

Звёздный английский



АНГЛИЙСКИЙ ЯЗЫК

4 класс

УГЛУБЛЁННЫЙ УРОВЕНЬ

Методическое пособие
к предметной линии
«Звёздный английский»



Учебное пособие

В двух частях

Часть 1

6-е издание, переработанное

Москва
Express Publishing
«Просвещение»
2023

Серия «Звёздный английский» основана в 2009 году.

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Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Meryl Philips (Editor-in-Chief), Julie Rich (senior editor); Alex Barton (senior production controller) and the Express Publishing design team; and Emily Newton, Kevin Harris, Daniel Parker, Erica Thompson and Timothy Forster. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

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Английский язык : 4-й класс : углублённый уровень : методическое пособие к предметной линии
А64 «Звёздный английский» : учебное пособие : в 2 частях / К. М. Баранова, Д. Дули, В. В. Копылова
[и др.]. — 6-е изд., перераб. — Москва : Express Publishing : Просвещение, 2023. — (Звёздный
английский).
ISBN 978-5-09-108951-6. **УДК 373.3.016:811.111**
Ч. 1. — 153 с. : ил. **ББК 74.268.19=432.1**
ISBN 978-5-09-108952-3.

Учебное издание

Серия «Звёздный английский»

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Углублённый уровень

Методическое пособие к предметной линии «Звёздный английский»

В двух частях

Часть 1

Центр лингвистического образования
Ответственный за выпуск *М. М. Жених*
Редактор *А. П. Савина*
Художественный редактор *Н. В. Дождева*

Подписано в печать 15.05.2023. Формат 60×90/8. Гарнитура Прагматика. Усл. печ. л. 20. Уч.-изд. л. 19.

Акционерное общество «Издательство «Просвещение». Российская Федерация, 127473, Москва, ул. Краснопролетарская, д. 16, стр. 3, помещение 1Н.

Express Publishing. Liberty House, New Greenham Park, Newbury, Berkshire RG19 6HW Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463 e-mail: inquiries@expresspublishing.co.uk <http://www.expresspublishing.co.uk>

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Starlight

Teacher's Book

Part 1

4

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

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Introduction

- **Starlight 4** 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 4** is ideal for young learners as it encourages **active, holistic** and **humanistic** learning, thus developing a keen interest in the English language.
- **Starlight 4** (Part 1 and Part 2) is comprised of 10 modules. 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 4 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*, p. 129(T).]

Starlight 4 Part 1 contains the following modules and their objectives:

Starter Unit: *countries, appearance, character, family members, ability, household chores, requests, sports, actions;*

Module 1: *buildings, directions, clothes, prices, Green Cross Code;*

Module 2: *jobs, daily routines, free-time activities, school subjects;*

Module 3: *animals, habitats;*

Module 4: *feelings, buildings, personal qualities.*

Starlight 4 Part 2 contains the following modules and their objectives:

Module 5: *The Country Code, rules, illnesses, advice;*

Module 6: *food, quantities, containers;*

Module 7: *knights, castles, kings, queens;*

Module 8: *stories in the past, jobs, famous people;*

Module 9: *future actions;*

Module 10: *holidays, plans and intentions, things to take on a holiday and holiday activities.*

Dialogues, texts, songs, chants and other listening activities are on the website www.prosv.ru. 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

The Stone Flower 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 (Happy New Year!, Valentine's Day/Peter and Fevronia Day)

There is one optional unit at the back of each book containing activities for New Year (Part 1) and Valentine's Day/Peter and Fevronia Day (Part 2) which should be covered as a lead-up to the respective celebrations.

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 4 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.
- *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*.
- *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*.

II Suggestions on how to teach the plays

The last section of the *Starlight 4 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**

There are six double-sided **posters** accompanying **Starlight 4**. These include the vocabulary of the modules in **thematic areas**. There is also a fourth poster with the characters on one side and a board game consolidating the language of the previous level on the other side. 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.

- **Recording**

The **Recording** include all the audio files for the listening activities in the *Student's Book* as well as the School Plays in the *Workbook*.

- **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 called *Starlight*, 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 student's imagination is also catered to 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 followed by a phonics and a consolidation section. It's up to the discretion of the teacher 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 *The Stone Flower*, 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 tests, 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 recording 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 ...

read about ...

- Alvin receiving a magic mirror as a gift from the USA
- a family with super powers
- the characters helping with the chores around the house
- the Waterland Olympics
- Laura's, Alice's and Tom's magic moments
- 'The Stone Flower'

listen to ...

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

learn how to ... (COMPETENCES)

- talk about countries and origin
- describe people and talk about their character
- talk about abilities
- distinguish between and pronounce different sounds
- talk about things happening now
- ask for permission

practise ... (DESCRIPTORS)

Lexical Areas

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

Grammar Focus

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

write about ...

- their super family
- a photo

▶▶ Starlight CLUB 1

In this section students will ...

Our World/My World

- read about super heroes
- draw and write a small paragraph about their favourite superhero and then present it to the class

Go Green

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

Our School

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

Troll Tales!

- read about/listen to Pog and Trog's fight over Mog

▶▶ Module 1

In this module students will ...

read about ...

- Mona and Emma going shopping
- a description of one's neighbourhood
- 'The Stone Flower'

listen to ...

- Mona and her grandmother looking for a street
- Mona and her grandmother buying things at a shop
- a description of where Kitty the cat is
- a song about how to cross the street safely

learn how to ... (COMPETENCES)

- talk about location
- give directions
- identify clothes
- talk about prices
- distinguish between and pronounce different sounds

Programme (Contents & Syllabus)

practise ... (DESCRIPTORS)

Lexical Areas

- places in a town
- clothes
- the Green Cross Code

Grammar Focus

- prepositions of place
- a, an, the
- plurals

write about ...

