ...

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

Our World/My World

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

BEGINNING THE LESSON

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

★ 1 Read and match drivers to their cars.

Students' books open. Read the instructions and explain the activity. Allow the students time to read the texts and complete the activity. Check their answers.

1 c 2 a 3 b

2 Read and answer the questions.

Read the instructions and explain the activity. Allow the students time to answer the questions, providing any necessary help. Check their answers.

- 1 He is a taxi driver.
- 2 His taxi is yellow.
- 3 He is a policeman.
- 4 Yes, he can.
- 5 Number six.

3 Portfolio: Talk with your friend about a person you know and his/her job. Then write about him/her.

Read the instructions and explain the task. Divide the students into pairs. Each student talks about a person's (he/she knows) job. Then, they write about that.

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

(Students' own answers)

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

ENDING THE LESSON

Tell students that the taxis in their town/city are thinking of changing colour and that you want their help. Ask them, in pairs or in groups, to think of what colour they want the taxis to be and draw and colour one. Make sure you display their work somewhere in the class.

Go Green

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

★ 2 Let's sing! (TRACK 46)

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

BEGINNING THE LESSON

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

★ 1 Put the things into the correct bins!

Students' books open. Ask the students to look at the objects around the bins and identify what they are made from.

Explain the task and allow the students time to do it. Go around the class, offering help when necessary. Check their answers.

1 b 2 a 3 d 4 c

3 Unscramble the words and complete the poems. The words are from the song in Ex. 2.

Read the instructions and explain the activity. Allow the students time to complete the activity. Check their answers.

- | | |
|-----------|-------------|
| 1 plastic | 3 recycling |
| 2 plastic | 4 planet |

4 Design a sticker for your recycling bin.

Read the instructions and explain the activity. Students draw and colour their sticker. Then they compare it to someone else's sticker.

ENDING THE LESSON

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

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

Our School (Maths)

- **Aims:** to work with a code, to talk about favourite toys
- **Vocabulary:** consolidation
- **Language focus**
Language in use: consolidation
- **Extra materials:** none

ENDING THE LESSON

Ask students to look at the code in Ex. 1 for one minute before they close their books. Name an item, e.g. *helicopter*. Students say the corresponding letter *R*.

BEGINNING THE LESSON

Get the students in the mood for Maths by having a Maths game. Write on the board: *My favourite toy is a LHIOPTEERC*. Ask the students to tell you which toy it is (*helicopter*).

(Activities to familiarise the students with codes.)

1 What is Mona's favourite toy? Break the code!

Students' books open. Read the instructions and explain the task. Each picture represents a letter of the alphabet. Go through the pictures and elicit their names.

Allow the students some time to break the code. Check their answers.

It's a **teddy**!

2 Write down your favourite toy in code.

Read the instructions and explain the task. The students work in pairs. First they write down their favourite toy in code, and then they ask their partner to find what it is.

Troll Tales!

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

BEGINNING THE LESSON

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

★ 1 Listen and read the story. (TRACK 47)

(Activities to promote reading for pleasure.)

Students' books open. Ask the students to look at the pictures and explain/elicit what the dialogue is going to be about, e.g. *Pog and Trog wish Happy Birthday* (picture 1), *Popsie asks Pog and Trog how old they are* (picture 2), *Popsie gives Trog some balloons* (pictures 3, 4), *Trog flies away holding the balloons* (pictures 5, 6).

Play the track. The students listen and follow the lines. Play the track again with pauses for the students to listen and repeat chorally.

★ Now take roles and read.

The students take roles and read the dialogue.

ENDING THE LESSON

Before going into class

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

Hand out one set of frames per group. Ask the students 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 class monitoring the students.

Module 3 – It's So Cute!

Lesson 1

- **Aims:** to talk about the face, describe physical appearance
- **Vocabulary:** nose, eyes, fair hair, face, ear, mouth, dark hair, kitten, body, leg, hand, arm, head, long tail, wet
- **Language focus**
Structures: have got
Language in use: What does Emma look like? She's got fair hair and blue eyes.
- **Extra materials:** *Progress Report Cards*, flashcards (34-47), photocopies of the *magic character* template (see *Templates* section)

BEGINNING THE LESSON

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

PRESENTATION & PRACTICE

1 Listen, point and repeat. (TRACK 48)

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



FLASHCARDS (34-40)

Students' books closed. Pin the flashcards (34-40) on the board, one at a time, and say the corresponding word. The students repeat, chorally and individually. Point to the flashcards in random order. Individual students say the words. Ask the rest of the class for verification.

Students' books open. Read the title of the module and have the students repeat after you. Play the track. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Talk with your friend.

(An activity to practise describing appearance.)

Read the instructions and explain the task. Refer the students to the picture of Emma and read the example. The students, in pairs, ask and answer questions about the rest of the characters.

- 2 **A:** What does Harry look like?
B: He's got red hair and blue eyes.
- 3 **A:** What does Mona look like?
B: She's got dark hair and brown eyes.
- 4 **A:** What does Lee look like?
B: He's got dark hair and black eyes.

3 Listen and choose a, b or c. (TRACK 49)

Read the instructions and explain the task. Ask the students to describe the cats in the three pictures.

e.g. *Student 1: Cat a is white and pink. It's got green eyes. etc.*

Explain to the students that they will hear a description and that they will have to choose the right cat. Play the track, twice if necessary. The students listen and complete the task. Individual students tell you their answer.

Sammy is picture **c**.

TAPESCRIPT

Which one is Sammy?

A: Have you got a cat, Peter?

B: Yes. I've got a cat called Sammy.

A: What colour is Sammy?

B: He's black and white.

A: What colour eyes has Sammy got?

B: He's got big green eyes. Look. This is a picture of him.

A: Oh, he's lovely!

FAIRY FILES

Before going into class

Photocopy the template of the *magic character* from the *Teacher's Book* [page 145(T)], one per student.

Hand out the photocopies. Explain to the students that they are going to create their own magic character! They can choose any combination of face parts to make up a character. They can give him/her a name, too. Upon completion, ask the students to present their character to the class.

PRESENTATION & PRACTICE

★ 4 Listen, point and repeat. (TRACK 50)

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



FLASHCARDS (41-47)

Students' books closed. Pin the flashcards (41-47) on the board, one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually. Point to the pictures in random order. Individual students say the words. Ask the rest of the class for verification.

Students' books open. Play the track. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

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

★ 5 Choose and complete the text.

Read the instructions and explain the activity. The students look at the monster and complete the activity. Check their answers.

- | | | |
|--------|--------|--------|
| 2 nose | 4 legs | 6 ears |
| 3 eyes | 5 feet | |

★ 6 Match the texts to the pictures.

Read the instructions and explain the activity. Allow the students time to complete the task. Check their answers.

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

ENDING THE LESSON

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

Ask the students to draw a kitten and write a short text describing it.

e.g. Student: *My kitten is cute. He's brown. He's got green eyes and a long tail.*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 3 – It's So Cute!

Lesson 2 – Grammar Land

- **Aims:** to present and practise the verb 'have got'
- **Extra materials:** slips of paper with the names of the students

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ The verb 'have got'

PRESENTATION

Students' books closed. Say, then write on the board: *I **have got** green eyes.* The students repeat after you. Underline **have got** and explain the meaning. Say and write: *I've got green eyes.* Underline the short form and explain how this is formed. Point to a student and say: *She **has got** dark hair.* The students repeat after you. Underline the words in bold. Say, then write: *She's got dark hair.* Underline the short form and explain how this is formed. Stress that **has got** is only used in the third person singular. Elicit the affirmative form of the verb **have got** and write this on the board. Drill your students.

e.g. Teacher: You/bike.
Student 1: You've got a bike.
Teacher: He/bike.
Student 2: He's got a bike.
Teacher: They/bike.
Student 3: They've got a bike. etc.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

Students' books open. Read through the presentation picture. Go through the table on p. 80 with the class. Ask students to make sentences about themselves and their classmates, practising these forms.

e.g. Student 1: I have got brown eyes. Maria has got blue eyes. etc.

PRACTICE

★ 1 Funny Faces! Complete the sentences. Then match them to the pictures.

Read the instructions and explain the activity. Allow the students time to complete the activity. Check the students' answers.

2	've	D	4	's	B	6	've	E
3	've	F	5	's	C			

★ 2 Fill in: *have got* or *has got*.

Read the instructions and explain the activity. Allow the students time to complete the activity. Check the students' answers.

- | | |
|------------|-------------|
| 2 has got | 7 have got |
| 3 have got | 8 has got |
| 4 has got | 9 have got |
| 5 have got | 10 have got |
| 6 has got | |

★ 3 Make sentences.

Read the instructions and explain the activity. The students form sentences. Allow the students time to complete the activity. Check the students' answers.

- 2 He has got a house in London.
- 3 I have got a baby brother.
- 4 Her house has got a little garden.
- 5 He has got a fast car.
- 6 Mark has got a big nose.
- 7 Kelly and Frank have got a cute cat.
- 8 We have got a small house in the country.

★ 4 Read and choose *a* or *b*.

Read the instructions and explain the activity. Allow the students time to complete the activity. Check the students' answers.

- 2 a 3 b 4 a 5 a 6 b

ENDING THE LESSON

Before going into class

Bring slips of paper with the students' names on them.

- *Guess who?*

The students pick a slip of paper with the name of one of their classmates. Then, they describe their classmate and the rest of the class have to guess who that classmate is.

e.g. *Student 1: He's got dark hair and blue eyes.*

Student 2: Alexander!

Module 3 – It's So Cute!

Lesson 3 – Grammar Land

- **Aims:** to present and practise the verb 'have got' interrogative and negative forms and the 'Plural number – Irregular plurals'
- **Extra materials:** none

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ The verb 'have got'

PRESENTATION

Students' books closed. Point to your hair. Say, then write on the board: **Have I got dark hair?** Underline the words in bold and explain the meaning. Write under the sentence: Yes, **I have**. Explain how the interrogative form is formed. Point to a male student, then write: **Has he got dark hair?** Underline the words in bold and explain the meaning. Write under the sentence: No, **he hasn't**. Explain how the negative short answer is formed. Say and write: **He hasn't got (has not got) a big mouth.** Underline the words in bold. And explain how the negative form (full/short) is formed. Do the same with other students to present all types of interrogative and negative forms as well as the short answers.

Students' books open. Go through the table on p. 82 with the class. Ask students to write sentences about themselves and their classmates, practising these forms.

e.g. *Student 1: Has Maria got blue eyes?*
Student 2: No, she hasn't.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

1 ★ Ask and answer, as in the examples.

Read the instructions and the examples, and explain the activity. Point to the pictures and ask the students to describe them. Allow the students some time to complete the activity. Check the students' answers.

- A:** Has she got a bike?
B: No, she hasn't. She's got a camera.
- A:** Has it got a long tail?
B: Yes, it has.
- A:** Have they got caps?
B: Yes, they have.
- A:** Has he got a car?
B: No, he hasn't. He's got a bike.

★ Plural number – Irregular plurals

PRESENTATION

★ Read and match. Then listen and check. (TRACK 51)

Students' books closed. Say, then write on the board: *I've got two **feet**.* The students repeat after you. Underline **feet** and explain that it is the plural form of **foot**. Elicit the plural form of *man*, *woman*, *child* and *tooth* and write these on the board. Drill your students.

e.g. Teacher: *tooth*
Student 1: *teeth etc.*

Students' books open. Go through the presentation picture. Read the instructions and explain the task. Students look at the pictures, read and complete the activity. Play the track. The students listen and check their answers.

1 b 2 d 3 e 4 a 5 c

PRACTICE

★ 2 Spot the differences.

Read the instructions and the examples, and explain the activity. Point to the pictures and ask the students to spot the differences. Allow the students some time to complete the activity. Check the students' answers.

- 2 In picture a, I can see two women. In picture b, I can see one woman.
- 3 In picture a, I can see one child. In picture b, I can see two children.

ENDING THE LESSON

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

Divide the class into two teams. Choose a student from Team 1 and say a singular noun. The student answers by giving the plural form of that noun. Use regular and irregular plurals.

e.g. Teacher: *child*
Team 1 Student: *children etc.*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 3 – It's So Cute!

Lesson 4

- **Aims:** to listen and read about the characters and the kitten they found
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: It's a lovely day! Let's go for a walk! Listen! What's that? It's a kitten! It's so cute! Look, it's in the tree. It's got a small nose and small, pink ears. Lee, be careful! Look, it hasn't got a big body! We've got wet legs and feet. Time for some fun! Now we're all wet!
- **Extra materials:** none

BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Ask the students to describe a cartoon character for the rest of the class to guess.

e.g. *Student 1: He's got big eyes, a small nose, a big mouth, a short tail and he's orange.*

Class: Nemo!

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

LISTENING & READING

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

1 Listen and read the dialogue. (TRACK 52)

Students' books open. Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: What's in the tree?*

Students: A kitten!

Teacher: Are Lee and Harry in the water?

Students: Yes, they are.

Teacher: Is the kitten cute?

Students: Yes, it is. etc.

Write on the board:

- | | |
|---------------------------|---------------------|
| 1 What's that? | a Oh, it's so cute! |
| 2 Look, it's in the tree! | b It's a kitten! |

Explain to the students that they will listen to the dialogue and match the sentences. Play the track. The students listen, follow the lines and complete the task.

- | | |
|-----|-----|
| 1 b | 2 a |
|-----|-----|

2 Read the dialogue again and choose a or b.

Read the instructions and the sentences and draw the students' attention to the underlined pronouns. Explain the task and allow the students time to complete the activity. Check their answers and write them on the board. The students have to indicate the appropriate frame in order to justify their answer.

1 a (picture 9)

2 b (picture 10)

Extension

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

Read the question at the bottom of page 85. Ask the students to choose the appropriate face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

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

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

e.g. *Teacher: Time for some ...*

Class: fun! etc.

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

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 3 – It's So Cute!

Lesson 5

- **Aims:** to talk about parts of the body, develop listening, reading and writing skills
- **Vocabulary:** sweet, tummy, parts of the body
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Extra materials:** My face/My body poster, photocopies of the kitten template (see Templates section)

BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue.

PRESENTATION & PRACTICE

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

1 Listen and read. (TRACK 53)

Students' books closed. Pin the *My face/My body* poster on the board. Point to the parts of the face/body one at a time and have individual students say the corresponding word(s). Ask the rest of the class for verification.

Students' books open. Refer the students to the pictures and ask them to tell you what they think the song is about (*a kitten*). Play the track. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Let's make a mask.

Before going into class

Photocopy the template of the *kitten* from the *Teacher's Book* [page 146(T)], one per student.

Hand out the photocopies. Explain to the students that they are going to make their own kitten mask! They can decorate the mask any way they want. They can give their kitten a name, too. Upon completion, ask the students to present their kitten masks to the class.

★ Now sing and do!

Demonstrate the following miming actions and encourage the students to copy you and do the same while singing. Play the song while the students are singing. Tell the students to wear their masks.

I've got hair on my ears. (pointing to the ears)

I've got hair on my head. (pointing to the head)

I've got hair on my tail. (pointing to the lower back)

I've got hair on my legs! (pointing to the legs)

I've got hair everywhere, (pointing to the whole body)

From my head to my feet! (pointing to the head and feet)

I've got hair everywhere, (pointing to the whole body)

I'm a kitten and I'm sweet! (pointing to themselves and smiling)

I've got hair on my tummy. (pointing to the tummy)

I've got hair on my feet. (pointing to the feet)

And when I lick my body, (pretending to be licking an arm)

I've got hair on my teeth! (pointing to the teeth)

★ 3 Read the text and choose the right words. (TRACK 54)

Read the instructions and explain the activity. Play the track. The students listen to the track, look at Shrek's picture and complete the activity. Check their answers.

1 big 2 brown 3 big

★ 4 Portfolio: Draw your favourite character. Write about him/her.

Read the instructions and explain the activity. Students draw their favourite cartoon character and write a short text about him/her. Tell them to use the text in Ex. 3 as a model.

e.g. My favourite cartoon character is Tweety. He's small and yellow. He has got a big head and big eyes. He's great!

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

FUN TIME

Ask the students to describe the picture. Read the instructions and explain what *proverb* means. Read out the proverb. Ask a student to tell you the same proverb in L1 – if it exists. Initiate a discussion on what the proverb means. Ask the students to tell you, in L1 if necessary, if they know any other proverbs.

Read out the **Did you know?** facts. Ask the students to describe the pictures. Ask the students if they did actually know this information about dolphins and mosquitoes. Additionally, you can ask the students to visit http://www.animalrun.com/animal_facts.html and find similar information about other animals and present it to the rest of the class.

ENDING THE LESSON

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

Ask the students to copy one verse from the song (Ex. 1) and write about another animal. Have the students decorate their work with drawings of their animals.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 3 – It's So Cute!

Lesson 6 – Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** silver, tired, yawn
- **Extra materials:** flashcards (48-50)

BEGINNING THE LESSON

Ask the students what they remember from the previous part of the story and invite them to sing the song from p. 69 (Track 45).

PRESENTATION & PRACTICE

(Activities to present the tale of Sivka-Burka.)

★ **Listen, point to the pictures, and say the words. (TRACK 55)**



FLASHCARDS (48-50)

Students' books closed. Pin up the flashcards (48-50) on the board, one at a time. Point to the items on the flashcards (*silver, tired, yawn*) and present them. The students repeat after you. Point to the flashcards in random order and ask questions. Elicit responses from different students. Demonstrate this yourself first.

e.g. Teacher: (pointing to the silver flashcard)
What's this?
Class: It's silver. etc.

Students' books open. Play the track. The students listen, point and repeat.

TAPESCRIPT

Silver, tired, yawn.

★ **Listen and read the story. (TRACK 56)**



FLASHCARDS (48-50)

Students' books open. Use the flashcards to present the story. Pin the flashcards on the board in the following order (*silver, tired, yawn*) and say, e.g. *The moon is shining on the wheat, and it makes it look like silver.* Ask individual students to repeat. Direct the students' attention to the picture. Point to the two men sleeping and ask questions.

e.g. Teacher: Are Andrei and Sergei tired?
Student 1: Yes, they are.
Teacher: Is Ivanushka sleeping?
Student 2: No, he isn't.
Teacher: Is he yawning?
Student 3: No, he isn't.
Teacher: (pointing to the inset picture) Is Ivanushka scared?
Student 4: Yes, he is. etc.

Play the track for the students to listen and follow in the book. Play the track again. The students listen and repeat, chorally and/or individually. Explain any unknown words/phrases at this time. Then, individual students read out the story. Ask the students to complete your sentences.

e.g. Teacher: There is nothing to ...
Class: see!
Teacher: What a wonderful ...
Class: night!
Teacher: Suddenly there is a loud noise like ...
Class: thunder!

Extension

Ask for a volunteer to be the narrator and three more volunteers to read the roles of Andrei, Sergei and Ivanushka. Repeat with different students.

1 Read the summary and correct the mistakes.

Read the instructions and explain the activity. Allow the students some time to read the summary and complete the activity. Check the students' answers.

- | | | |
|---------|----------|----------|
| 1 night | 3 cheese | 5 silver |
| 2 field | 4 quiet | 6 sleepy |

2 Read the story again and choose a or b.

Read the instructions and explain the activity. Allow the students some time to read the story again and complete the activity. Check the students' answers.

- 1 a 2 b 3 a 4 a

3 Let's sing. (TRACK 57)

Ask the students to look at the picture. Ask: *Where's the magic?* Elicit the answer: *In the air!* Play the song. The students listen. Play the song again. The students listen and sing along.

ENDING THE LESSON

Ask the students to think of something magical. Tell the students they are going to draw a picture of that item and present it to the class.

e.g. This is my magic star! It is silver and yellow!

Module 3 – It's So Cute!

Lesson 7 – Phonics

- **Aims:** to read and pronounce words with the /ʊ/, /oʊ/, /ə/ and /eə/ sounds
- **Extra materials:** Scotch tape, sketches of the following: a book, a nose, an ear, a bear, a chair and a picture of hair

BEGINNING THE LESSON

Play the song from the previous lesson (Track 57). The students listen and sing along.

PRESENTATION & PRACTICE

1 Read the words/sentences first to yourself, then aloud.

Students' books closed. Point to a book and ask: *What's this?* Elicit: *book*. Say the word. The students repeat after you. Write the word *book* on the board. Underline the letters *oo*. Then point and say: /ʊ/, /bʊk/. The students repeat after you. Repeat the same procedure with *nose*, *ear*, *hair*.

Students' books open. The students read the words and the sentences first to themselves and then aloud in pairs. One reads while the other checks and then they swap roles. During this stage, check round the class offering any necessary help. Finally, ask some students to read the sentences out loud.

2 Find the odd word out.

Read the instructions and explain the activity. Allow the students time to complete the activity. Check their answers.

1 come 2 shop 3 jeans 4 cake

3 Sing. (TRACK 58)

Read the song lyrics and have the students repeat chorally and individually. Play the song as many times as you wish, inviting the students to sing along.

ENDING THE LESSON

(An activity to revise the /ʊ/, /oʊ/, /ə/ and /eə/ sounds.)

Before going into class

On individual pieces of paper, prepare simple sketches that represent the words in Ex. 1. Put them in a bag. Bring in some Scotch tape.

Draw the following table on the board:

/ʊ/	/oʊ/	/ə/	/eə/

Place the bag with the sketches inside on your desk. Invite students, one by one, to come to your desk, pick a random sketch from the bag and name the item, while showing the rest of the class the sketch. Provide the student with some Scotch tape and ask him/her to stick the sketch under the correct heading. Ask the rest of the class for verification. Repeat the procedure for the remaining sketches.

Checkpoint

- **Aims:** to consolidate Module 3, obtain feedback on individual students, monitor progress

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

e.g. *Teacher: Have you got blue eyes?*

Student 1: No, I haven't.

Teacher: Can spiders fly?

Student 2: No, they can't. etc.

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

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

1 Look, read and choose the right words.

The students look at the pictures, read the sentences and complete the activity.

1 feet 2 ears 3 mouth 4 hands

2 Look, read and complete.

Read the instructions and explain the activity. Allow the students time to complete the activity. Check their answers.

1 nose 2 feet 3 eyes

3 Read and choose.

Read the instructions and explain the activity. Allow the students time to complete the activity. Check their answers.

1 haven't 4 has 7 haven't
2 have 5 haven't 8 have
3 Has 6 Have

4 Put the words in plural.

Read the instructions and explain the activity. Allow the students time to complete the activity. Check their answers.

1 teeth 3 feet
2 men 4 women

Now I can ...

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

Module 4 – Talent Show

Lesson 1

- **Aims:** to talk about actions, express ability
- **Vocabulary:** play the piano, dance, jump, fly, ride a horse, swim, draw, glasses, rabbit, hop, magician, see
- **Language focus**
Structures: can (singular)
Language in use: I can dance. I can sing.
- **Extra materials:** Progress Report Cards, Time for action poster, flashcards (51-54)

BEGINNING THE LESSON

(Activities to revise the language of Module 3.)

Ask the students to describe their favourite actor. Give an example (e.g. *Nicole Kidman's got red hair and blue eyes.*).

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

PRESENTATION & PRACTICE

1 Listen, point and repeat. (TRACK 59)

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



POSTER

Students' books closed. Pin the *Time for action* poster on the board. Point to the actions (*play the piano, dance, jump, fly, ride a horse, swim, draw*), one at a time, and say the corresponding word. The students listen and repeat, chorally and individually. Point to the actions in random order. Individual students say the actions. Ask the rest of the class for verification.

Students' books open. Read the title of the module and have the students repeat after you. Explain what a *Talent Show* is. Play the track. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Read the poem and unscramble the words.

Read the instructions and explain the activity. The students complete the activity. Check their answers.

- 1 dance 2 draw 3 swim 4 fly

★ Let's play!

Ask the students to sit in a circle. Explain the activity. One student starts by clapping his/her hands and saying what he/she can do. Then, the next student claps his/her hands and says what he/she can do and so on.

★ FAIRY FILES

You need an assistant. Before the lesson begins, talk with a student and explain the magic trick to him/her. Tell him/her that the answer will be 'yes' only if you point to the bottom of the picture.

Ask your assistant to leave the room. Pin up the *Time for action* poster. Ask a student to choose one of the actions, e.g. *dance*. Ask your assistant to come into the room. Tell your assistant that the student can do one of the actions on the poster. With your magic wand, point to the actions and ask your assistant:

e.g. Teacher: (pointing to the top of the picture)
Can he fly?

Assistant: No, he can't.

Teacher: (pointing to the top of the picture)
Can he play the piano?

Assistant: No, he can't.

Teacher: (pointing to the bottom of the picture)
Can he dance?

Assistant: Yes, he can.

Repeat as many times as you think is necessary. If you wish, you can explain the trick to your class and for the next lesson the students have to think, in pairs, of a different trick, e.g. *crossing their fingers*. The students, in pairs, do the trick and the rest of the class tries to find what the trick is.

Note: You can use simple sketches or pictures of people doing various activities instead of the poster if you wish.

PRESENTATION & PRACTICE

3 Listen, point and repeat. (TRACK 60)

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



FLASHCARDS (51-54)

Students' books closed. Pin the flashcards (51-54) on the board, one at a time. Point to each flashcard and say the corresponding word. The students listen and repeat, chorally and individually. Point to the flashcards in random order. Individual students say the words. Ask the rest of the class for verification.

Students' books open. Play the track. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

4 Match the sentences to the pictures.

Read the instructions and explain the activity. Allow students time to complete the activity. Check their answers.

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

5 Look at the animals in Ex. 4 for one minute before you close your books. What can the animals do?

Read the instructions and explain the activity. Tell the students to look at the animals in Ex. 4. After one minute tell the students to close their books. Say an animal. The students say what the animal can do.

e.g. Teacher: Mice!

Student: They can run!

6 Let's sing! (TRACK 61)

Refer the students to the picture and ask them questions.

e.g. Teacher: Are they magicians?

Class: Yes, they are.

Teacher: What can they do?

Class: They can fly. etc.

Refer the students to the song and play the song.

The students listen and follow the lines. Play the song again. The students listen and sing along.

ENDING THE LESSON

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

Demonstrate the following miming actions and encourage the students to copy you, in pairs.

We're Zappy and Zip. (pointing to each other)

We can do magic tricks! (moving their fingers)

What can we do? What can we do? (asking by turning their hands)

We're Zappy and Zip. (see above)

We can do magic tricks! (see above)

We can fly, we can fly!

Zipperoo! (pretending to fly – spreading arms)

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 4 – Talent Show

Lesson 2 – Grammar Land

- **Aims:** to present and practise the verb 'can'
- **Extra materials:** none

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ The verb 'can'

PRESENTATION

Students' books closed. Say, then write on the board: *I **can** ride a bike.* The students repeat after you. Underline **can** and explain that it is the same in all persons. Say and write: ***Can** I ride a bike? **Yes, I can.*** ***Can** I sing? **No, I can't.*** Underline the words in bold and explain how the interrogative form is formed, as well as the way short answers are constructed. Finally, say and write: *I **can't** sing./I **cannot** sing.* Underline the words in bold. Explain to the students how the negative is formed and that *cannot* is always written as one word. Drill your students by having them ask and answer questions about what they can do.

e.g. Student 1: *Can you climb a tree?*
Student 2: *No, I can't.* etc.

Students' books open. Read through the presentation picture. Go through the table on p. 96 with the class. Draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

★ 1 Complete the sentences. Use: **can** or **can't**.

Read the instructions and explain the activity. The students look at the pictures and complete the activity. Check their answers.

- | | | |
|---------|-------|-------|
| 2 can't | 4 can | 6 can |
| 3 can't | 5 can | |

★ 2 Find someone in the class who can ...

Read the instructions and explain the task. Tell the students to copy the table in their notebooks and then go around the classroom and find students who can do the actions. Demonstrate this yourself first.

e.g. Teacher: *Peter, can you play the piano?*
Peter: *No, I can't.*
Teacher: *Can you dance?*
Peter: *Yes, I can. (You write "Peter" in the corresponding box in your notebook.)*
Can you play the piano?
Teacher: *Yes, I can. (Peter writes your name in the corresponding box in his notebook.) etc.*

★ Now tell the class what your classmates can do.

The students report back to the class.

e.g. *Yuri can play the piano, Anna can dance, Ida can ride a horse, etc.*

★ 3 What about you? Think of three things you can do.

Read the instructions and explain the activity. Students think of three things they can do and complete the activity.

e.g. *I can **swim**.*
*I can **draw**.*
*I can **ride a bike**.*

★ 4 What can Tina do? What can't she do? Look, read and complete the text.

Read the instructions and explain the activity. Allow the students some time to look at the pictures and complete the activity. Check their answers.

- | | |
|---------------|--------|
| 2 ride a bike | 5 swim |
| 3 can dance | 6 fly |
| 4 can't play | |

ENDING THE LESSON

Ask a student to mime an action. The rest of the class tries to guess what it is. Whoever guesses correctly comes to the front of the class and the game continues.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 4 – Talent Show

Lesson 3 – Grammar Land

- **Aims:** to present and practise the verb 'can' (plural)
- **Extra materials:** none

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ The verb 'can' (plural)

PRESENTATION

Students' books closed. Say, then write on the board: We **can** sing. The students repeat after you. Underline **can** and explain that it is the same in all persons. Say and write: **Can** you sing? **Yes**, we **can**. **Can** they sing? **No**, they **can't**. Underline the words in bold and explain how the interrogative and negative forms are formed, as well as the way short answers are constructed. Drill your students by having them ask and answer questions about what they can do.

Students' books open. Read through the presentation pictures. Go through the table on p. 98 with the class and draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

★ 1 Ask and answer.

Read the instructions and explain the activity. Tell the students to look at the pictures and allow them some time to complete the activity. Check their answers.

- 3 A:** Can he play the piano?
B: Yes, he can.
- 4 A:** Can they fly?
B: Yes, they can.
- 5 A:** Can they sing?
B: Yes, they can.
- 6 A:** Can she see?
B: No, she can't.

★ 'Can' (permission)

PRESENTATION

Students' books closed. Say, then write on the board:
Can I paint a picture? The students repeat after you.
Underline *can* and explain that it is used for asking permission. Write: Yes, you **can**. Underline *can* and explain that it is used for granting permission, whereas *can't* is used for refusing permission.

Drill your students by having them asking for permission and answering.

e.g. Student 1: *Can I use your rubber?*
Student 2: *No, you can't. etc.*

Students' books open. Read through the presentation picture on p. 99 read the theory and draw the students' attention to the words in bold.

PRACTICE

★ 2 Read the sentences and write questions.

Read the instructions and explain the activity. Allow the students some time to read the sentences and complete the activity. Check their answers.

- 2 Mum, can I make sandwiches with Paul?
- 3 Dad, can I go to John's birthday party?
- 4 Olga, can I use your pencil?
- 5 Ana, can I fly your kite?
- 6 Dad, can I wash the car?

★ 3 Read and match.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check their answers.

2 f 3 a 4 b 5 d 6 e

ENDING THE LESSON

(An activity to practise 'can' (plural).)

Ask students to read the song, Ex. 6 in lesson 1, p. 95. Tell them to imagine they are magicians and that they should write their own songs.

e.g. *We're Yuri and Alexander.
We can do magic tricks!
What can we do? What can we do?
We can do magic tricks!
We can run, we can climb! Zipperoo!*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 4 – Talent Show

Lesson 4

- **Aims:** to listen and read about the characters taking part in a talent show
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: Look! It's the School Talent Show! Mona, can you sing? Yes, I can! Can you play the piano? I can't sing or play the piano. I can help you, Harry! I've got an idea! And now, here is the Amazing Harry! Who can help me? Please put your glasses in my hat. Now, what can you see? Wow! This is for you! Oh, thank you, Harry. You're a very good magician!
- **Extra materials:** none

BEGINNING THE LESSON

(Activities to revise the language of Lessons 2 & 3.)

Ask individual students to tell you what they can see/hear in the classroom.

e.g. *Student 1: I can see the teacher.*

LISTENING & READING

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

1 Listen and read the dialogue. (TRACK 62)

Students' books open. Ask the students if they have been to a talent show and elicit their answers. Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: Is it a talent show?*
Students: Yes, it is.
Teacher: Is Harry happy?
Students: No, he isn't.
Teacher: Can Erlina help Harry?
Students: Yes. etc.

Write on the board: *I can't sing or play the piano.*

Ask the students to listen to the dialogue and say which picture this sentence was taken from. Play the track. The students listen, follow the lines and complete the task.

Answer: picture 5

2 Which picture? Read the dialogue again and find the number.

Read the instructions and explain the task. Refer the students to the dialogue and allow them time to complete the activity. Allow the students to compare answers with their partners if they wish. Walk around the classroom and provide help when necessary. Check the students' answers.

1 6 2 7 3 11 4 12

Extension

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

Read the question at the bottom of page 101. Ask the students to choose the appropriate face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

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

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

e.g. *Teacher: Please put your ... in my hat.*

Class: Glasses etc.

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

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 4 – Talent Show

Lesson 5

- **Aims:** to talk about means of transport, develop listening, writing and reading skills
- **Vocabulary:** seat belt, helmet, fast, slow, do karate
- **Language focus**
Structures: consolidation
Language in use: I can drive my car, I can fly my plane, I can ride my bike.
- **Extra materials:** flashcards (55-59)

BEGINNING THE LESSON

(An activity to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue.

PRESENTATION & PRACTICE

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

1 Listen, point and repeat. (TRACK 63)



FLASHCARDS (55-59)

Students' books closed. Pin the flashcards (55-59) on the board, one at a time. Point to each flashcard and say the corresponding word. The students listen and repeat, chorally and individually. Point to the flashcards in random order. Individually students say the words. Ask the rest of the class for verification.

Students' books open. Play the track. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Sing and do. (TRACK 64)

Play the song. The students listen and follow the lines. Play the song again. The students listen and sing along.

Play the song again. The students listen and sing along. Demonstrate the following miming actions and encourage the students to copy you.

Beep! Beep! Beep! (pretend to beep a horn)

I can drive my car! (pretend to drive a car)

Seat belt on, watch me go! (pretend to put the seat belt on)

Beep! Beep! Beep!

I can drive my car

Sometimes fast and sometimes slow!

Yeeow! Yeeow! Yeeow!

I can fly my plane! (pretend to fly a plane)

Seat belt on, watch me go!

Yeeow! Yeeow! Yeeow!