- their neighbourhood

▶▶ Module 2

In this module students will ...

read about ...

- the characters going on a space trip
- the characters going to a concert in space
- two children's routines, favourite subjects and what they want to be when they grow up
- 'The Stone Flower'

listen to ...

- the characters go on a space trip
- the characters attending a concert in space
- a song about XL's favourite things
- a description of Fred's and Jack's favourite school subjects

learn how to ... (COMPETENCES)

- talk about everyday activities
- tell the time
- express preferences
- distinguish between and pronounce different sounds

practise ... (DESCRIPTORS)

Lexical Areas

- jobs
- daily activities
- school subjects

Grammar Focus

- present simple
- adverbs of manner
- adverbs of frequency
- prepositions of time

write about ...

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

▶▶ Starlight CLUB 2

In this section students will ...

Our World/My World

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

Go Green

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

Our School

- learn about computers
- make a poster with computer words

Troll Tales!

- read about/listen to Pog and Trog's driving adventure

▶▶ Module 3

In this module students will ...

read about ...

- the animals voting for a new President
- Taipei 101, Yorkshire terriers and the Sahara Desert
- 'The Stone Flower'

listen to ...

- the animal elections
- a song presenting animal habitats

learn how to ... (COMPETENCES)

- make comparisons
- talk about animal habitats
- distinguish between and pronounce different sounds

practise ... (DESCRIPTORS)

Lexical Areas

- animals
- animal habitats

Grammar Focus

- comparative form
- superlative form

write about ...

- their country

►► Module 4

In this module students will ...

read about ...

- Alvin's dad frightening Mona's grandma
- Harry when he was a child
- 'The Stone Flower'

listen to ...

- Mona's grandma being scared of a little green man
- an eye-witness giving a statement
- a song practising feelings

learn how to ... (COMPETENCES)

- talk about feelings
- talk about where you were
- distinguish between and pronounce different sounds

practise ... (DESCRIPTORS)

Lexical Areas

- feelings
- places
- character adjectives

Grammar Focus

- was/were

write about ...

- when they were young

►► Starlight CLUB 3

In this section students will ...

Our World/My World

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

Go Green

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

Our School

- measure length, size, strength and speed

Troll Tales!

- read about/listen to Popsie making Trog and Pog's things disappear

►► Happy New Year!

In this unit students will ...

- make a New Year rattle
- sing a song about New Year
- read about New Year celebrations in other countries

Programme (Contents & Syllabus)

▶▶ Module 5

In this module students will ...

read about ...

- the characters going on a camping trip
- a visit to the doctor's
- 'The Stone Flower'

listen to ...

- the characters practising the Country Code
- the characters visiting the doctor
- a doctor giving advice on how to keep healthy, safe and fit
- a song about how to keep healthy

learn how to ... (COMPETENCES)

- protect the countryside
- give and follow rules
- talk about illnesses
- give advice
- distinguish between and pronounce different sounds

practise ... (DESCRIPTORS)

Lexical Areas

- the countryside
- illnesses
- health

Grammar Focus

- must/mustn't
- have to
- should/shouldn't
- object pronouns

write ...

- some tips on how to stay fit and healthy

▶▶ Module 6

In this module students will ...

read about ...

- the characters picking fruit and vegetables
- the characters having a meal with the elves
- Paul's note to his mum
- 'The Stone Flower'

listen to ...

- the characters picking up fruit and vegetables during harvest time
- the characters having a meal with the elves
- a song about the elves and their food

learn how to ... (COMPETENCES)

- talk about food and quantities
- distinguish between and pronounce different sounds

practise ... (DESCRIPTORS)

Lexical Areas

- fruit and vegetables
- containers
- food

Grammar Focus

- a lot of/much/many
- a few/a little
- some/any/no – somebody/something
- possessive pronouns

write ...

- a note to their mums

▶▶ Starlight CLUB 4

In this section students will ...

Our World/My World

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

Go Green

- read about fruit and vegetables and the vitamins they contain
- write about their favourite fruit and vegetables
- do a food quiz

Our School

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

Troll Tales!

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

►► Module 7

In this module students will ...

read about ...

- the characters visiting a castle
- Alvin dressing up as a knight
- a king's diary
- what Tina did last Friday
- 'The Stone Flower'

listen to ...

- the characters' visit to a castle
- people talking about the preparation for a party
- the characters' experience in a castle
- a boy talking about what he did the night before
- a song about knights

learn how to ... (COMPETENCES)

- talk about the past
- distinguish between and pronounce different sounds

practise ... (DESCRIPTORS)

Lexical Areas

- life in a castle
- activities

Grammar Focus

- past simple (regular verbs)

write ...

- what they did last weekend

►► Module 8

In this module students will ...

read about ...

- how the characters met Willow, Alvin and Erlina
- Willow's accident
- how Willow saved Emma's dad's life
- famous people
- 'The Stone Flower'

listen to ...

- how the children met Willow, Alvin and Erlina
- what Lizzie did the day before
- Willow describe his accident
- how Willow met Emma's dad
- a song about jobs

learn how to ... (COMPETENCES)

- talk about the past
- talk about people from the past
- distinguish between and pronounce different sounds

practise ... (DESCRIPTORS)

Lexical Areas

- accidents
- jobs

Grammar Focus

- past simple (irregular verbs)
- full infinitive/bare infinitive

write ...

- about famous people from the past

►► Starlight CLUB 5

In this section students will ...