I can fly my plane

Sometimes fast and sometimes slow!

Ring! Ring! Ring! (pretend to ring a bell (for bikes)

I can ride my bike! (pretend to ride a bike)

Helmet on, watch me go! (pretend to put on a helmet)

Ring! Ring! Ring!

I can ride my bike

Sometimes fast and sometimes slow!

READING & WRITING

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

3 Read the text and say yes or no. (TRACK 65)

Tell the students to look at Ex. 3. Refer them to the pictures and ask them to tell you what he can do.

Allow the students time to read the text and complete the task. Play the track for the students to check their answers. Individual students read out from the text.

1 no 2 yes

4 Portfolio: Now write about yourself. Draw or stick pictures.

Ask the students write a text about what they can do. Tell them to use the text in Ex. 3 as a model. Ask individual students to report back to the class.

e.g. *I can swim and I can play the guitar, too.*

You can ask the students to write the short text and do the drawing at home as part of their homework.

(Students' own answers)

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

FUN TIME

Read the **Did you know?** facts. Ask the students to describe the pictures. Ask students if they know any other funny facts about animals. Tell the students to close their books. Ask students questions based on the **Did you know?** facts.

e.g. Teacher: *They can clean their ear with their tongues!*

Student 1: *Giraffes!*

Teacher: *They can't jump!*

Student 2: *Elephants!*

ICT: Find some amazing facts about other animals. Present them to the class. You can use the key phrase: *amazing animal facts*.

Read the instructions and explain the activity. Ask the students to use the Internet to find and write some amazing facts about other animals. Explain that they can use the key phrase *amazing animal facts* to help them in their research.

Tell the students that they may do this at home, as part of their homework. During the next lesson, ask individual students to present the animal facts to the rest of the class.

ENDING THE LESSON

Individual students stand up and say something they can do, then, ask the person next to them what they can do until everyone has had a turn. The last student asks the teacher.

e.g. Student 1: *I can dance.* (turns to Student 2) *What can you do?*

Student 2: *I can paint.* (turns to Student 3) *etc.*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 4 – Talent Show

Lesson 6 – Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** saddle, reins, wake up, follow
- **Extra materials:** flashcards (60-63)

BEGINNING THE LESSON

Ask the students what they remember from the previous part of the story and invite them to sing the song from p. 91 (Track 57).

PRESENTATION & PRACTICE

(Activities to present the tale of Sivka-Burka.)

★ Listen, point to the pictures, and say the words. (TRACK 66)



FLASHCARDS (60-63)

Students' books closed. Pin up the flashcards (60-63) on the board, one at a time. Point to the items on the flashcards (*saddle, reins, wake up, follow*) and present them. The students repeat after you. Point to the flashcards in random order and ask questions. Elicit responses from different students. Demonstrate this yourself first.

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

Class: *It's a saddle. etc.*

Students' books open. Play the track. The students listen, point and repeat.

TAPESCRIPT

Saddle, reins, wake up, follow.

★ Listen and read the story. (TRACK 67)



FLASHCARDS (60-63)

Students' books open. Use the flashcards to present the story. Pin the flashcards on the board in the following order (*saddle, reins, wake up, follow*) and say, e.g. *Ivanushka looks at the beautiful horse with the golden saddle and silver reins.* Point to the next flashcard and say: *Ivanushka wakes up!* Ask individual students to repeat. Follow the same procedure with all the flashcards. Direct the students' attention to the picture. Point to the horse and Ivanushka and ask questions.

e.g. Teacher: *What colour is the saddle?*
Student 1: *Gold!*

Teacher: *What colour are the reins?*

Student 2: *Silver!*

Teacher: *Is Ivanushka smiling?*

Student 3: *Yes, he is.*

Play the track for the students to listen and follow in the book. Play the track again. The students listen and repeat, chorally and/or individually. Explain any unknown words/phrases at this time. Then, individual students read out the story. Point to the horse, and Ivanushka. Ask the students to complete your sentences.

e.g. Teacher: *If you ever need help, just call me three ...*

Class: *times!*

Teacher: *Oh, please let me ...*

Class: *go!*

Teacher: *What a boring ...*

Class: *night!*

Extension

Ask for a volunteer to be the narrator and four more volunteers to read the roles of the three brothers and the horse. Repeat with different students.

1 Read the story again and complete the sentences.

Read the instructions and explain the activity. The students read the story again and complete the activity. Check their answers.

- 1 frightened
- 2 big beautiful brown horse
- 3 golden saddle and silver reins
- 4 eat the wheat
- 5 grabs the reins
- 6 sorry for the horse, go
- 7 home

2 Now use the sentences to give a summary of the story.

Read the instructions and explain the activity. Tell the students that they have to use the sentences from Ex. 1 to give a summary of the story.

e.g. Student 1: Ivanushka feels very frightened. He sees a beautiful brown horse running into the field. The horse has got a golden saddle and silver reins. It starts to eat the wheat and Ivanushka walks quietly up to it and grabs the reins. He feels sorry for the horse and lets the horse go. The next morning, Ivanushka and his brothers wake up and go home.

3 Lets sing. (TRACK 68)

Ask the students to look at the picture. Ask: *Is this the magic horse Ivanushka saw?* Elicit the answer (*Yes, it is.*). Play the song. The students listen. Play the song again. The students listen and sing along.

Extension

Divide the class into two groups and assign a verse to each group. Allow some time for the groups to rehearse and then invite them to come to the front and perform their song.

ENDING THE LESSON

Tell the students they are going to draw their own magic horse. They can use any colour they like and draw a magic saddle and reins too. They also have to name their magic horse. Make sure that you display the students' work around the classroom.

Module 4 – Talent Show

Lesson 7 – Phonics

- **Aims:** to read and pronounce words with the /i/, /e/ and /a/ sounds
- **Extra materials:** sketches of a bin, a tin, a face, a tail, an eye, a sky, a kite, a knight, a boy/girl swimming, a boy/girl singing

BEGINNING THE LESSON

Play the song from the previous lesson (Track 68). The students listen and sing along.

PRESENTATION & PRACTICE

1 Read the words/sentences first to yourself, then aloud.

Students' books closed. Point to the *bin* and say: *bin*. The students repeat after you. Write the word *bin* on the board. Underline the letter *i*. Then point and say: /i/, /bin/. The students repeat after you. Repeat the same procedure with *face* and *eye*.

Extension

Write the following on the board:

b+in s+ail e+ye
s+ing f+ace s+ky

Students say the sounds and the words.

e.g. /b/, /in/ – /bin/ etc.

Students' books open. The students read the words and the sentences first to themselves and then aloud, in pairs. One reads while the other checks and then they swap roles. During this stage, check round the class offering any necessary help. Finally, ask some students to read the sentences out loud.

2 Choose and complete the words.

Read the instructions and explain the activity. Tell the students to look at the pictures, choose the appropriate letters and complete the activity. Allow students some time to complete the activity. Check their answers.

1 tree 2 whale 3 kite

3 Sing. (TRACK 69)

Read the song lyrics and have the students repeat chorally and individually. Play the song as many times as you wish, inviting the students to sing along.

Extension

Write the song on the board and omit the words *whale*, *tail*, *high*, *pale*. Sing the song without the playing the track this time. Pause and point to the missing words and invite the students to say the missing words.

ENDING THE LESSON

(An activity to revise the /i/, /e/ and /a/ sounds.)

Before going into class

Bring sketches of a bin, tin, a face, a tail, one eye, a sky, a kite, a knight, a boy/girl swimming or a boy/girl singing.

Draw the following table on the board:

/i/	/e/	/a/

Divide the class into two teams, A and B. Choose a student from Team A and show him/her a sketch of one of the items. Ask the student to name the item and then write the name on the board under the correct heading. A correct answer gets one point. Repeat with a student from Team B. Continue the game until all the words have been placed under the correct category. The team with the most points wins.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Checkpoint

- **Aims:** to consolidate Module 4, obtain feedback on individual students, monitor progress

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

e.g. *Teacher:* Can spiders fly?
Student 1: No, they can't.

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

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

1 Look, read and write yes or no.

The students look at the pictures, read the sentences and complete the activity.

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

2 Look and match.

The students look at the pictures and complete the activity.

- 1 Frank can't ride a bike.
- 2 Lisa can ride a horse.
- 3 Rita can't swim.
- 4 Sue can't play the piano.

3 Read and choose a or b.

The students read the sentences and complete the activity.

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

Now I can ...

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

Our World/My World

- **Aims:** to talk about sports people
- **Vocabulary:** football
- **Extra materials:** none

BEGINNING THE LESSON

Tell the students that you will talk about sports people today. Brainstorm about famous sports stars and write their names on the board.

1 Read the texts and answer the questions.

Students' books open. Have the students look at the pictures. Ask them if they recognise the people presented and elicit answers. Read the instructions and explain the task. Allow the students time to read the texts and complete the task.

- | | |
|--------------------------|--------------------------|
| 1 Ronaldinho | 3 Ronaldinho |
| 2 Rachel Atherton | 4 Rachel Atherton |

★ 2 Read and complete the sentences.

Read the instructions and explain the activity. Allow the students time to read the texts and complete the activity. Check their answers.

- 1 chess
- 2 2008
- 3 cool
- 4 2.38 metres
- 5 medal from the 2009 World Championships
- 6 to be like him when

★ 3 Portfolio: ICT - Talk with your friend about your favourite sports person. Then write about him/her.

Read the instructions and explain the task. Ask the students to think of a sports person they like from their country or abroad. Ask them to tell their friend where this person is from, what he/she looks like and what he/she can do. Ask the students to use the texts in Ex. 1 as models.

e.g. Roger Federer is from Switzerland. He's got dark hair and dark eyes. He can play tennis really well. He can also play golf and he can ski.

Allow the students time to write a text about their favourite sports person. Explain that the texts in Ex. 1 can be used as a model.

You can ask the students to use the Internet in order to find even more information about their favourite sports person, and write the short text at home as part of their homework.

(Students' own answers)

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

ENDING THE LESSON

Repeat the text about Ronaldinho with some wrong information. Invite students to correct it.

*e.g. Ronaldinho is from **Spain**. He's got **short fair** hair and **blue** eyes.*

Go Green

- **Aims:** to talk about the five senses; to use the five senses to appreciate nature
- **Vocabulary:** hear, taste, smell, touch, bird, wonder
- **Extra materials:** none

BEGINNING THE LESSON

Write the word *garden* on the board. Ask the students to tell you in L1, if necessary, about what they can see/hear/smell/taste/touch in a garden.

★ 1 Look and match.

Draw the students' attention to the pictures. Say the words so that the students can repeat, chorally and individually. When you say the words mime the actions (e.g. *hear* – put your hand around your ear, etc.).

Read the instructions and explain the task. Refer the students to the picture and to the words. Allow the students time to complete the activity and then have individual students tell the class their answers.

- touch → boy touching the trunk of the tree
- hear → boy with his hand by his ear
- smell → girl smelling the flower
- see → boy looking at the spider
- taste → girl eating an apple

★ 2 Let's sing! (TRACK 70)

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

Extension

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

I can taste the apples. (pretend to bite into an apple)

I can smell the flowers. (pretend to smell flowers)

I can see the funny spider! (point to an imaginary spider and laugh)

I can hear the birds. (put hand around ear to pretend to be listening to something)

I can touch the trees. (pretend to be touching something)

My garden's full of wonder! (stretching arms)

Play the song. The students listen and do the actions.

3 Which picture? Look, read and choose *a* or *b*.

Read the instructions and explain the activity. Tell the students to look carefully at the two pictures and complete the activity. Check their answers.

2 b	4 a	6 a	8 b
3 a	5 b	7 b	

ENDING THE LESSON

The students draw their own garden and present their drawings to the class.

e.g. This is my garden. Look! An apple tree, a bird, etc.

Our School (Literature)

- **Aims:** to write a letter
- **Vocabulary:** consolidation
- **Language focus**
Language in use: consolidation
- **Extra materials:** none

ENDING THE LESSON

Students, in pairs, write their own poems using the poem in Ex. 1 as a model. They present their poems to the class.

BEGINNING THE LESSON

Mime playing the piano, dancing, driving a car and invite the students to guess the actions.

(Activities to familiarise the students with poems.)

1 Read the poem. What can rabbits do in Bunnyland?

Read the instructions and explain the task. Tell the students to look at the pictures and read the poem. Then, ask: *Can rabbits play the piano?* Elicit the answer: *Yes, they can.*

e.g. Teacher: *Can rabbits dance?*
Student 1: *Yes, they can. etc.*

2 You are in Bunnyland. Write a letter to your pen-friend.

Read the instructions and explain the activity. Allow the students time to complete the task. Check the students' answers.

e.g. Dear **Alexander**,
*Hi! Guess what! I'm in Bunnyland! It's lots of fun here. The rabbits in Bunnyland are so clever! They can **dance, sing and play the piano!** Wish you were here!*
Love,
Eva

Troll Tales!

- **Aims:** to read for pleasure
- **Vocabulary:** gold, rainbow, dust
- **Extra materials:** photocopies of the episode
(Extension)

BEGINNING THE LESSON

Ask the students to tell you what the previous episode was about (*Pog and Trog's birthday*). Ask them if they remember any of the phrases from that dialogue and ask them to say them out loud (e.g. *Happy birthday. How old are you today? They are for you.*).

★ 1 Listen and read the story. (TRACK 71)

(Activities to promote reading for pleasure.)

Students' books open. Refer the students to the dialogue. Ask them to look at the pictures and guess what it is going to be about (e.g. *Trog and Pog are looking for some gold*).

Play the track. The students listen and follow the lines. Play the track again with pauses for the students to listen and repeat chorally.

★ Now take roles and read.

The students take roles and read the dialogue.

ENDING THE LESSON

Before going into class

Photocopy the episode, cut out the frames and tippex out the names (*picture 1 Pog, Trog, picture 4 Popsie*). Photocopy one set per group of students.

Hand out one set of frames per group. Ask the students to work together and put the names in the correct frame. You can help them by playing the episode again while they're completing the task.

Merry Christmas!

- **Aims:** to talk about Christmas, to sing a Christmas song, to make Christmas decorations
- **Vocabulary:** Merry Christmas!, Christmas tree, leaves, presents, Santa, summer, winter, stocking, What's this?
- **Language focus**
Language in use: Merry Christmas!, Oh, Christmas tree, your leaves are never changing!, Dear Santa, can I have a new (computer) for Christmas? My stocking is in the (living room).
- **Extra materials:** a big Christmas tree made out of green paper; pictures/photographs related to Christmas (*Santa, Christmas tree, presents, stocking*) for *Presentation & Practice*; photocopies of stocking template, scissors, felt, markers, pins, silk embroidery thread, wide-eyed needles, hole punch, ribbon or cord, glue

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

BEGINNING THE LESSON

(Activities to present Christmas.)

Pin up the pictures related to Christmas on the board. Point to the pictures (*Santa, Christmas tree, presents, stocking*), one at a time, and say the word(s). The students repeat after you. Say: *Merry Christmas!* The students repeat after you.

PRESENTATION & PRACTICE

(Activities to present and practise a Christmas song.)

1 Listen and sing. (TRACK 72)

Students' books closed. Pin up the *Christmas tree*. Ask students, in L1 if necessary, to tell you what they know about the origins of the Christmas tree. (*It is said that the custom of putting up a Christmas tree dates back to 16th century Germany.*) Ask students to say if they decorate a tree at Christmas time.

Students' books open. Ask the students to tell you what they see on p. 116. Play the track as many times as you think necessary for the students to start singing along.

★ 2 Look, read and say.

Explain the task to the students. Refer the students to the letter, point to the pictures within the letter and elicit the words. The students read the letter. Ask individual students to say the words. Have students read out the letter.

- | | | | |
|---|-------|---|-------------|
| 2 | ten | 4 | computer |
| 3 | house | 5 | living room |

Ask students, one at a time: *What do you want for Christmas?* Elicit their answers. Then, tell them to write their own letter to Santa, using the letter in Ex. 2 as an example. Once they finish, ask them to read their letters to the class.

★ 3 Make a Christmas stocking.

Before going into class

Bring the following to class. Alternatively, ask the students to bring some or all of the materials.

- stocking templates, one per student
- scissors
- felt
- markers
- pins
- silk embroidery thread
- wide-eyed needles
- hole punch
- ribbon or cord
- glue

Instructions for teacher:

- Draw the shape of a stocking on a piece of thick paper and cut it out to make a template. You can make it as big or small as you like. Make enough copies of the templates so each student has his/her own. **This should be done in advance.**

Instructions for students:

- Fold the felt in half or use two separate pieces. Place the template on the felt and draw around it with a marker.
- Use two pins to pin the two pieces of felt together.
- Sew around the outline of the stocking with embroidery thread.
- Punch a hole in the corner at the top of the stocking.
- Cut a length of cord and thread it through the hole in the stocking. Tie both ends together to make a loop.
- Decorate the stocking by gluing ribbons, beads, different shapes of small coloured pieces of felt, etc.

(As an alternative, the students can make the stockings out of paper instead of felt.)

During the activity, you may play the *Oh, Christmas tree* song as many times as you wish.

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

ENDING THE LESSON

Play the song (Ex. 1) and invite students to sing along.