Our World/My World

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

Go Green

- read about different types of trees
- be tree detectives

Our School

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

Troll Tales!

- read about/listen to Pog and Trog's experience with a ghost

Programme (Contents & Syllabus)

▶▶ Module 9

In this module students will ...

read about ...

- Erlina getting her garden ready for Fairy Day
- life in the future
- 'The Stone Flower'

listen to ...

- the characters spending the day in Erlina's garden
- the characters helping Erlina
- a group of friends organising a picnic
- a song about fairy flowers and fairy animals

learn how to ... (COMPETENCES)

- ask questions
- talk about life in the future
- distinguish between and pronounce different sounds

practise ... (DESCRIPTORS)

Lexical Areas

- months
- ordinals
- facial features
- birds and fairy flowers

Grammar Focus

- question words
- will

write ...

- about life in the future

▶▶ Module 10

In this module students will ...

read about ...

- the characters flying to Port Fairy
- Alvin swimming with the dolphins
- 'The Stone Flower'

listen to ...

- Harry, Lee, Emma and Mona talking about the things they are going to take with them on holiday
- a song about holiday activities
- the characters boarding a plane to Port Fairy
- the characters' first day at Port Fairy
- a song about the characters going on holiday

learn how to ... (COMPETENCES)

- talk about plans and intentions
- distinguish between and pronounce different sounds

practise ... (DESCRIPTORS)

Lexical Areas

- holiday items
- holiday activities

Grammar Focus

- be going to
- present perfect

write ...

- about their plans for the weekend

▶▶ Starlight CLUB 6

In this section students will ...

Our World/My World

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

Go Green

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

Our School

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

Troll Tales!

- read about/listen to Pog and Trog finding a baby dragon

▶▶ Valentine's Day/Peter and Fevronia Day

In this unit students will ...

- read about Valentine's Day/Peter and Fevronia Day
- read and complete Valentine's cards
- read about Valentine's traditions in various countries

Lesson 1

- **Aims:** to talk about countries and their flags, to talk about appearance and personality, family members
- **Vocabulary:** Germany, Greece, Italy, Mexico, Poland, Peru, Spain, Turkey, Portugal, slim, tall, fat, short, beautiful, handsome, curly hair, straight hair, aunt, uncle, cousin
- **Language focus**
Language in use: My country's flag is red and white. I'm from Peru. What does Uncle Fergus look like? He's got a big nose. What's he like? He's very funny!
- **Extra materials:** *Around the World* poster, flashcards (1-5)

BEGINNING THE LESSON

(An activity to revise basic vocabulary and structures.)

Ask the students to tell you their favourite colour/toy/animal/food/season/day, etc. Students take turns answering your questions.

e.g. *Teacher: What's your favourite food?*
Student 1: My favourite food is pizza.
Teacher: What's your favourite animal?
Student 2: My favourite animal is the horse. etc

PRESENTATION & PRACTICE

1 Listen, point and repeat. (TRACK 02)

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



POSTER

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

Extension

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

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

2 Where are they from? Read, look and choose.

(An activity to practise talking about origin.)

Read the instructions and explain the task. Ask students to refer to the flags and countries in Ex. 1. Go through the picture and read the example. Allow the students some time to complete the exercise. Check their answers.

- | | | |
|----------|-----------|------------|
| 2 Greece | 4 Germany | 6 Portugal |
| 3 Italy | 5 Turkey | |

3 Draw your country's flag. Present it to the class.

(An activity to present and practise countries and flags.)

Ask the students to make a drawing of their country's flag. When they finish, have the students present their flags to the class. Alternatively, you can ask the students to do this at home as part of their homework and present it to the class in the next lesson.

Round-up Lessons

4 Listen, point and repeat. (TRACK 03)

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



FLASHCARDS (1-5)

Students' books closed. Put up the flashcards on the board. Point to each flashcard (*slim/tall, short/fat, beautiful/handsome, curly hair/straight hair*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually. Show students Alvin's family. Say: *This is Alvin's (aunt)*. The students repeat after you. Point to the flashcards in random order and ask individual students to say the words.

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

(Activities to practise the verb 'have got' and describe people's appearance and personality.)

5 Listen and match. (TRACK 04)

Refer students to the pictures. Explain that these are famous pop stars. Ask students to describe them. Explain the activity. Students listen and complete the task. Play the recording twice, if necessary.

2 D 3 B 4 C

TAPESCRIPT

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

6 Look, read and write the names.

Read the instructions and explain the task. Refer the students to the picture. Explain that they are Alvin's uncle (Fergus), aunt (Mary) and cousin (Patrick). Ask them to describe them to you.

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

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

- 1 Uncle Fergus
- 2 Aunt Mary
- 3 Cousin Patrick

7 Talk with your friend.

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

A: *What does Aunt Mary look like?*

B: *She's got long, curly hair.*

A: *What's she like?*

B: *She's very kind and friendly.*

A: *What does Cousin Patrick look like?*

B: *He's got dark hair and big ears.*

A: *What's he like?*

B: *He's very clever!*

ENDING THE LESSON

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

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

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

Note: For the next lesson, the students should know the patterns in Ex. 7.

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.

Lesson 2 – Grammar Land

- **Aims:** to present and practise the verb 'to be' and possessive adjectives
- **Extra materials:** slips of paper with the names of famous people and where they are from (*Ending the Lesson*)

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

PRESENTATION

★ The verb 'to be'

Students' books closed. Say, then write on the board: **I am** (*Mrs Smith*). The students repeat after you. Underline the words in bold. Point to a student, say then write: **You are** (*Sue*). The students repeat after you. Underline the words in bold. Follow the same procedure and present the rest of the persons of the verb 'to be' in the singular and 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 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

Students' books open. Read through the sentences in the grammar box and draw the 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 Brad. (pointing to a male classmate) He's Larry.*
Student 2: (pointing to a pen) It's a pen.
Student 3: (pointing to and looking at a female classmate) Are you Linda? 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

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

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

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

2 ★ Read and complete the questions.

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

- 2 is he
- 3 is his favourite sport
- 4 are they from
- 5 are they
- 6 is their favourite colour

PRESENTATION

★ Possessive adjectives

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

Drill your students.

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

Students' books open. Read through the sentences in the grammar box 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

3 Read and match.

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

2 b 3 a 4 d

4 Ask and answer.

Ask the students to look at the flags and elicit the countries. Read the example. The students read the questions and answer them.

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

5 Now point and talk with your friend.

Read the example and explain the task. Students, in pairs, ask and answer questions about the people in Ex. 4. Go around the classroom monitoring and offering help when necessary. Ask some pairs to report back to the class.

- 2 Student 1: What is her name?
Student 2: Her name is Bożéna.
Student 1: Where is she from?
Student 2: She is from Poland.

- 3 Student 1: What is his name?
Student 2: His name is Miguel.
Student 1: Where is he from?
Student 2: He is from Spain.
- 4 Student 1: What are their names?
Student 2: Their names are Sibel and Cari.
Student 1: Where are they from?
Student 2: They're from Turkey.

ENDING THE LESSON

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

Before going into class

Write names of famous people (*actors, actresses, footballers, etc.*) and where they are from on slips of paper or bring pictures.

Hand out the slips of paper/pictures and ask the students, in pairs, to identify the people and say where they are from. Demonstrate this yourself first.

e.g. Teacher: What is his name?
Student: His name is Cristiano Ronaldo.
Teacher: Where is he from?
Student: He's from Portugal.

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.

Lesson 3 - Grammar Land

- **Aims:** to present and practise the verb 'have got' and the verb 'can'

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

PRESENTATION

★ The verb 'have got'

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

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

Students' books open. Read through the grammar box 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 Make sentences.

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

- 2 I have got two brothers.
- 3 Bob has got curly hair.
- 4 We haven't got a big house.
- 5 They have got a cousin in the USA.
- 6 Has Kelly got dark hair?
- 7 The house hasn't got a garden.
- 8 Have you got a sister?

★ 2 Look, read and complete.

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

- | | | |
|---------|----------|---------|
| 1 brown | 3 red | 5 green |
| 2 blue | 4 yellow | |

★ 3 Now draw your own robot. Present it to the class.

Ask the students to make a drawing of their own robot. When they finish, have the students present their drawings to the class. Alternatively, you can ask the students to do this at home as part of their homework and present it to the class in the next lesson.

e.g. *This is my robot, R21. R21 has got a red head and green eyes. He's got brown arms and blue hands. R21 has got yellow legs and feet. R21 is a great robot!*

PRESENTATION

★ The verb 'can'

Students' books closed. Say, then write on the board: I can sing. They can sing. Underline the words in bold. Elicit from the students that can is the same in all persons. Say and write on the board: **Can** you sing? Yes, I **can**. **Can** they sing? No, they **can't**. Underline the words in bold. Elicit/Explain the way the interrogative is formed (inversion) as well as the way the short answers are constructed. Point out again that can is used in all persons.

Students' books open. Read through the sentences in the grammar box 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

★ 4 Look and write the sentences.

Read the instructions and explain the activity. Refer the students to the pictures. Point to the actions (*swim, climb, ride a bike, sing, play the piano*), one at a time, and present them. Allow the students time to complete the activity. Go around the classroom monitoring and offering help when necessary. Check the students' answers.

- 2 She can climb.
- 3 He can't ride a bike.
- 4 They can't sing.
- 5 She can dance.
- 6 She can't play the piano.

Extension

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

★ 5 Read and complete the sentences. Use the right form of *have got* or *can*.

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

- | | | |
|------------|-----------|--------------|
| 2 Has, got | 4 has got | 6 can't, can |
| 3 has got | 5 can | |

★ 6 Make true sentences about yourself.

Ask students to read the words/phrases aloud. Explain the activity and the example. The students write true sentences about themselves. Allow the students time to complete the activity. Check the students' answers.

- 2 I can/can't ride a bike.
- 3 I have got/haven't got a computer.
- 4 I have got/haven't got five sisters.
- 5 I have got/haven't got blue eyes.
- 6 I can/can't swim.
- 7 I can/can't ride a horse.
- 8 I can't fly.

ENDING THE LESSON

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

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

e.g. Teacher: (*whispering*) dance
Student 1: (*mimes dancing*)
Class: (*You can*) dance!
Teacher: *That's right. Your turn! 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.

Lesson 4

- **Aims:** to listen to and read a story about the characters receiving a magic mirror from Alvin's relatives, to consolidate the language taught
- **Vocabulary:** USA, mirror, silly, look like
- **Language focus**
Structures: the verb 'to be', the verb 'have got'
Language in use: It's nice to see you again! It's nice to be back! It's from the USA. Have a look! I've got short curly hair and glasses. I look silly!
- **Extra materials:** none

BEGINNING THE LESSON

(An activity to revise the language of Lesson 3.)

Have the students ask and answer questions about their friend's appearance and character.