Instruments for Evaluation

Evaluation is an essential part in the learning process. It helps the learners realise their progress in the target language, how much they have achieved and what areas need further practice. The learners' attitude towards their own learning experience is positively influenced as they participate in the whole process. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is basically divided into three parts: *initial* evaluation at the beginning of the course, *formative* evaluation, which is done on a daily basis, and *cumulative* evaluation upon finishing a module.

Initial Evaluation

This evaluation centres mainly on the students' reports from the previous school year. The teacher can assess the students' level, work already covered, work needed to be covered, strengths, weaknesses, etc.

Formative Evaluation

Any exercise a student does can be used for this type of evaluation. The results are then recorded on the students' *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 student has a full understanding of the task and responds appropriately

w (*working on – yellow*): the student has an understanding of the task, but the response is not fully accurate

n (*non-competence – red*): the student 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 students have done throughout the module as well as their participation and attitude. The course is accompanied by two forms of cumulative evaluation:

- *Student's Self-Assessment Forms*
The students give their personal opinion about their own results upon completion of each *Modular Revision and Assessment*. They file these forms in their *Language Portfolio*.
- *Progress Report Cards*
The teacher completes them, one per student, after each test and they are given to the students to file in their *Language Portfolio*.

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Lesson: Course:

Students' 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)

Marking criteria:	✓ Yes	✗ No	I Improving
-------------------	-------	------	-------------

Marking criteria:	✓ Yes	✗ No	I Improving
-------------------	-------	------	-------------




• Student's Self-Assessment Forms

Student's Self-Assessment Form




Name:							Starter Unit		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• Hi, I'm Jack. What's your name? Nia. How do you spell it? N-I-A.									
• Hi, Lee. I'm Harry. Hi, Harry. Nice to meet you!									
• Who's that? That's Alvin.									
• What's this? It's a pencil. What's that? It's an aeroplane.									
• Look at Mona's pencil. It's so funny! Look at Alvin's hats. They're so funny!									
Draw how you feel!   									

Instruments for Evaluation




Student'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
• Who's this? She's my mum, Erika.									
• I'm Miss Dee. Are you a teacher? Yes, I am.									
• Are you a milkman? Yes, I am.									
Draw how you feel!   									




Student'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
• What are these? They're teddy bears! They're really nice!									
• These presents are for Tom. Those roller-skates are cool!									
• Happy birthday, Sam. Here's your present. Wow! A car! Thank you. You're welcome!									
Draw how you feel!   									

Student'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
• What does Emma look like? She's got fair hair and blue eyes.									
• Have I got a big nose? Yes, you have.									
• Has she got blue eyes? Yes, she has. Have they got small ears? No, they haven't.									
Draw how you feel!   									

Student'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
• I can dance. I can sing.									
• I can fly. Can you fly? No, I can't.									
• Can they read? No, they can't.									
Draw how you feel!   									

Instruments for Evaluation

• Progress Report Cards

Progress Report Card

..... (name) can:			Starter Unit
	very well	OK	not very well
introduce him/herself and greet others			
count from 1-10			
say the colours			
write about him/herself			
talk about school items			
say who some things belong to			
give and follow commands			
write about his/her favourite school objects			

Progress Report Card

..... (name) can:			Module 1
	very well	OK	not very well
count to 20			
identify members of a family			
talk about jobs			
write about his/her family			

Progress Report Card

..... (name) can:			Module 2
	very well	OK	not very well
talk about toys			
offer presents			
count from 1 to 50			
write a birthday card			

Progress Report Card

..... (name) can:			Module 3
	very well	OK	not very well
identify parts of the body			
describe a person/an animal			
write what his/her hero is like			

Progress Report Card

..... (name) can:			Module 4
	very well	OK	not very well
say what he/she can do			
write about what he/she can do			

Suggested Answers

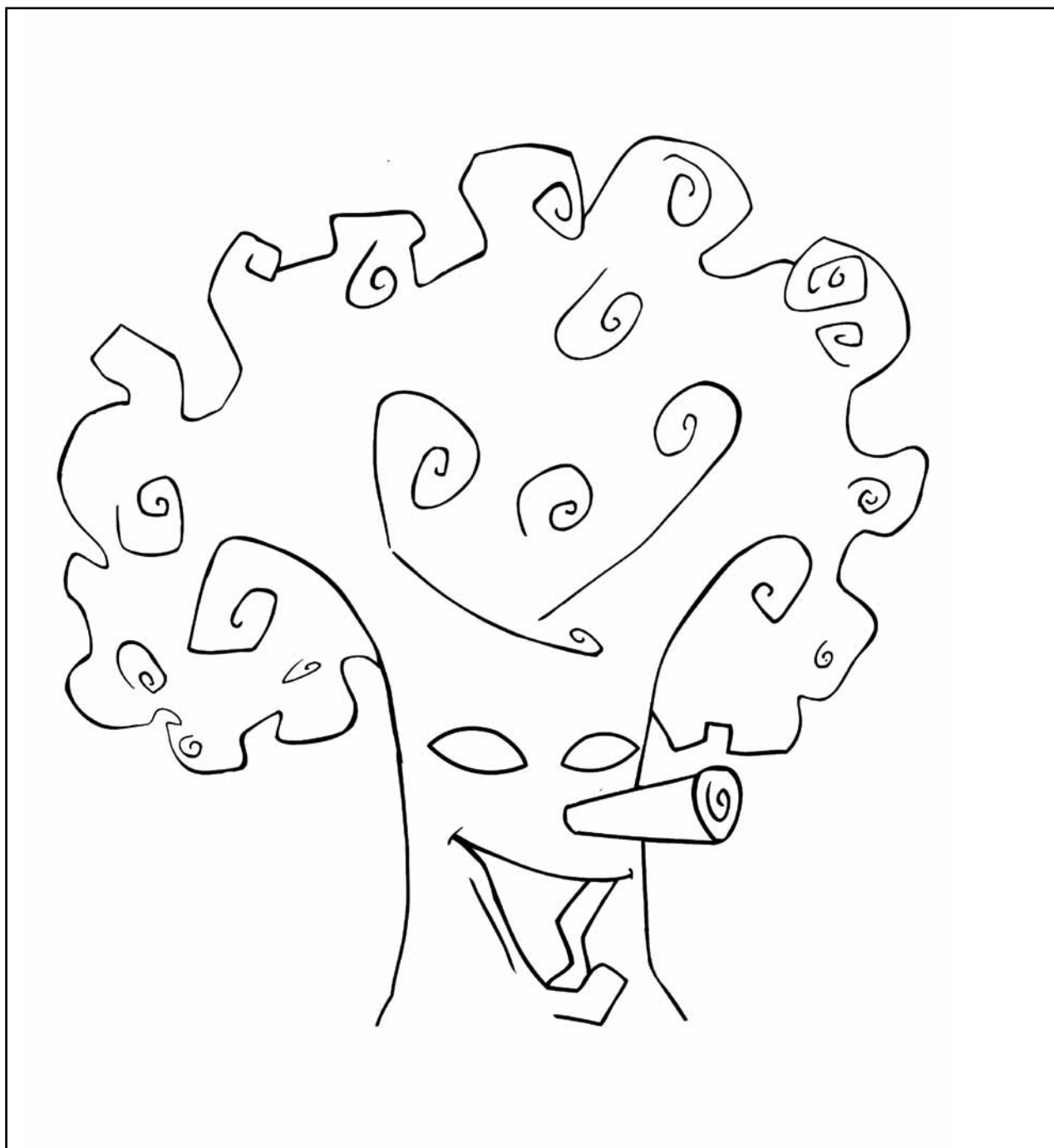
STARTER UNIT

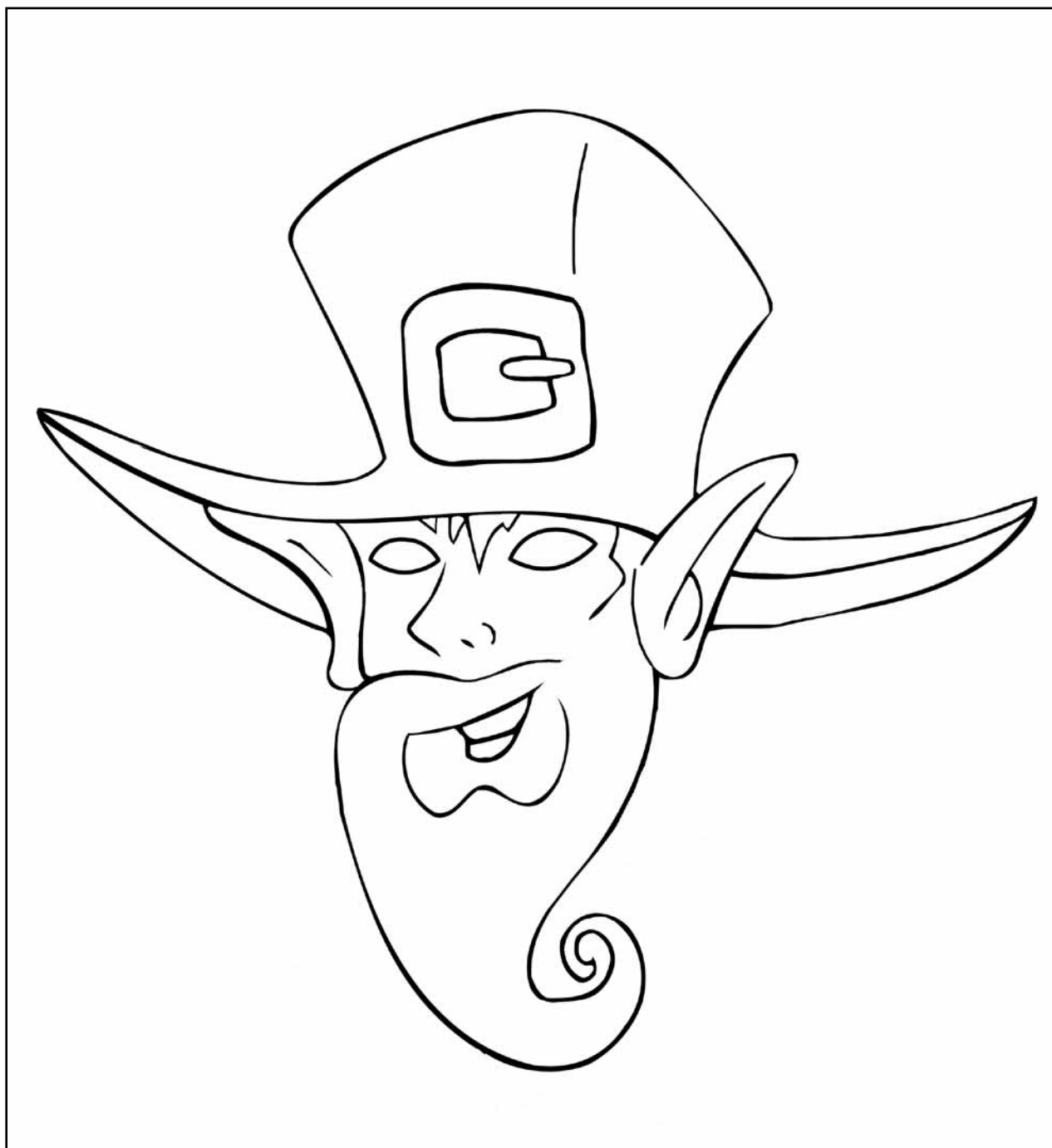
Word Lab (Ex. 3, p. 29)

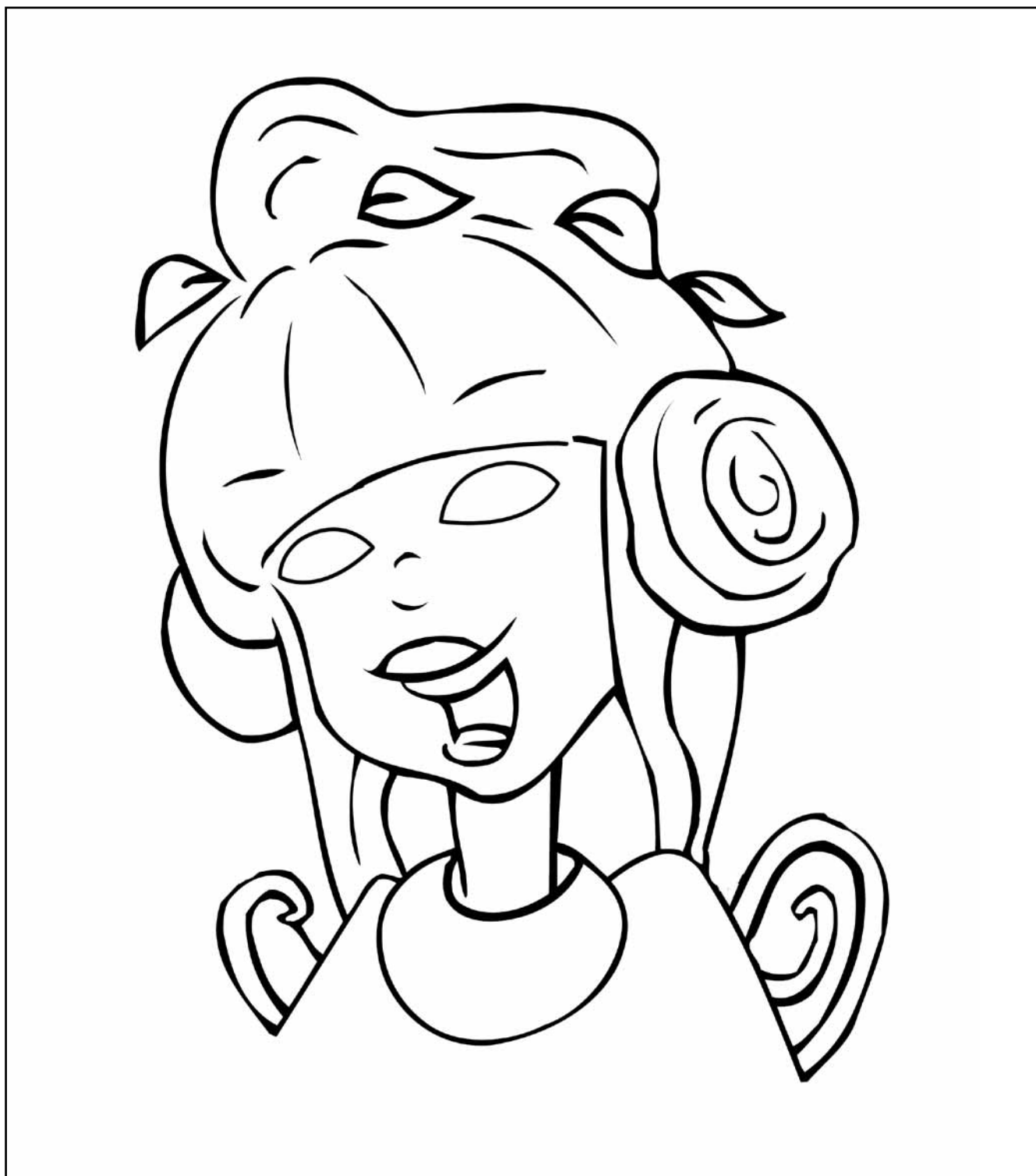
*My rubber is so funny,
My rubber is so funny,
My rubber is so funny,
It's like a little cat!*

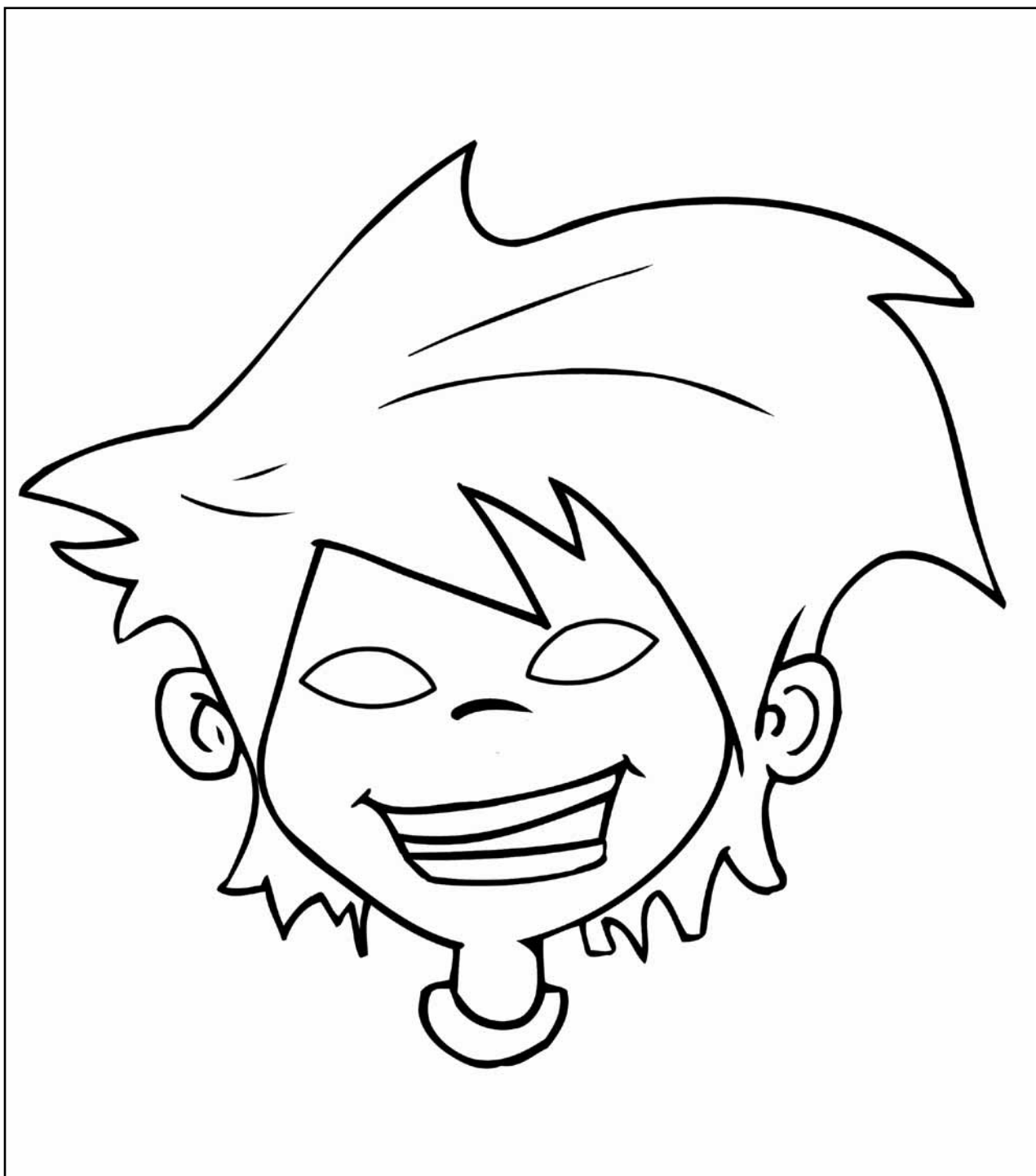
Word Lab (Ex. 5, p. 29)