- e.g. Student 1: *What does your friend look like?*
 Student 2: *She's tall and she's got long straight hair.*
 Student 1: *Has she got glasses?*
 Student 2: *No, she hasn't.*
 Student 1: *What's she like?*
 Student 2: *She's very funny! 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 05)

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

- e.g. Teacher: *(pointing to picture 1) Why are the children happy?*
 Class: *Because they are together again.*
 Teacher: *What are the birds carrying in picture 1?*
 Class: *A box.*
 Teacher: *(pointing to the mirror in picture 5) What's this?*
 Class: *A mirror.*
 Teacher: *(pointing to Emma in picture 8) Look at Emma in the mirror. Has she got long hair?*
 Class: *No, she hasn't. etc*

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

Play the recording. Ask the students to listen to the dialogue and say which picture the sentence was taken from (*picture 4*). Play the recording again. The students listen and follow the text.

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 it and complete the task. Check their answers.

- | | | |
|------------|--------|---------|
| 1 short | 3 tall | 5 uncle |
| 2 straight | 4 fat | |

Extension

Play the recording 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.

Round-up Lessons

Read the question at the bottom of page 11, *Do you look like your mum or dad?* Elicit the students' answers.

ENDING THE LESSON

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

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

e.g. Teacher: I look like my uncle!

Class: Alvin. 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.

Lesson 5

- **Aims:** to talk about superheroes, to talk about abilities, to develop the students' listening and writing skills
- **Vocabulary:** lift a double-decker bus, swim across the ocean, see through a door, skateboard
- **Language focus**
Structures: the verb 'can'
Language in use: I've got a super grandma, I call her Super Gran.
- **Extra materials:** flashcards (6-9)

BEGINNING THE LESSON

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

Assign roles. The students read out the dialogue from Lesson 4.

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

PRESENTATION & PRACTICE

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

1 Listen, point and repeat. (TRACK 06)



FLASHCARDS (6-9)

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

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

2 Sing along! (TRACK 07)

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

Play the recording. The students listen and sing along.

★ Let's play!

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

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

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

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

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

READING & WRITING

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

3 Read and complete the texts. (TRACK 08)

Read the instructions and explain the task. Refer the students to the pictures and elicit what the characters can do. Allow the students time to read the text and complete the task. Play the recording. Students listen and follow the lines to check their answers. Individual students read out from the text.

- | | |
|-----------|---------|
| 1 giraffe | 3 house |
| 2 door | 4 wall |

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

Ask the students to write a text about an imaginary family member of theirs that has super powers. Tell them to use the texts in Ex. 3 as a model. Allow the students time to write their texts and make drawings of their super family members.

Alternatively, you can ask the students to write their texts and complete their drawings as part of their homework.

e.g. *This is my super cousin. He's got short, dark hair. He can fly over trees and houses.*

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 what they can see in the picture. Refer the students to the joke and go through it. The students repeat after you. Explain any unknown words. Ask the students to write a joke of their own and present it to the class.

Go through the *Did you know?* section. Ask the students if they know any other interesting facts to share with the class. Have a class discussion with the students, in L1 if necessary.

ENDING THE LESSON

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

Ask the students to say what their family members can do.

e.g. *Student 1: My sister can stand on her head. 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.

Lesson 6 – Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** village, craftsman, malachite, weak, carve
- **Extra materials:** flashcards (10-14), coloured paper, pictures of flowers, glue (*Ending the lesson*)

BEGINNING THE LESSON

If you have assigned any written homework, correct it before 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 *The Stone Flower*, an old Russian tale, written by Pavel Petrovich Bazhov. The tale is about Danila, a young orphan boy who is taken in by Prokopych, a famous craftsman. 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 'The Stone Flower'.)

★ Listen, point to the pictures, and say the words. (TRACK 09)



FLASHCARDS (10-14)

Students' books closed. Put up the flashcards on the board, one at a time. Point to the pictures 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 'village' flashcard)
What is this?
Class: A village. etc

Students' books open. Play the recording. The students listen, point and say the words.

TAPESCRIPT

village, craftsman, malachite, weak, carve

★ Listen and read the story. (TRACK 10)



FLASHCARDS (10-14)

Use the flashcards to present the story. Put the flashcards on the board in the following order (*village, craftsman, malachite, weak, carve*) and say, e.g.

Danila lives in a village. etc. Ask individual students to repeat. Direct the students' attention to the picture. Point to the old man and teach the word *craftsman*.

e.g. *Teacher:* Who is this man?
Student 1: The craftsman.
Teacher: What does he do?
Student 2: He makes jewellery.
Teacher: Is he poor?
Student 3: Yes, he is. etc

Play the recording for the students to listen and follow the story in their books. Play the recording 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 craftsman. Ask the students to complete your sentences.

e.g. *Teacher:* I'm sorry, I cannot teach ...
Class: these boys!
Teacher: They haven't got ...
Class: the talent! etc

Extension

Ask for a volunteer to be the narrator and one more volunteer to read the role of the craftsman. Repeat with different students.

★ Read the story again and answer the questions.

Read the instructions and explain the activity. The students read the story again and answer the questions. Go around the classroom monitoring and offering help when necessary.

- 1 A craftsman.
- 2 A beautiful green stone.
- 3 They want him to teach some of the village boys how to make jewellery.
- 4 Danila, a young orphan boy.

★ Find words in the story that mean:

Read the instructions and explain the activity. The students read the story again and complete the activity. Go around the classroom monitoring and offering help when necessary.

- | | | |
|-------------|----------|----------|
| 1 jewellery | 3 orphan | 5 talent |
| 2 craftsman | 4 weak | |

★ Let's sing! (TRACK 11)

Ask the students to look at the picture. Ask them to point and name the character. Then point to Danila and say: *Dear Danila, he is growing!* The students repeat after you. Play the recording. The students listen and point to Danila. Play the recording again. The students sing along.