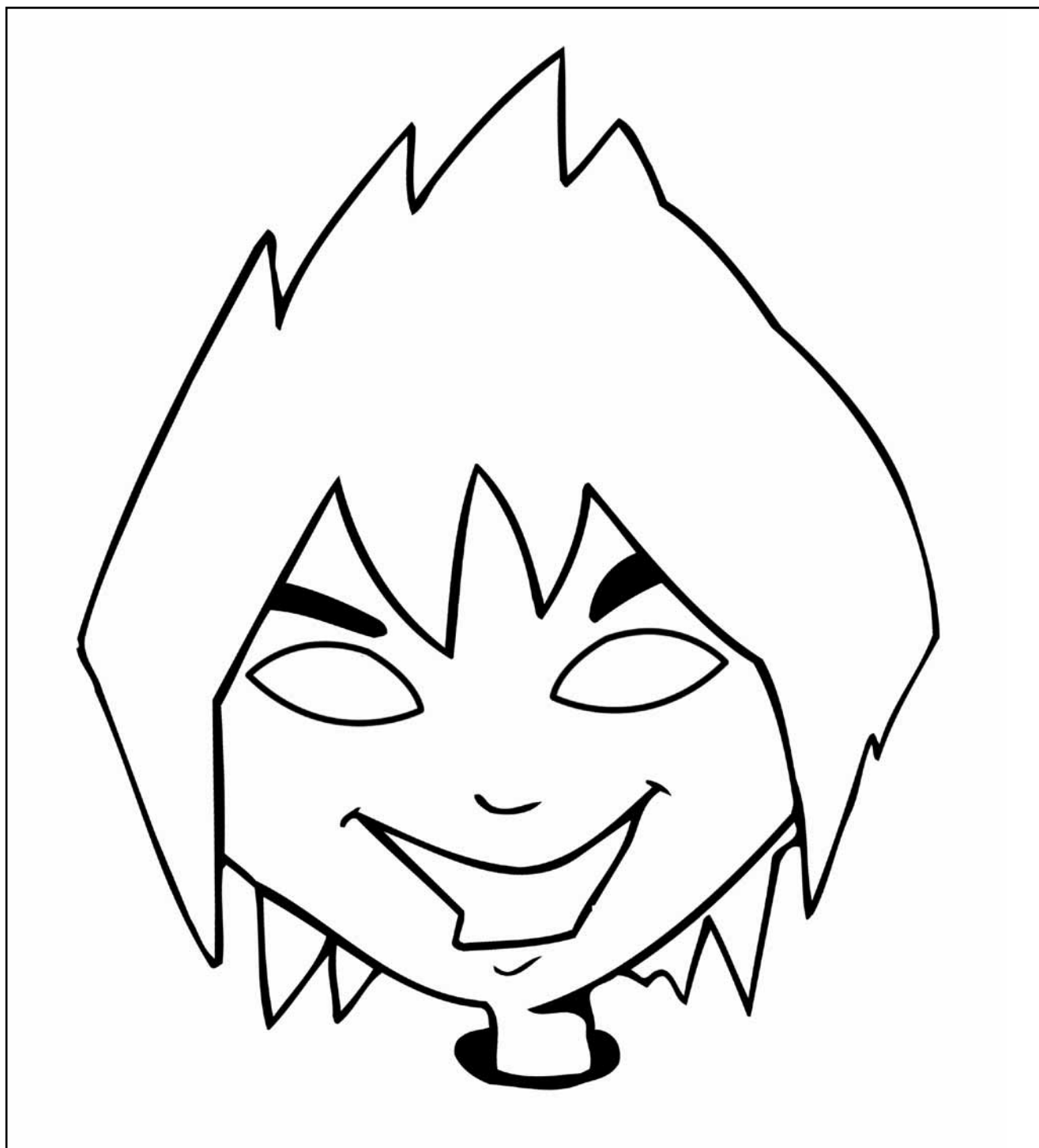
*What's in my schoolbag?
Come and see:
a red book, a ruler, and a funny sharpener.*







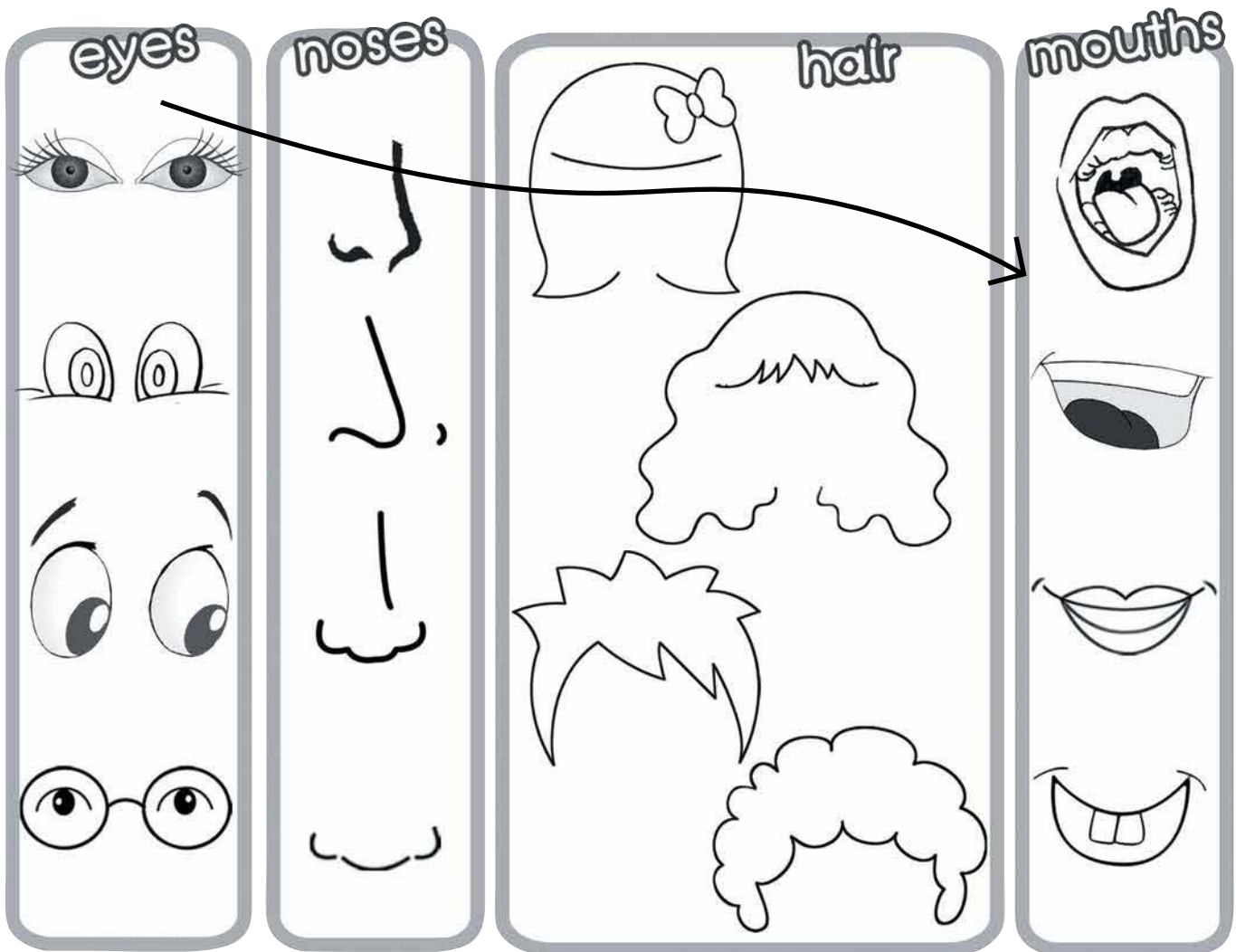


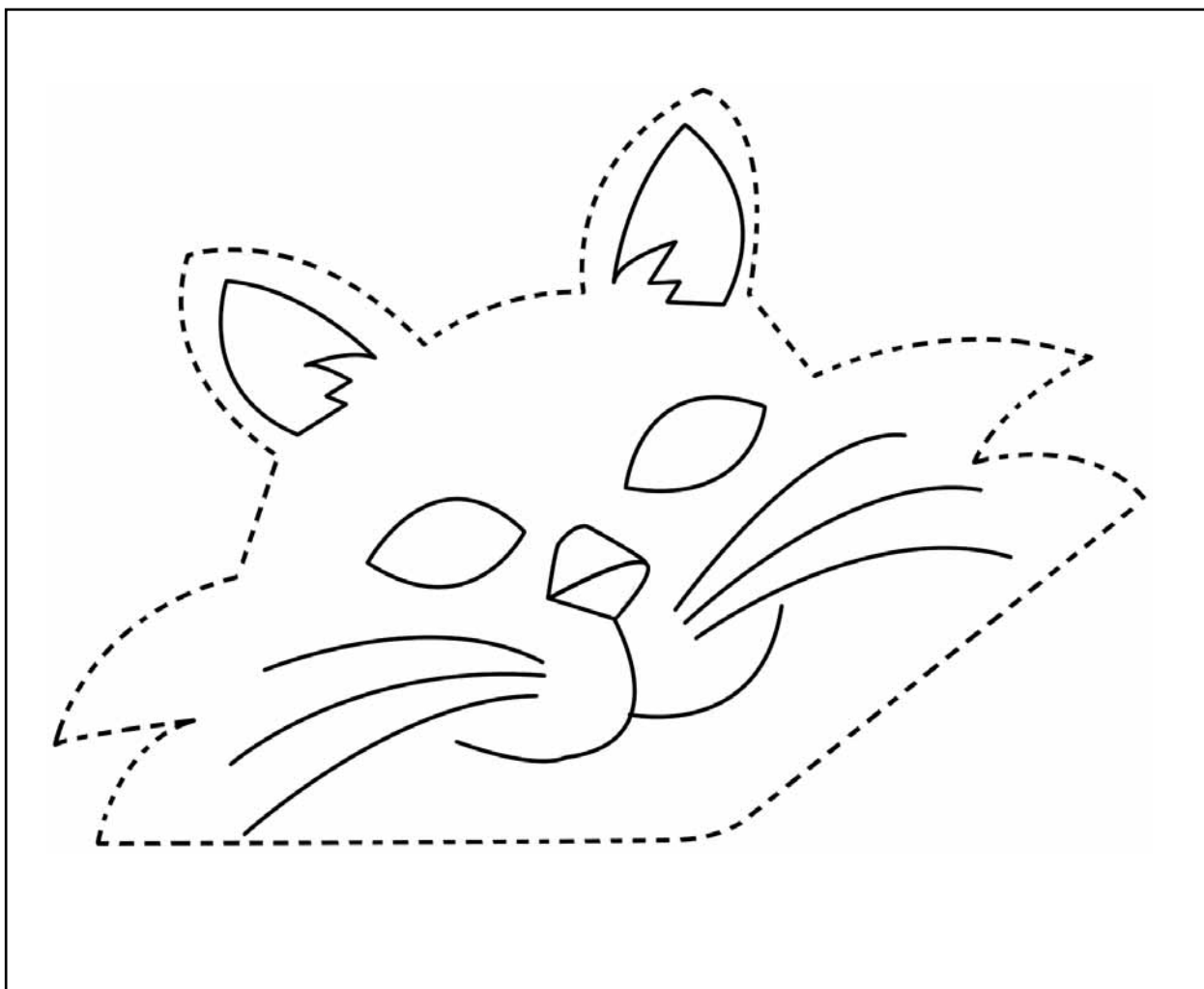












STARTER UNIT

1 Find the names. Match them to the pictures.

Revise the characters' names. Point to each character in turn and elicit his/her name. Then, ask a student to read out the name that is circled: *Erlina*. Explain the task and allow the students some time to find all the names.

B	E	R	L	I	N	A
O	J	A	B	V	O	N
I	L	M	O	N	A	W
A	E	P	L	D	F	N
B	E	M	M	A	L	C
P	H	A	R	R	Y	B

2 Draw and write.

Tell the students to draw two of the characters meeting each other. Then, have the students act out their dialogues in pairs.

3 How many? Count and write.

Ask the students to look at the picture and count the number of balls. Ask: *How many balls are there?* Elicit the correct answer: *one*. Do the rest of the exercise orally then allow the students time to complete the task. Check their answers.

butterflies – three 3

birds – two 2

ants – six 6

flowers – eight 8

trees – three 3

4 Listen and write a name. (TRACK 139)

Read the instructions and explain the task. Tell the students they have to listen carefully and write a name with the correct spelling. Play the recording, twice if necessary, and allow the students some time to complete the exercise. Check their answers.

1 Alex

2 Ann

3 Lucy

TAPESCRIPT

Narrator: Listen and write a name.

1 **Man:** Hello, what's your name?

Boy: Alex.

Man: How do you spell it?

Boy: A-L-E-X.

2 **Man:** Hello, what's your name?

Girl: Ann.

Man: Ann? How do you spell it?

Girl: A-N-N.

3 **Man:** And you? What's your name?

Girl: Lucy.

Man: How do you spell it?

Girl: L-U-C-Y.

Man: Nice to meet you all.

5 Read and find the stickers for these.

Revise greeting each other. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

6 Read and choose the right answer.

Read out the exchanges and both possible answers. Ask the students to tell you whether *a* or *b* is correct. Then, allow them some time to complete the exercise. Check their answers.

1 a

2 b

3 a

7 Go to the Student's Book and read the story on pages 10-11. Colour the picture.

The students read the story and colour the picture. Ask the students to present their completed picture to the class so you can check their work.

8 Read and answer the questions.

Ask the students to read the questions and elicit the correct answer. The students then complete the exercise in writing. Check their answers.

1 ten

2 nine

3 (Student's own answer)

9 Look and complete the crossword puzzle.

Revise the characters' names. Explain to students that to complete the puzzle, they must fill in the names of characters. Allow the students some time to find all the names. Then, ask a student to read out the hidden word.

E	M	M	A		
	A	L	V	I	N
	G				
W	I	L	L	O	W
	C				
	F				
	M	O	N	A	
H	A	R	R	Y	
	E	R	L	I	N
	S				
	T				

Lee is missing.

Workbook (Key & Instructions)

10 Complete the words. Then colour the picture.

Revise colours. Hold up a red pencil and ask the students to say the correct word, *e.g. red*. Then, ask them to spell the word chorally, *e.g. R - E - D*. Read the instructions and explain the task. The students complete the words then colour the picture.

- | | | |
|----------|----------|----------|
| 1 red | 3 yellow | 5 blue |
| 2 orange | 4 green | 6 purple |

11 Read and colour the picture.

Point to each item in the picture and read the appropriate phrase, *e.g. a red ball*. Have the students repeat chorally and individually. Tell them to take out their red, blue, green, purple, black and white coloured pencils. The students read the phrases and colour the picture.

12 Read and complete the sentences.

Read through each text, pausing for the students to fill the gaps orally with the words provided. Allow some time for them to complete the task in writing then check their answers.

- | | | |
|---------|---------|--------|
| 1 John | 4 white | 7 fish |
| 2 eight | 5 Anna | 8 blue |
| 3 cat | 6 seven | |

13 Read and circle the right answer.

Read the instructions and explain the task. Read through the example, then allow the students some time to complete the exercise. Check the answers.

- | | | | |
|-----|-----|-----|-----|
| 1 B | 2 A | 3 C | 4 B |
|-----|-----|-----|-----|

14 Read and colour the picture.

Ask the students to take out their red, green, purple, yellow, blue and orange pencils. Point to each item and elicit the correct word. Read each phrase and have the students repeat chorally, *e.g. a red rubber*. The students then colour the school objects.