ENDING THE LESSON

Tell the students they are going to make a flower collage. Hand out the pictures of the flowers you have bought. Ask the students to cut them out and stick them onto coloured paper. Make sure you display their work in the classroom.

Lesson 7 - Phonics

- **Aims:** to read and pronounce words with the /æ/, /ʌ/, /i:/ and /ɔ:/ sounds
- **Extra materials:** pictures of the following: *dad, bus, green, tall, small, poor* (*Ending the Lesson*)

BEGINNING THE LESSON

Play the song from the previous lesson (Track 11). The students listen and sing along.

PRESENTATION & PRACTICE

(Activities to present the /æ/, /ʌ/, /i:/ and /ɔ:/ sounds.)

1 Read the words/sentences first to yourself and then to your friend.

Students' books closed. Write the word *poor* on the board. Underline the letters **oo** and say: /ɔ:/, /pɔ:/. The students repeat after you. Repeat the same procedure with *dad, bus, green, tall, small*.

Extension

Write the following on the board:

t+all c+an c+ome s+ee

Students say the sounds and the words.

e.g. /t/, /ɔ:l/ - /tɔ: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 aloud.

2 Complete the words. Use **a, u, ea,** or **ee.** Say the words to your friend.

Read the instructions and explain the activity. The students read the story again and answer the questions. Go around the classroom monitoring and offering help when necessary. Check the students' answers.

- | | | |
|---------|---------|---------|
| 1 bus | 4 beans | 7 back |
| 2 tall | 5 uncle | 8 weak |
| 3 green | 6 dad | 9 small |

ENDING THE LESSON

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

Draw the following table on the board:

/æ/	/ʌ/	/i:/	/ɔ:/

Use the pictures of the items (*dad, bus, green, tall, small, poor*). Ask a student to come to the board, choose a picture and name the item. Then ask him/her to write the word under the correct heading. Continue with the rest of the class.

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 the previous lessons, to monitor the students' progress

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

e.g. *Teacher: Where is he from?*
Student 1: He's from Spain.
Teacher: How old is he?
Student 2: He's ten years old.

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 text and the pictures and choose the correct words.

- 1 lift 3 fair 5 over
2 through 4 long

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

Explain the activity. The students read and choose *a* or *b*. Check their answers.

- 1 a 2 b 3 b 4 b 5 a

3 Read and answer.

Explain the activity. The students read and answer the questions. Check their answers.

(Suggested answers)

- 1 He's tall with dark hair and blue eyes.
- 2 He's very funny.
- 3 She's short with long curly hair.
- 4 She's very kind and friendly.

Now I can ...

Once all the exercises have been corrected, ask the students to tell you how they feel about the Starter Unit so far. Ask if they can tell you what they have learnt and what they liked the best (e.g. exercises, stories, etc). Then refer the students to the *Now I can* box and read through it with them.

Lesson 8

- **Aims:** to talk about chores and sports, to ask for requests and describe actions
- **Vocabulary:** wash the dishes, mop the floor, vacuum the carpet, make the bed, water the plants, do the ironing, set the table, sea cow, tennis, race, water ski, hockey, volleyball, badminton, baseball
- **Language focus**
Language in use: Can I set the table? Yes, of course. Can I sleep in your room? Sorry, no.
- **Extra materials:** flashcards (15-22), *Free-time Activities* poster, photocopies of the *Magic Mirror* template (FAIRY FILES)

BEGINNING THE LESSON

(An activity to revise the language of Lesson 7.)

Have the students ask and answer questions about their family.

e.g. *Student 1: How many brothers and sisters have you got?*

Student 2: I've got a brother and a sister.

Student 1: How old are they?

Student 2: My brother is twelve and my sister is fifteen.

Student 1: What are they like?

Student 2: They're very clever. etc

PRESENTATION & PRACTICE

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

1 Listen, point and repeat. (TRACK 12)



LASHCARDS (15-21)

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

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

2 Talk with your friend.

Read the instructions and explain the task. Refer the students to the pictures. Have pairs read out the examples. Focus their attention on the answers. *Yes, of course.* and *Sorry, no.* In pairs, the students use the prompts and act out similar exchanges.

(Suggested answers)

A: Can I vacuum the carpet?

B: Yes, of course.

A: Can I use your computer?

B: Sorry, no.

A: Can I sleep in your room?

B: Sorry, no.

A: Can I wash the dishes?

B: Yes, of course.

A: Can I play in the garden?

B: Sorry, no.

A: Can I sleep in my friend's house?

B: Sorry, no.

A: Can I open the window?

B: Yes, of course.

3 Find the odd one out.

Read the instructions and explain the activity. The students read the sentences and find the odd one out. Go around the classroom monitoring and offering help when necessary. Check the students' answers.

2 a party

3 lunch

4 the window

FAIRY FILES

Before going into class

Photocopy the *Magic Mirror* template from page 139 (T).

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

★ 4 Listen, point and repeat. (TRACK 13)



FLASHCARD (22)/POSTER

Students' books closed. Put up the *Free-time Activities* poster on the board. Point to the pictures, (*tennis, race, water ski, hockey, volleyball, net, badminton, baseball*), one at a time, and say the corresponding word(s). The students listen and repeat chorally and individually. Put up flashcard 22 (*sea cow*) on the board. Point to it and say: *sea cow*. The students repeat after you.

Note: The *sea cow*, also called **Steller's sea cow**, was a very large aquatic mammal and is now extinct. Today, the term *sea cow* is used to refer to other sirenians, namely the **manatee** and the **dugong**.

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

★ 5 a) Read the count-out rhyme and decide who starts the game. b) Play the game with your partner. Find the names of sports.

Read the instructions and explain the activity. The students read the letter in each circle and follow the arrow to the next letter in order to find the word. Go around the classroom monitoring and offering help when necessary. Check the students' answers.

1 tennis 2 hockey 3 baseball

★ Let's play!

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

(Suggested answers)

1 tennis, volleyball, badminton
2 water skiing, swimming

- 3 baseball, tennis, football
- 4 hockey, volleyball, baseball, football
- 5 hockey, football

ENDING THE LESSON

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

Mime playing a sport e.g. tennis and ask the students to name it. Then choose a student to come to the front of the classroom and take your place. Resume the activity until everyone has had a turn.

Note: For the next lesson, the students should know the new words. Ask the students to learn the patterns in Ex. 2.

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.

Lesson 9 – Grammar Land

- **Aims:** to present and practise the Present Continuous (all forms) and the modal verb 'may'

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

PRESENTATION

★ Present Continuous

Students' books closed. Mime, say, then write: *I am dancing*. Explain that this tense is *Present Continuous*. Then say how it is formed (*subject personal pronoun + be + verb + -ing*). Point out that this tense is used to talk about actions happening now, at the moment of speaking. Write under the sentence: *I'm dancing*. Underline the phrase and explain that this is the short form of the tense. Follow the same procedure to present negative and interrogative forms.

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

Students' books open. Read through the sentences in the grammar box 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 Find the differences and make sentences.

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

- 2 In picture a, Alvin is doing the ironing. In picture b, Alvin isn't doing the ironing. He is washing the dishes.
- 3 In picture a, Lee is mopping the floor. In picture b, Lee isn't mopping the floor. He is setting the table.
- 4 In picture a, Harry is washing the dishes. In picture b, Harry isn't washing the dishes. He is mopping the floor.
- 5 In picture a, Mona is setting the table. In picture b, Mona isn't setting the table. She is watering the flowers.
- 6 In picture a, Emma is washing the dishes. In picture b, Emma isn't washing the dishes. She is setting the table.

2 Ask and answer.

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

- 3 Is she drawing?
No, she isn't. She's riding a horse.
- 4 Is he swimming?
No, he isn't. He's jumping.
- 5 Are they making kites?
Yes, they are.
- 6 Is it raining?
Yes, it is.

PRESENTATION

★ May I ... ?

Students' books closed. Say, then write on the board: **May I set the table?** The students repeat after you. Underline *may* and explain that it is the same in all persons. Say and write: **Yes, you may. May I watch TV?** **No, you may not.** Underline the words in bold and explain how the interrogative form is formed, as well as the way short answers are constructed. Explain to the students how the negative is formed and that *may not* is always written as two words, not contracted. Drill your students by having them ask and answer questions about what they may do.

e.g. Student 1: *May I water the flowers?*
Student 2: *Yes, you may. etc*

Students' books open. Read through the sentences in the grammar box and draw the students' attention to the words in bold.

PRACTICE

3 Make the questions. Then answer them.

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

- 2 May I use your ruler?
No, you may not.
- 3 May I listen to your new recording?
No, you may not.
- 4 May I watch TV?
Yes, you may.

- 5 May I open the window?
No, you may not.
- 6 May I have a glass of water?
Yes, you may.

ENDING THE LESSON

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

Give students a minute to study the chores in the lesson. Then ask them to close their books. Have students come up to the front of the class and mime one of the chores. The rest of the class has to guess what the chore is.

e.g. Student 1: (miming washing the dishes)
Student 2: *Are you doing the ironing?*
Student 1: *No, I'm not.*
Student 3: *Are you washing the dishes?*
Student 1: *Yes, I am. 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.

Lesson 10 – Grammar Land

- **Aims:** to present and practise prepositions of movement

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

PRESENTATION

★ Prepositions of movement

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

Students' books open. Read through the sentence in the grammar box 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 Look at the picture and choose the right word.

Read the instructions and explain the activity. Refer the students to the picture and ask them what they can see (e.g. *a boy is jumping over a desk, a girl is climbing up a bookcase*). Allow the students time to complete the activity. Check the students' answers.

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

★ 2 Look at the pictures and complete the sentences.

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

- | | |
|-----------|--------|
| 2 out of | 4 over |
| 3 through | 5 down |

★ 3 Look, read and find the letters.

Read the instructions and explain the activity. Refer the students to the picture and the sentences below it. Allow the students time to complete the activity. Go around the classroom monitoring and offering help when necessary. Check the students' answers.

1 n 2 s 3 t 4 n 5 e 6 i

★ 4 What sport am I playing? Rearrange the letters from exercise 3 and find out.

Read the instructions and explain the activity. Refer the students to the picture and the letters in Ex. 3. Allow the students time to complete the activity. Check the students' answers.

Answer: tennis

ENDING THE LESSON

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

Ask the students to describe a picture for their partners to draw.

e.g. Student 1: In this picture a boy is jumping over a bike.

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.

Lesson 11

- **Aims:** to listen to and read a story about what chores the characters are doing and their visit to Waterland, to consolidate the language taught
- **Vocabulary:** chores
- **Language focus**
Structures: consolidation
Language in use: What's Alvin doing? I think he's dancing. Look! They're playing tennis. The ball is going over the net. They're not going very fast. They're eating burgers.
- **Extra materials:** none

BEGINNING THE LESSON

(Activities to revise the language of Lesson 10.)

Draw simple sketches on your body depicting the prepositions at movement. Ask the students, one at a time, to name the correct prepositions.