15 Find the words. Match them to the pictures.

Point to each item in turn and elicit the correct word. Start the puzzle together by asking the students to find and circle the word *aeroplane*. Then, allow the students some time to find the rest of the words and complete the activity before checking their answers.

d	e	s	k	a	b	c	d	e	f
g	a	e	r	o	p	l	a	n	e
h	i	j	k	r	e	m	l	o	p
g	u	r	s	a	n	b	c	w	x
b	o	o	k	n	c	z	y	b	k
d	f	i	j	g	i	s	t	u	w
e	y	h	k	e	l	l	m	n	p
r	u	b	b	e	r	p	q	u	s

16 Complete the questions and the answers.

Revise the different uses of *this* and *that*. Read through the example and explain the task. The students complete the exercise in writing in class. Check their answers.

- 2 ... that
... an aeroplane
- 3 ... that
... a pencil case
- 4 ... this
... a pen

17 Find the stickers for these.

Revise school objects using realia in the classroom. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

18 Look at the pictures. Unscramble the letters. Write the words.

Write some school object anagrams on the board and ask the students to solve them. Read the instructions and explain the task. The students complete the exercise by writing the correct word. Check their answers.

- | | |
|-------------|-------------|
| 1 notebook | 4 ruler |
| 2 teacher | 5 classroom |
| 3 sharpener | 6 chair |

19 How many? Count and write.

Read the instructions and explain the task. The students write the words in the spaces provided. Check their answers.

- | | |
|-----------|-------------|
| 2 rubbers | 4 boards |
| 3 chairs | 5 notebooks |

20 Look at the picture and complete the sentences.

Revise *it is (it's)* and *they are (they're)*. Read through the example and the instructions. Read the sentences and have the students complete the exercise orally first, then in writing. Check their answers.

- | | | |
|-----------|----------|---------|
| 1 Harry's | 2 Mona's | 3 Lee's |
| They're | It's | They're |

21 Read and write *True or False*.

Read the instructions and explain the task. Refer students to the Student's Book and allow them enough time to complete the task. Check their answers.

- 1 True 2 False 3 True

22 Who's in Miss Dee's class? Read and tick (✓).

Read the instructions and explain the task. Refer students to Student's Book. Look at the table and elicit orally who is in Miss Dee's class. Students put a tick in the table.

Willow		Harry	✓
Emma	✓	Mona	✓
Lee	✓	Alvin	
Erlina			

23 Listen and draw a line. (TRACK 140)

Point to each item in turn and elicit the correct word. Tell the students they have to listen carefully and draw lines to match the objects with their owners. Play the recording, twice if necessary, and allow the students time to complete the exercise.

pencil case – Kim
notebook – Tom
sharpener – Ben

24 Complete the text and read it.

Read the instructions and explain the task. The students complete the text by writing the missing words in the spaces provided. Check the answers.

- 1 be 2 Open 3 read 4 write

25 Circle the odd one out.

Read the instructions and explain the task. The students read the words out loud and circle the odd one out. Check their answers.

- A say B book C board D meet

26 Match the words to their transcription.

Read the instructions and explain the task. Read through the example, then allow the students some time to complete the exercise. Check their answers.

- | | |
|--------------------|--------------------|
| 2 school – /sku:l/ | 6 stand – /stænd/ |
| 3 sun – /sʌn/ | 7 rubber – /'rʌbə/ |
| 4 rule – /ru:l/ | 8 hat – /hæt/ |
| 5 apple – /'æpl/ | |

MODULE 1 – My Family

1 Look at the family tree. Read the sentences and write *yes or no*.

Read the instructions and explain the task. The students complete the exercise by writing *yes or no* in the spaces provided. Check their answers.

- 2 no 3 yes 4 no

• Memory Game.

Put students in pairs to play the *Memory Game*. Ask students to look at the dialogue and to make their own using Lee's Family members.

A: Who's Kim?

B: Lee's mum.

A: Who's Wen?

B: Lee's brother.

A: Who's Lan?

B: Lee's sister.

2 Write the numbers. Then match.

Point to each of the numerals and ask individual students to say the word, e.g. *eleven*. Read the instructions. The students complete the words by filling in the missing letters then draw lines to match each word to its corresponding numeral. Check their answers.

sixteen	16	twenty	20
fifteen	15	eighteen	18
nineteen	19	thirteen	13
fourteen	14	twelve	12
seventeen	17		

Workbook (Key & Instructions)

3 Look and match the pictures to the sentences. Then write the sentences.

Revise the short forms of the verb 'to be'. Read the instructions and the example. Explain the task. The students match the sentences to the pictures then rewrite each sentence using the short forms.

- 2 a – You're funny.
- 3 b – He's my brother.
- 4 c – She's a teacher.

4 Make the sentences and read them.

Read the instructions and explain the task. The students write the sentences by placing the words in the correct order.

- 2 We are happy.
- 3 You are cute.
- 4 They are lovely.

5 Inga is from Russia. She is writing about herself and her family. Complete the sentences. Use *am*, *is*, *are*.

Ask the students to look at the sentences. Elicit the correct answer. The students then complete the exercise in writing. Check their answers.

- | | | |
|-----------|----------|--------|
| 2 is | 5 is not | 8 is |
| 3 are not | 6 is | 9 is |
| 4 is | 7 am | 10 are |

6 Circle and write.

Read the instructions and explain the task. The students find the words and write them under the correct family member. Check their answers.

- | | | |
|-----------|-----------|-----------|
| 2 grandpa | 4 dad | 6 brother |
| 3 sister | 5 grandma | |

7 Read the sentences. Then write the names.

Point to the boy in the family tree. Tell your students that his name is Joe and this is his family. Point to each member of the family and elicit the correct phrase.

e.g. Teacher: Who's this?
Student: Joe's Grandpa.

Read through the sentences and explain the task. Allow some time for the students to write in the correct names.

- | | |
|---------------|---------------|
| grandpa – Ben | mum – Liz |
| grandma – Ann | sister – Mimi |
| dad – Rob | |

8 Choose the right answer.

Read out the exchanges and both possible answers. Ask the students to tell you whether *a* or *b* is correct. Then, allow them some time to complete the exercise. Check their answers.

- 1 b 2 a 3 b 4 b

9 Read and answer the questions.

Revise the interrogative form of the verb, 'to be' and the short answers. Ask the students to look at the pictures. Read through each question and elicit the correct answer. The students then complete the exercise in writing. Check their answers.

- | | | |
|-------------|------------|------------|
| 2 we aren't | 4 they are | 6 it isn't |
| 3 she is | 5 we are | |

10 Choose the words from the box to complete the sentences.

Read the sentences and elicit the correct answer from individual students. Allow them time to write the answers in the spaces provided.

- | | | |
|---------------|---------|-------|
| 2 isn't/it's | 4 is | 6 are |
| 3 is/He isn't | 5 She's | |

11 Go to the Student's Book and read the story on pages 46-47. Then put the pictures in order and match them to the speech bubbles.

Ask students to read the story on pages 46-47. Then, they look at the pictures in exercise 11 and put them in the order as they happen in the story. They then match the speech bubbles to the pictures. Check their answers.

Lines should be drawn between:

Picture 2 – Erlina! Help!

Picture 3 – What's that?

Picture 4 – Look at the vase! It's OK now!

12 Draw a vase for Lee's mum.

Ask students to draw a nice vase for Lee's mum. Ask students to show their designs to the rest of the class.

13 Find the stickers for these.

Revise the verbs from the module. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

14 Follow the lines and complete the sentences.

Revise jobs from the module. Point to each item and elicit the corresponding job. Have the students complete the exercise orally, then in writing. Check their answers.

- 2 is a postman
- 3 is a fireman
- 4 is a milkman

15 Read and answer the questions about yourself.

Ask the students to read the questions and give answers about themselves. Put the students in pairs and get them to read and answer the questions out loud in class.

(Students' own answers)

16 Listen and draw lines. (TRACK 141)

Ask the students to look at the picture of Tony and his family. Tell them they have to listen carefully and match the names to the people in the picture. Play the recording, twice if necessary, and allow the students time to complete the exercise. Check their answers.

grandma – Anna **mum** – Kelly
dad – Sam **sister** – Pat

TAPESCRIPT

Narrator: Look at the picture. Listen and look. There is one example.

Boy: Hi, my name's Tony. This is a picture of my family. Can you see my grandpa? His name is Nick.

Narrator: Can you see the line? Now you listen and draw lines.

Boy: My grandma's name is Anna. Can you see my mum and dad? My dad's name is Sam. My mum's name is Kelly. And that's my little sister, Pat. Isn't she cute?

17 Complete the text and read it.

Read the instructions and explain the task. The students write the correct word in the spaces provided. Check their answers.

- 2 grandma 4 mum 6 sister
- 3 grandpa 5 dad

18 Find the words with /ə/, /æ/, /ɒ/ sounds and write them in columns.

Ask the students to read each word out loud and to put the words into the correct box. Check students' answers.

/ɒ/	/æ/	/ə/
dog	cat	rubber
doll		ruler
box		teacher
orange		sharpener

MODULE 2 – At the Toy Shop

1 Read and draw a line.

Read the instructions and explain the task. The students match the words to the pictures. Check their answers.

- 2 c 3 a 4 b 5 d 6 f

2 Colour the picture and complete the dialogues.

Read through the example, pausing for the students to say the correct word, e.g. *cameras*. Explain the task and allow the students time to complete the exercise in writing. Check their answers then ask them to colour the pictures.

- 1 cameras
- 2 What are these
They're teddy bears
They're really nice
- 3 What are these
They're robots
They're really nice

3 Read and circle the right item.

Revise *this*, *that*, *these* and *those*. Make sure the students understand when to use these words. Point to each picture and ask individual students to say the correct sentence, e.g. *That bike is great!* Allow them some time to underline the correct words, then check their answers.

- 1 That 3 These 5 those
- 2 these 4 That 6 this

4 Look and complete the crossword puzzle.

Point to each picture and elicit the name of the toy/object. Ask individual students to come to the front and write the words on the board. Encourage

Workbook (Key & Instructions)

the rest of the class to help with spelling. Allow the students some time to complete the crossword puzzle, then check their answers.

- | | |
|---------------|------------|
| 1 glasses | 5 watches |
| 2 helicopters | 6 buses |
| 3 lorries | 7 presents |
| 4 cars | 8 boxes |

5 Count and write the answers.

Explain the task and read the example. Then, allow the students time to complete the exercise in writing. Check their answers.

- | | |
|----------------|---------------|
| 2 twenty | 7 forty-nine |
| 3 forty | 8 sixteen |
| 4 thirty-five | 9 forty-two |
| 5 twenty-three | 10 thirty-two |
| 6 thirty | |

6 Read, draw and colour the pictures.

Read the prompts and make sure the students understand them. The students draw the objects and colour them according to the instructions provided. Ask the students to present their drawings to the class.

7 Read and circle the right answer.

Draw the students' attention to the illustrations and have some picture discussion. Read through the sentences and explain the task. The students complete the exercise by circling the correct letter.

- | | | | |
|-----|-----|-----|-----|
| 1 B | 2 D | 3 A | 4 C |
|-----|-----|-----|-----|

8 Listen and colour the picture. (TRACK 142)

Ask the students to take out their green, brown, red and yellow pencils. Tell them to listen carefully to the recording. Explain that a man will tell them how to colour the picture. Play the track, twice if necessary, and allow them time to complete the exercise.

camera – green	bus – red
teddy bear – brown	lorry – yellow

TAPESCRIPT

Narrator: Look at the picture. Listen and look.
There is one example.

Man: Look at the roller-skates.

Girl: Yes.

Man: Right. Colour the roller-skates purple.

Girl: Pardon?

Man: Colour the roller-skates purple.

Narrator: Can you see the purple roller-skates? This is an example. Now you listen and colour.

One

Man: Now look at the camera.

Girl: The camera? Oh, yes.

Man: Colour the camera green.

Girl: OK. The camera is green.

Two

Man: Look at the teddy bear.

Girl: Sorry?

Man: The teddy bear. Colour it brown.

Girl: The teddy bear? Brown?

Man: Yes.

Three

Man: Now, look at the bus.

Girl: OK. What colour is the bus?

Man: Red.

Girl: Red?

Man: Yes. Colour the bus red.

Four

Man: Now, look at the lorry.

Girl: Pardon?

Man: The lorry. Colour the lorry yellow.

Girl: Yellow?

Man: Yes. That's right! Well done! This is a lovely picture.

9 Go to the Student's Book on pages 62-63. Read the story and complete the sentences.

Ask students to read the story on pages 62-63. Then, they fill in the missing words to complete the sentences. Check their answers.

- | | |
|------------|-----------|
| 1 birthday | 3 lorries |
| 2 toy shop | 4 car |

10 Find the stickers for these.

Revise toys and other personal items. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

11 What are the presents? Write the sentences.

Put the students into pairs. Read through the example and demonstrate the task. One student picks a picture at random and describes it to their partner. The other student listens carefully and tries to identify the number of the picture being described.

2 Look! These are my presents. Three cars, a teddy bear and a camera.

3 Look! These are my presents. Two lorries, a train and a helicopter.

12 Make the sentences.

Revise *This/That/These/Those*. Read the instructions and explain the task. Read through the example, then allow the students a short amount of time to complete the sentences. Check their answers.

- 2 This is my teddy bear.
- 3 These are my helicopters.
- 4 That is my roller-skate.
- 5 These are my presents.
- 6 This is my kite.
- 7 These are my glasses.
- 8 Those are my books.

13 Read and complete the card.

Read the information above the card and ask the students some questions to check their understanding. Then, read through the card, pausing for them to fill in the gaps orally. Allow them some time to complete the task in writing. Ask individual students to read out their completed cards.

Dear **Kenny**,
You are **eleven** today!
Happy Birthday!
Love from
Erica.

14 Do they rhyme? Read and circle.

Read the instructions and explain the task. Read through the example then allow the students a short amount of time to complete the exercise. Check their answers.

No Yes

15 Match the items to the sounds.

Ask the students to read each item out loud and match them to the sounds. Check students' answers.

Lines should be drawn between:

- a: – tall, ball, car, guitar
o: – short
ei – train, plane
3: – girl, thirty

MODULE 3 – It's So Cute!

1 Read and colour the picture.

The students read the text and colour the picture. Ask the students to present their completed picture to the class so you can check their work.

hair – fair eyes – green mouth – pink
nose – red ears – yellow

2 Read and write the letter.

Revise adjectives (big & small) and facial features. Point to each picture in turn and ask the students to describe the potato figures. Read through the descriptions and explain the task. The students complete the exercise by writing in the correct letter.

1 C 2 E 3 A 4 B 5 D

3 Ask and answer the questions.

Read through the example and have the students repeat it chorally. Next, ask individual students to describe the children in the other pictures. Finally, tell the students to complete the exercise in writing, using the example as a model.

- 2 A: What's Martha like?
B: She's got dark hair and brown eyes.
- 3 A: What's Liam like?
B: He's got red hair and black eyes.
- 4 A: What's Sam like?
B: He's got brown hair and green eyes.

4 Read and find the stickers for these.

Revise animals and their appearance. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

5 Read and correct the sentences.

Read through the example sentences and write them on the board. Read through the other sentences and elicit a suitable correction orally. Ask the students to write their own correction sentences in the spaces provided, then check their answers.

- 2 No! Cats haven't got one ear. They've got two ears.
- 3 No! Horses haven't got six legs. They've got four legs.
- 4 No! Rabbits haven't got long tails. They've got short tails.
- 5 No! Mice haven't got five heads. They've got one head.
- 6 No! Kangaroos haven't got short tails. They've got long tails.

Workbook (Key & Instructions)

6 Read and write the questions. Then colour the picture.

Read through the example. Then, read the answer sentences and elicit the most appropriate question. The students complete the exercise in writing then colour the horse. Check their answers.

- | | |
|--------------|--------------|
| 2 Has it got | 4 Has it got |
| 3 Has it got | 5 Has it got |

7 Read and complete the email.

Ask students to read the email and allow them time to fill in the missing words. Check their answers.

- | | | |
|-------|--------|---------|
| 2 is | 5 got | 8 are |
| 3 has | 6 is | 9 Are |
| 4 got | 7 have | 10 Have |

8 Look and complete the crossword puzzle.

Revise singular and plural forms. Point to each picture in turn and elicit the correct word. Allow the students time to complete the crossword, then check their answers.

- | | |
|---------------|-------------|
| Across | Down |
| 1 FEET | 2 TEETH |
| 4 MEN | 3 WOMEN |
| 5 CHILDREN | |

9 Go to the Student's Book and read the story on pages 84-85. Then read the sentences and write yes or no.

Ask students to read the story on pages 84-85. Then, they answer the questions true or false, writing yes for true or no for false. Check their answers.

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

10 Read, draw and colour the picture.

Point to the picture and then ask students to read the text. Then, they draw the missing body parts and colour the picture. Ask students to show their pictures to the class.

11 Make the sentences.

Read the instructions and explain the task. The students reorder the words and write correct sentences. Check their answers.

- 2 Have you got fair hair?
- 3 I haven't got a brown cat.
- 4 Has the mouse got a long tail?
- 5 His kitten has got blue eyes.
- 6 He has got big feet.

12 Listen and circle the right picture. (TRACK 143)

Point to each picture and have some picture discussion. Elicit the names of the animals and some description of their appearance. Tell the students to listen carefully to the recording and circle A or B. Play the track, twice if necessary. Check their answers.

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

TAPESCRIPT

One

Woman: Has Sue got a pet frog?

Girl: Yes, she has.

Woman: Is it a green and yellow frog?

Girl: No, it's a green and black frog.

Two

Woman: Has she got a cat?

Girl: She's got two cats.

Woman: Have they got blue eyes?

Girl: Yes, they have!

Three

Woman: Has she got a mouse?

Girl: Oh, yes. She's got a white mouse.

Woman: A white mouse?

Girl: Yes.

Four

Girl: Sue's got a dog too.

Woman: Has it got long ears?

Girl: No, it's got very short ears.

13 Choose a word. Write the correct word next to the numbers 1-7. There is one example.

Ask the students to point at each prompt picture and say the word. Then, read through the text and pause for them to fill in the gaps orally. Explain the task and allow them to complete it in writing. Check their answers.

- | | | |
|--------|---------|--------|
| 2 eyes | 4 house | 6 milk |
| 3 tail | 5 fish | 7 sofa |

14 Unscramble the letters and write the words. Then match them to the sounds.

Read the instructions and explain the task. The students unscramble the letters and write the words. Then, they say the words out loud and match them to the sounds. Check their answers.

- | | | |
|---------|--------|--------|
| 1 book | 4 bear | 7 nose |
| 2 home | 5 ear | 8 hear |
| 3 chair | 6 foot | |

ʊ – book, foot
eə – chair, bear
əʊ – home, nose
ɪə – hear, ear

15 Complete the song.

The students read and complete the song. Ask the students to sing it all together out loud.

2 bear	5 good	8 dear
3 got	6 ear	
4 nose	7 hair	

MODULE 4 – Talent Show

1 Find the stickers for these.

Revise abilities and the verb 'can' (particularly in the third person). Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

2 What can they do? Write sentences.

Read the instructions and the example sentences. The students match each character to an activity, then write sentences based on the model provided.

2 Emma can draw.
3 Harry can swim.
4 Mona can ride a bike.

3 Listen and put a tick (✓) or a cross (X). (TRACK 144)

Ask the students to look at the pictures and have some picture discussion. Tell them that they are going to listen to Alvin talking about what he can do. The students put a tick or a cross in the box. Play the track, twice if necessary. Check their answers.

1 X 2 ✓ 3 ✓ 4 ✓

TAPESCRIPT

Girl: Can you dance, Alvin?

Alvin: Yes, I can.

Girl: Can you swim?

Alvin: Swim? Oh, yes.

Girl: Can you play the piano?

Alvin: No! I can't play the piano.

Girl: Can you draw?

Alvin: Oh, yes! I can draw very well!

4 Ask and answer the questions. Then write them.

Read through the prompts and the example. Do the exercise orally first, then allow the students to write exchanges based on the prompts and the model provided. Check their answers. Have the students practise the exchanges in pairs.

2 Can he jump No, he can't	5 Can he play the piano No, he can't
3 Can he dance Yes, he can	6 Can he swim Yes, he can
4 Can he ride a horse No, he can't	

5 Look, read and match the items to the speech bubbles.

Read the instructions and explain the task. The students match the pictures to the speech bubbles. Check their answers.

1 c 2 a 3 d 4 b

6 Make the sentences.

Read through the example sentence. Then, elicit similar sentences about the other animals, using the prompts provided. Ask the students to complete the exercise in writing. Check their answers.

2 Frogs can jump and swim, but they can't draw.
3 Spiders can run and jump, but they can't swim.

7 Look, read and circle the right answers.

Read the instructions and the example. Point to each picture in turn and ask the question, e.g. *Can he dance?* Elicit the correct answer from the students: *Yes, he can.* Allow the students time to complete the exercise. Check their answers.

2 Yes, he can.	5 No, it can't.
3 No, she can't.	6 Yes, she can.
4 Yes, he can.	

8 You are a famous magician! Draw and write what you can do.

Tell the students to imagine that they are a famous magician with magical powers. Brainstorm some ideas about the abilities they might have. The students then draw a picture to show what they can do and write about it.

(Students' own answers)

Workbook (Key & Instructions)

9 Go to the Student's Book and read the story on pages 100-101. Then read and write a name.

Ask students to read the story on pages 100-101. Then, write the name of the person who can do each activity. Check their answers.

2 Mona 3 Lee 4 Harry

10 Read and match the pictures to the speech bubbles.

Read the instructions and explain the task. The students match the pictures to the speech bubbles. Check their answers.

2 a 3 d 4 b

11 Look at the table and write questions and short answers.

Read the instructions and explain the task. Ask students to look at the example. The students then form the questions and write the correct short answers, using the information from the table. Check their answers.

- 2 A: Can Ruslan ride a horse?
B: Yes, she can.
- 3 A: Can Mikhail sing?
B: Yes, he can.
- 4 A: Can Irina play tennis?
B: No, she can't.
- 5 A: Can Ruslan play the piano?
B: No, he can't.
- 6 A: Can Mikhail ride a horse?
B: No, he can't.

12 Complete the texts and read them.

Read the instructions and explain the task. Read through the example then allow the students a short amount of time to complete the exercise. Check their answers. Ask individual students to say the rhymes and check their pronunciation.

1 fast 2 fly/on 3 drive

13 Make the sentences.

Read the instructions and explain the task. The students reorder the words and write the correct sentences. Check their answers.

- 1 Her brother can't play the piano.
2 Can you see the aeroplane?
3 Nadia can't fly but she can ride a bike.
4 They can't sing very well.

14 Choose the right word and complete the text.

Read the instructions and explain the task. The students then choose the correct answer to complete the text. Check their answers.

2 His 4 a 6 can't
3 has 5 can

15 Read the story and find the words. Then write the words to the transcription.

Explain to students that they are going to read a story and then find the words in the exercise. Tell them to look at the example. Allow them time to find the words and write them. Check their answers.

2 home 5 ship 8 love
3 sailor 6 day 9 stays
4 fish 7 food 10 cat

16 Read the story again and answer the questions.

Ask the students to read the story again and answer the questions. Check their answers.

- 1 Tom
2 No, he hasn't got a home.
3 The sailor has got some fish.

MERRY CHRISTMAS!

• Complete the text.

Read the instructions and explain the task. The students read the text and fill in the missing words. Check their answers.

1 Christmas tree 4 Santa
2 star 5 presents
3 Christmas carols

CONSOLIDATION

Do a quick revision of what the students have learned in the modules. Praise their efforts during this stage of the lesson and encourage everyone to participate. Ask the students which modules they enjoyed the most and why.

Do all the exercises on pages 49-53 orally in class. Then, allow the students to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework. Check the students' answers.

Workbook (Key & Instructions)

1 Read and colour. Then write *mummy, daddy, sister, brother.*

daddy – in green circle
sister – in pink circle
brother – in yellow circle

2 Unscramble the letters and then write the words. Draw lines.

- | | |
|-------------|---------------|
| 1 pencil | 4 rubber |
| 2 schoolbag | 5 desk |
| 3 book | 6 pencil case |

3 Circle eight presents. Use the remaining letters to write Mark's question.

r	o	l	l	e	r	s	k	a	t	e	s
w	b	i	k	e	h	c	a	r	a	t	i
t	e	d	d	y	b	e	a	r	s	y	o
u	h	e	l	i	c	o	p	t	e	r	r
c	a	m	e	r	o	p	l	o	r	r	y
r	e	g	u	i	t	a	r				

What's your present?

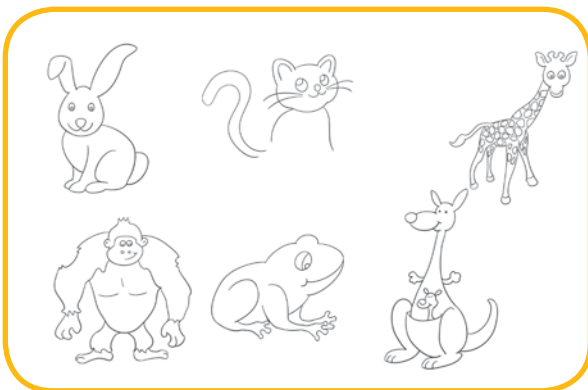
4 Find the missing numbers.

2 38 3 30 4 42 5 35

5 Colour the jobs to get to Willow.

Colour the following: teacher, milkman, singer, magician, fireman, policeman, postman

6 Read and draw the picture.



7 Read and colour the picture.

The students read the text and colour in the dinosaur.

head – pink
 hair – yellow
 eyes – blue

nose – black
 ears – orange
 arms/hands – purple
 legs/feet – red
 body – green

• Now draw your dinosaur and write about it.

Read the instructions and explain the task. The students draw their dinosaur in the space provided, and write about it using the text in Ex. 7 as a model.

(Students' own answers)

8 Look and write what the children can and can't do.

- 2 Mark can play the guitar.
- 3 Claire can sing.
- 4 Peter can't ride a bike.
- 5 Sam can play football.
- 6 Jenny can fly a kite.

Board Game 1

- 1 Students count to ten.
- 2 It's
- 3 aeroplane
- 4 Students' own answer.
- 5 Student goes back to Start.
- 6 schoolbag
- 7 old
- 8 Student goes back to Start.
- 9 Pog, Trog, Popsie
- 10 Student goes back to Start.
- 11 rubber
- 12 meet
- 13 Welcome
- 14 Missy
- 15 pencil case
- 16 Student goes back to Start.
- 17 name
- 18 Student sings the song.
- 19 apple

Board Game 2

- 1 a bus/two red lorries/a big car
- 2 You're
- 3 lorry
- 4 Student sings the song.
- 5 Student goes back to Start.
- 6 helicopter
- 7 They're
- 8 Student goes back to Start.

Workbook (Key & Instructions)

- 9 suggested answers: plastic, glass, paper, bottles, cans, bags
- 10 Student goes back to Start.
- 11 Toy Shop
- 12 This is/It's
- 13 Happy
- 14 suggested answers: policeman, fireman, milkman, postman, teacher
- 15 bike
- 16 Student goes back to Start.
- 17 Open
- 18 suggested answers: mum, dad, grandma, grandpa, brother, sister
- 19 roller-skates

Board Game 3

- 1 suggested answers: jump, sing, run, walk, dance, read, write
- 2 got
- 3 cat/kitten
- 4 Student sings the song.
- 5 Student goes back to Start.
- 6 dance
- 7 can
- 8 Student goes back to Start.
- 9 Student's own answer.
- 10 Student goes back to Start.
- 11 leg
- 12 like
- 13 can't
- 14 suggested answers: nose, eyes, ear, mouth
- 15 swim
- 16 Student goes back to Start.
- 17 has
- 18 Student sings the song.
- 19 body

My Pictionary

My numbers

- **Find the stickers for these.**

Revise numbers with the students. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

My classroom

- **Find the stickers for these.**

Brainstorm with the students. Elicit the names of some objects that they have in their classroom. Then, read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

Lee's family

- **Find the stickers for these.**

Revise family members with the students. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

At the Toy Shop

- **Find the stickers for these.**

Revise toys. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

My face/My body

- **Find the stickers for these.**

Revise face/body parts. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

Time for action

- **Find the stickers for these.**

Revise actions. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.



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 track of the whole play while the students follow the lines in their books. Ask the students questions to see if they understood the plot of the story. Play the track again, pausing at the end of each line to allow the students to repeat. This will help the students to practise intonation and pronunciation. Allocate roles and ask the students to read the play aloud in class! Repeat this step until every student has had an opportunity to read. At the end of the lesson assign each student a role to learn for homework. Give the same role to more than one student. All students 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 (without the puppets) within their groups. The students who are not taking character roles in this final rehearsal can be the audience. Select a group to perform the play. Set up the *Poppets Puppet Theatre* and the puppets. Before setting up the puppets, make sure you know which way they enter the stage so that you set them up correctly. Ask the students who are going to perform to take their puppets and do a final rehearsal with the directions and the puppet theatre. To indicate which character is speaking tell the students to move their puppets up and down slightly when it is speaking. Make sure that the puppet theatre is visible to everyone in the class and start the performance. You can perform the play as many times as the students like with a different set of puppet handlers! Good luck!

Note: If you wish, you can use the plays for stage performance with the students playing the role of the characters.

Play 1 – The Magic Forest!

★ Outline:

Emma, Harry, Mona and Lee meet the characters from the Magic Forest: Willow the Guardian, Alvin and Erlina. The four children discover the magical element in the forest through their interaction with the trees, flowers, etc.

★ Characters:

Emma	Alvin
Harry	Erlina
Mona	Orange tree
Lee	Nut tree
Willow the Guardian	Audience

★ Structures/Functions:

Greetings

- Hello!
- Goodbye!

Introductions

- Who's that?
- What's your name?
- Who are you?
- My name's ...
- This is ...
- Talking about age
- How old are you?
- I'm ...

Identifying items

- What's that?
- It's a(n) ...

Asking about quantity

- How many ... ?

Useful phrases

- Welcome to ...
- This is really great!
- Let's ...
- Wow!
- Time to go!

★ Vocabulary:

Colours

- purple
- blue
- red
- green
- orange
- yellow

Numbers

- 1-10

Other words

- look
- flowers
- Magic Forest
- all
- sing
- count
- orange
- nut
- tree
- everyone

★ BEFORE THE PLAY

(Warm-up for a group who don't know one another yet.)

- The students sit in a circle. One student throws a ball to a student in the circle as he/she is asking him/her his/her name. The student who catches the ball answers. Repeat the procedure as many times as you think is necessary.

e.g. Student 1: (throwing the ball) What's your name?

Student 2: (catching the ball) My name's Julie. (throwing the ball) What's your name?

Student 3: My name's Alex. etc

(Activities to present the characters.)

- Present the characters with the use of puppets.

e.g. Teacher: (holding up Emma) This is Emma! Who is it?

Class: Emma! etc

- Hand out the puppets. Call out a character. The student who has got the corresponding puppet stands up and presents himself/herself in the role. Invite the rest of the class to greet him/her.

e.g. Teacher: Mona!
Student: Hello, I'm Mona.
Class: Hello, Mona.

Variation

The students sit in a circle. Hand out the characters and play some music. The students pass the characters around the circle. Pause the music. The students who have got the puppets introduce themselves in the role.

(Activities to familiarise the students with the language of the play.)

- Show the backdrop. Have a class discussion.

e.g. Teacher: (pointing to the rainbow, to the flowers, butterflies) What colours can you see?

Class: Red, yellow, purple, etc

Teacher: pointing to the trees, one at a time) Look! An orange tree. What is it?

Class: An orange tree! etc

Teacher: (pointing to the oranges) Count the oranges with me! One, two, three, four, five!

Teacher: How many oranges?

Class: Five! etc

Play 1 – The Magic Forest!

Game: Find a partner.

- 5 Explain the game. The students walk around the class. They ask one another about their age in order to find a partner. Demonstrate this yourself first.

e.g. *Student 1: How old are you?*
Student 2: I'm eight. How old are you?
Student 1: I'm eight, too! (the students form a pair)

(An activity to present/consolidate and activate the rainbow song.)

Before going into class

Prepare as many strips of paper as students in your class. Make sure each strip is one of the colours practised in the *Rainbow* song.

- 6 Hold up strips of paper and revise colours. Put up your set of strips of paper on the board. Present the song by pointing to the strips and inviting the students to name the colours.

e.g. *Teacher: Hello, ...*
Class: purple
Teacher: Hello, ...
Class: blue etc.

- 7 Play the song. Point to the strips of paper every time the corresponding colours are mentioned. Then hand out the strips, one per student. Play the song again. Invite the students to raise their strips of paper every time the colour on their strip is mentioned. Play the song again. The students listen and sing along.

Note: Shy students can just join in with the song whenever they feel confident.

Script & Stage Directions

The Magic Forest!

Scene 1 (TRACK 144)

(Emma enters the forest stage right. She is happy and she's looking at all the flowers. Willow is standing stage left, next to the nut tree.)

Emma: *(humming to herself)* Look! Flowers! Hello purple, hello blue. Red for me and green for you. Hello orange, yellow, too. Red for me and green for you!

(She addresses the audience)

Emma: Sing with me, everyone!

Emma & Audience: *(singing)* Hello purple, hello blue. Red for me and green for you. Hello orange, yellow, too. Red for me and green for you!

Willow: Hello!

Emma: *(addressing the audience)* Who's that?

Audience: Willow!

Emma: Who?

Audience: Willow!

Emma: *(talking to Willow)* Who are you?

Willow: I'm Willow the Guardian. What's your name?

Emma: My name's Emma.

Willow: *(talking to Emma)* Welcome to the Magic Forest!
(Emma stands next to the nut tree.)

(Mona enters stage left, looking for Emma.)

Mona: Emma! Emma! *(stands by Willow)*
Oh! *(addresses the audience)*
Who's that?

Audience: Willow!

Mona: Who?

Audience: Willow!

Mona: *(talking to Willow)* Who are you?

Willow: I'm Willow the Guardian. What's your name?

Mona: My name's Mona.

Willow: *(talking to Mona)* Welcome to the Magic Forest!
(Mona goes to stand with Emma.)

(Lee enters stage right, looking for Emma.)

Lee: Emma! Emma! *(stands by Willow)*
Oh! *(addresses the audience)*
Who's that?

Audience: Willow!

Lee: Who?

Audience: Willow!

Lee: *(talking to Willow)* Who are you?

Willow: I'm Willow the Guardian. What's your name?

Play 1 – The Magic Forest!

Lee: My name's Lee.
Willow: *(talking to Lee)* Welcome to the Magic Forest!
(Lee goes to stand with Emma and Mona.)
(Harry enters stage left, looking for Emma.)
Harry: Emma! Emma! *(stands by Willow)*
Oh! *(addresses the audience)*
Who's that?
Audience: Willow!
Harry: Who?
Audience: Willow!
Harry: *(talking to Willow)* Who are you?
Willow: I'm Willow the Guardian. What's your name?
Harry: My name's Harry.
Willow: *(talking to Harry)* Welcome to the Magic Forest!
(Harry goes to stand with Emma, Mona and Lee.)

(Alvin and Erlina enter simultaneously one from each end of the stage.)
Alvin: Hello, Willow.
Willow: Hello, Alvin.
Erlina: Hello, Willow.
Willow: Hello, Erlina. This is Emma *(Emma comes to the front of the stage)*, this is Mona *(Mona comes to the front of the stage)*, this is Harry *(Harry comes to the front of the stage)* and this is Lee! *(Lee comes to the front of the stage.)*
Alvin & Erlina: Welcome to the Magic Forest!
Lee: Wow! This is really great!
Alvin: *(addresses the audience)* Let's all sing! *(They all join in the song together.)* Hello purple, hello blue. Red for me and green for you! Hello orange, yellow, too. Red for me and green for you!

Scene 2 (TRACK 145)

(Willow stands stage left next to the nut tree. Lee and Harry enter stage right.)
Orange tree: *(making a coughing sound)* Ahem!
Lee & Harry: What's that?
Willow: It's an orange tree!
Orange tree: Hello, Lee! Hello, Harry!
Lee & Harry: *(talking to the orange tree)* Oh, hello!
Orange tree: How old are you, Lee?
Lee: I'm ten.
Orange tree: How old are you, Harry?
Harry: I'm ten, too! How old are you?
Orange tree: Count my oranges!
Lee & Harry: *(standing next to the orange tree)*
One...two...three...four...five!
(addressing the audience) How many oranges?
Audience: Five!
Lee & Harry: How many oranges?
Audience: Five!
(Harry and Lee stand next to the orange tree. Emma and Mona enter stage right.)
Nut tree: *(making a coughing sound)* Ahem!
Emma & Mona: What's that?
Willow: It's a nut tree!
Nut tree: Hello, Emma! Hello, Mona!

Emma & Mona: *(talking to the nut tree)* Oh, hello!
Nut tree: How old are you, Emma?
Emma: I'm nine.
Nut tree: How old are you, Mona?
Mona: I'm nine, too! How old are you?
Nut tree: Count my nuts!
Emma & Mona: *(standing next to the nut tree)* One...two...three...four...five...six...seven!
(addressing the audience) How many nuts?
Audience: Seven!
Emma & Mona: How many nuts?
Audience: Seven!
(Alvin and Erlina enter stage left.)
Erlina: Time to go now!
Alvin: Goodbye, Willow!
Willow: Goodbye! Goodbye!
Children: Goodbye!
Alvin: Let's sing everyone! *(all sing as the characters leave the stage)* Goodbye purple, goodbye blue. Red for me and green for you. Goodbye orange, yellow, too. Red for me and green for you!

Play 2 – The Toy Shop

★ Outline:

Emma, Mona, Alvin and Lee find a toy shop. They go in looking for presents for Harry's birthday. They look through lots of different toys until they find the perfect birthday present for Harry! He coincidentally walks in on them at the toy shop and they give him his presents.

★ Characters:

Alvin	Harry
Emma	Erlina
Lee	Audience
Mona	

Structures/Functions:

Identifying items

- | | |
|-------------------|------------------|
| • What are these? | • What are they? |
| • They're ... | • What is it? |

Offering & accepting presents

- This is for you!
- Wow! A guitar, thank you!

Giving instructions

- Open it and see!

Useful phrases

- They're nice
- Let's buy a present for ...
- What then?
- Happy Birthday ...

Vocabulary:

Toys

- | | |
|-----------------|-------------|
| • toy shop | • ball |
| • teddy bear | • guitar |
| • bike | • aeroplane |
| • roller-skates | • car |

★ BEFORE THE PLAY

(Activities to familiarise the students with the language of the play.)

Before going into class

Create 7 flashcards: *teddy bears, guitars, planes, cars, roller-skates, bikes, balls*. You can draw pictures or stick pictures from magazines.

- 1 Put the flashcards face down on your desk. Invite a student to come to the desk, choose a flashcard and turn it over. The student holds up the flashcard and asks the class: *What are these?* The class responds, (e.g. *they're bikes*). The student places the flashcard back on the desk and asks the class for verification: *What are they?* and the class responds again. Repeat the process until all the flashcards have been turned over.

- 2 Show the backdrop. Have a class discussion. Point to the items on the shelves and ask about them.

e.g. Teacher: (pointing to the toy shop) *Look! What kind of shop is this?*

Class: *A toy shop! (teacher provides the answer if students can't)*

Teacher: (pointing to the teddy bears) *Look! What are these?*

Class: *They're teddy bears! etc.*

- 3 Ask the students to take out a small piece of paper and write the name of a toy on it, e.g. *teddy bear*. Make sure that all the items presented are used.

Then, ask them to fold the piece of paper and stand in a circle. Choose one student to act as Harry and stand in the middle of the circle. Each student goes to Harry, one at a time, and hands him their piece of paper as though giving him a present. The student in the centre unfolds the paper, reads what his present is and thanks the student who gave it to him.

e.g. Student 1: (giving Harry the paper) *Happy Birthday, Harry. This is for you*

Student 2: (taking the paper) *What is it?*

Student 1: *Open it and see.*

Student 2: (unfolding and reading the paper) *Wow! An aeroplane! Thank you! etc.*

(Activity to familiarise the students with the lyrics of the song.)

Before going into class

7 picture flashcards: *a birthday cake, a kite, a plane, a toy train, a ball, a car, a toy guitar*. You can either make simple drawings yourself or find pictures from magazines.

- 4 Pin all the flashcards except the birthday cake on the board. As you sing the song, hold the birthday cake in your hands and point to each present as it is mentioned. Ask the students to listen and repeat the words after you.

e.g. *It's my birthday today* (pointing to birthday cake)

It's my birthday today (pointing to birthday cake)

Play 2 - The Toy Shop

These are my presents (pointing to all the flashcards)

It's my birthday today (pointing to birthday cake)

Here's a kite (pointing to the kite) **and a plane** (pointing to the plane)

And a super toy train (pointing to the train)

These are my presents (pointing to all the flashcards)

It's my birthday today (pointing to birthday cake)

Here's a ball (pointing to the ball) **and a car** (pointing to the car)

And a new toy guitar (pointing to the guitar)

These are my presents (pointing to all the flashcards)

It's my birthday today (pointing to birthday cake)

Script & Stage Directions

The Toy Shop

Scene 1 (TRACK 146)

(Emma, Mona, and Lee enter stage right and Alvin enters stage left.)

Emma: Look, a toy shop! Let's buy a present for Harry's birthday!

Alvin: (pointing at teddy bears) What are these?

Emma: They're teddy bears.

Alvin: (addressing the audience) What are they?

Audience: Teddy bears!

Alvin: They are nice!

Lee: (shaking his head) No, not a teddy bear!

Alvin: (pointing at bikes) What are these?

Mona: Bikes!

Alvin: (addressing the audience) What are they?

Audience: Bikes!

Alvin: They are nice!

Lee: (shaking his head) No, not a bike!

Alvin: (pointing at roller skates) What are these?

Emma: Roller skates!

Alvin: (addressing the audience) What are they?

Audience: Roller skates!

Alvin: They are nice.

Lee: (shaking his head) No, not roller skates!

Alvin: (pointing at balls) What are these?

Mona: Balls!

(addressing the audience) What are they?

Audience: Balls!

Alvin: They are nice.

Lee: (shaking his head) No, not a ball!

Mona & Emma: (talking to Lee sounding puzzled) What then?

Lee: (pointing at cars) Look at these cars! Cool!

Mona & Emma: Yes! Yes! A car for Harry!

Alvin: (he starts dancing up and down) Yes! Yes! A car for Harry!
(Harry enters the toy shop stage left.)

All: Oh, oh! (they all stand still, blocking the car) Hello, Harry!
(Harry looks at them all in surprise.)

Play 2 - The Toy Shop

Scene 2 (TRACK 147)

(Harry and Emma enter the stage simultaneously, one from each side. They stand towards the front of the stage. Emma is holding a guitar, wrapped side to the audience.)

Emma: Happy Birthday, Harry. This is for you.
(The present is between Emma and Harry.)

Harry: What is it?

Emma: Open it and see!
(Erlina enters stage left hovering over the guitar and addresses the audience.)

Erlina: What is it?

Audience: A guitar!
(Erlina goes offstage. Harry bends towards the floor pretending to open the present. Meanwhile the present is turned over and we can hear the sound of paper tearing, then both the present and Harry reappear. The guitar is now in front of Harry.)

Harry: Wow! A guitar! Thank you!

[Emma leaves the stage with the guitar. Mona enters stage right. She is holding a ball (wrapped side to the audience).]

Mona: Happy Birthday, Harry! This is for you.
(The present is between Mona and Harry.)

Harry: What is it?

Mona: Open it and see!
(Erlina enters stage left hovering over the ball and addresses the audience.)

Erlina: What is it?

Audience: A ball!
(Erlina goes offstage. Harry bends towards the floor pretending to open the present. Meanwhile the present is turned over and we can hear the sound of paper tearing, then both the present and Harry reappear. The ball is now in front of Harry.)

Harry: Wow! A ball! Thank you!

Lee: Happy Birthday, Harry. This is for you. *(The present is between Lee and Harry.)*

Harry: What is it?

Lee: Open it and see!
(Erlina enters stage left hovering over the aeroplane and addresses the audience.)

Erlina: What is it?

Audience: An aeroplane!
(Erlina goes offstage. Harry bends towards the floor pretending to open the present. Meanwhile the present is turned over and we can hear the sound of paper tearing, then both the present and Harry reappear. The aeroplane is now in front of Harry.)

Harry: Wow! An aeroplane! Thank you!

(Emma and Mona re-enter stage right and join Harry and Lee by the car.)

Emma, Mona

& Lee: Look! A car for you, Harry!

Harry: A car! Wow! Thank you!

Emma, Mona

& Lee: Happy Birthday, Harry!

(Alvin and Erlina enter stage left and address the audience.)

Alvin & Erlina: Let's sing, everyone!

All: *(the characters and the audience all sing together)*

It's my birthday today,
It's my birthday today!
These are my presents,
It's my birthday today!

Here's a kite, and a plane,
And a super toy train!
These are my presents,
It's my birthday today!

Here's a ball, and a car,
And a new toy guitar!
These are my presents,
It's my birthday today!

Play 3 – In the Park

★ Outline:

Katy the Kitten is in the park and introduces herself. Emma, Harry, Mona and Lee arrive at the park to have some fun.

★ Characters:

Emma	Mona	Katy the Kitten
Harry	Lee	Audience

Structures/Functions:

Describing parts of the body

- I've got hair on my head.

Talking about ability

- I can ride a bike.
- I can't fly.
- Can you sing?

Useful phrases

- Guess!
- Come on!
- Wait!
- Hurry up!
- Watch me go!

★ Vocabulary:

Transport

- car
- plane
- bike
- bus

Parts of the body

- ears
- head
- tail
- legs
- hair
- feet
- tummy
- body
- teeth

Other words

- piano
- draw
- sing
- dance
- climb
- tree

★ BEFORE THE PLAY

(Activities to familiarise the students with the language of the play.)

Before going into class

Flashcards/pictures of an assortment of animals, e.g. birds, fish, cats, dogs, etc.

1 Hold up one of the animal pictures and ask questions:

e.g. Teacher: I'm a (cat)! What can I do? Can I walk?

Students: Yes, you can!

Teacher: Can I play the piano? etc

2 Have the students move around the room (play the I'm a kitten song if possible). When the music stops, call out, e.g. three noses! The students have to get in groups of three with noses touching!

3 Show the backdrop. Have a class discussion. Point to the things in the park and ask questions:

e.g. Teacher: (pointing to car on carousel)
Look! What's this?

Class: A car. etc

(Activity to familiarise the students with the lyrics of the songs.)

4 Ask the students to listen and repeat the words after you. Play the songs, encouraging the students to join in the actions.

1 I've got hair on my ears. (rub ears)

I've got hair on my head. (rub head)

I've got hair on my tail. (wiggle an imaginary tail)

I've got hair on my legs! (rub legs)

I've got hair everywhere,

From my head to my feet! (stretch up and then bend down and touch toes)

I've got hair everywhere,

I'm a kitten and I'm sweet! (look sweet and bat eyelashes)

I've got hair on my tummy. (rub tummy)

I've got hair on my feet. (rub feet)

And when I lick my body, (mime licking body)

I've got hair on my teeth! (open mouth wide and show teeth)

2 Beep! Beep! Beep! (mime beeping a horn)

I can drive my car (mime driving a car)

Seat belt on, watch me go! (mime putting on a seat belt)

Beep! Beep! Beep! (mime beeping a horn)

I can drive my car (mime driving a car)

Sometimes fast and sometimes slow!

Yeeow! Yeeow! Yeeow! (wave hands in air)

I can fly my plane (mime flying a plane-arms out to the side)

Seat belt on, watch me go! (mime putting on a seat belt)

Yeeow! Yeeow! Yeeow! (wave hands in air)

I can fly my plane (mime flying a plane-arms out to the side)

Sometimes fast and sometimes slow!

Ring! Ring! Ring! (mime ringing a bicycle bell)

I can ride my bike (mime riding a bike)

Helmet on, watch me go! (mime putting on a helmet)

Ring! Ring! Ring! (mime ringing a bicycle bell)

I can ride my bike (mime riding a bike)

Sometimes fast and sometimes slow!

Script & Stage Directions

In the Park

Scene 1 (TRACK 148)

(Katy the Kitten enters stage left and addresses the audience.)

Katy the Kitten: Hello, everybody!

Audience: Hello!

Katy the Kitten: I'm Katy the Kitten! What I can do?
Guess! Can I play the piano?

Audience: No!

Katy the Kitten: No, I can't play the piano. Can I fly?

Audience: No!

Katy the Kitten: No, I can't fly. Can I draw?

Audience: No!

Katy the Kitten: No, I can't draw. Can I drive a car?

Audience: No!

Katy the Kitten: No, I can't drive a car. But I can sing!
Can you sing?

Audience: Yes!

Katy the Kitten: Can you dance?

Audience: Yes!

Katy the Kitten: Sing and dance with me!

All: I've got hair on my ears.

I've got hair on my head.

I've got hair on my tail.

I've got hair on my legs!

I've got hair everywhere,
From my head to my feet!
I've got hair everywhere,
I'm a kitten and I'm sweet!

I've got hair on my tummy.

I've got hair on my feet.

And when I lick my body,

I've got hair on my teeth!

(Mona, Emma, Harry and Lee are talking offstage)

Harry: Come on, everyone. Hurry up!

Mona, Lee &

Emma: OK, Harry. Wait!

Katy the Kitten: Oh, dear! Time to go. I know I can
climb this tree! *(climbs the tree)*

Scene 2 (TRACK 149)

(Harry enters stage right.)

Harry: It's a great day for the park! Look! A
red bus, a blue bike, a yellow plane
and a green car! Wow!

*(Mona enters stage left and stands
above the car on the carousel.)*

Mona: Look! A car. I can drive the car!

(Harry addresses the audience.)

Harry: Can Mona drive the car?

Audience: Yes, she can!

Mona: Yes, I can! Watch me go! Come on,
everyone sing!

(Mona, Harry and the audience sing.)

All: Beep! Beep! Beep!

I can drive my car

Seat belt on, watch me go!

Beep! Beep! Beep!

I can drive my car

Sometimes fast and sometimes slow!

*(Emma enters stage left and stands
above the plane on the carousel.)*

Emma: Look! A plane. I can fly the plane!

(Harry addresses the audience.)

Harry: Can Emma fly the plane?

Audience: Yes, she can!

Emma: Yes, I can! Watch me go! Come on,
everyone sing!

(Emma, Harry and the audience sing.)

All: Yeeow! Yeeow! Yeeow!

I can fly my plane!

Seat belt on, watch me go!

Yeeow! Yeeow! Yeeow!

I can fly my plane

Sometimes fast and sometimes slow!

*(Lee enters stage left and stands
above the bike on the carousel.)*

Lee: Look! A bike. I can ride the bike!

(Harry addresses the audience.)

Harry: Can Lee ride the bike?

Audience: Yes, he can!

Lee: Yes, I can! Watch me go! Come on,
everyone sing!

(Lee, Harry and the audience sing.)

Play 3 – In the Park

All: Ring! Ring! Ring!
I can ride my bike
Helmet on, watch me go!
Ring! Ring! Ring!
I can ride my bike
Sometimes fast and sometimes slow!

Emma, Lee &

Mona: It's fun in the park!

Harry: Come on. It's time to go home!
(All characters approach the front of the stage addressing the audience.)

All: Goodbye, everyone!

Audience: Goodbye!