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)

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

- e.g. **Teacher:** (pointing to picture 2) What is Alvin doing?
Students: He is mopping the floor.
Teacher: (pointing to picture 3) What are Harry and Lee doing?
Students: They are washing the dishes.
Teacher: What kind of animals can you see in pictures 7-12?
Students: We can see a dolphin, a turtle, sea cows, a lobster, a crab and an octopus.
Teacher: (pointing to picture 7) What are they playing?
Students: Tennis. etc

Write on the board: *They're in the kitchen. They're washing the dishes.* Ask the students to listen to the dialogue and say which picture the sentence was taken from (picture 3). Play the recording while students follow the dialogue.

2 Read the dialogue again and choose a or b.

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

1 a 2 a 3 b 4 b

Extension

Play the recording 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.

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

e.g. **Teacher:** What's Alvin doing? I think he's ...
Class: dancing. etc

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

Round-up Lessons

Read the question at the bottom of page 25, *Do you like sports? Which is your favourite?* Have a class discussion about sports, favourite sports people, etc.

ENDING THE LESSON

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

Tell the students they are going to organise their own Olympic Games. Ask them to draw a picture of one of the events. When they finish, they present their drawings to the class.

e.g. Student 1: Look, the monkeys are playing tennis! etc

It is a perfect opportunity to spend some time with the students on Olympic Games, and find some information about them, *e.g. how often they take place, 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.

Lesson 12

- **Aims:** to talk about actions, to describe photos, to develop the students' listening and writing skills
- **Vocabulary:** turtle, starfish, skiing, table tennis, basketball, violin, drums
- **Language focus**
Structures: consolidation
Language in use: The turtles are all playing tennis, and the sea cows are standing in line! We're having a wonderful time. The dolphins are playing the piano and the starfish are dancing in line!
- **Extra materials:** flashcards (23-24), *Free-time Activities* poster, pictures of people doing the various activities as presented in the lesson (*Ending the lesson*)

BEGINNING THE LESSON

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

Assign roles. The students read out the dialogues from Lesson 11.

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

PRESENTATION & PRACTICE

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

1 Listen, point and repeat. (TRACK 15)



POSTER/FLASHCARDS (23-24)

Students' books closed. Put up the *Free-time Activities* poster on the board. Point to the pictures (*skiing, table tennis, basketball, violin and drums*), one at a time, and say the corresponding words. Point to the pictures in random order and ask individual students to say the words.

Put up the flashcards (23-24) on the board. Point to the sea animals (*turtle, starfish*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually.

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

2 Listen and point. Then sing and do! (TRACK 16)

Refer the students to the pictures in Ex. 2. Ask students to tell you if they have ever done any of these activities.

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

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

Play the recording. The students listen and mime the actions.

READING & WRITING

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

3 Read the texts and choose a, b or c. (TRACK 17)

Read the instructions and explain the activity. Refer the students to the pictures and read the texts that accompany each picture. Then they read sentences 2-4 and choose the right answer according to what they have read in the texts. Play the recording. The students listen and check their answers. Individual students read the texts out loud.

2 c 3 b 4 a

4 Portfolio: Draw or stick a picture. Describe it. Say where you are and what you are doing.

Ask students to write a short description about themselves. They can use the texts in Ex. 3 as models. Allow the students time to complete the writing task.

Alternatively, you can ask the students to write their texts and draw their pictures as part of their homework.

(Suggested answer)

This is me at summer camp. I'm playing sports with my friends. We're having a wonderful time!

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

FUN TIME

Ask students what they can see in the picture (*sumo wrestlers*). Go through the *Did you know?* section. Explain any unknown words. Have a class discussion about other sports facts the students may be familiar with, in L1 if necessary.

ENDING THE LESSON

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

Before going into class

Prepare cards with pictures of people doing the activities that are presented in the lesson.

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

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

Student 1: They are playing tennis. etc

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

Lesson 14 – Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** mountain, dreamer
- **Extra materials:** flashcards (25-26), construction paper, glue, pieces of cotton wool (*Ending the Lesson*)

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. 15 (Track 11).

PRESENTATION & PRACTICE

(Activities to present the tale of 'The Stone Flower'.)

★ Listen, point to the pictures, and say the words. (TRACK 21)



FLASHCARDS (25-26)

Students' books closed. Put up the flashcards (25-26) 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 'mountain' flashcard)
What is this?

Class: A mountain. etc

Students' books open. Play the recording. The students listen, point and say the words.

TAPESCRIPT

mountain, dreamer

★ Listen and read the story. (TRACK 22)



FLASHCARDS (25-26)

Use the flashcards to present the story. Put the flashcards on the board in the following order (*mountain, dreamer*) and say e.g. *Danila loves walking in the mountains.* Ask individual students to repeat. Direct the students' attention to the picture. Point to Danila dreaming and teach the word *dreamer*.

e.g. *Teacher:* *Who is this?*

Student 1: *Danila.*

Teacher: *What is he doing?*

Student 2: *He is dreaming. etc*

Play the recording for the students to listen and follow in the book. Play the recording 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 Prokopych. Ask the students to complete your sentences.

e.g. *Teacher:* *If you see the flower, you will understand ...*

Class: *the beauty of stone. etc*

Extension

Ask for a volunteer to be the narrator and one more volunteer to read the role of Prokopych. Repeat with different students.

1 Read the story again and choose *a* or *b*.

Read the instructions and explain the activity. The students read the story again and answer the questions. Go around the classroom monitoring and offering help when necessary.

1 b 2 b 3 a 4 b

2 Read the story again. Answer the following questions and take notes. Then talk about the story.

Ask the students to read the story again and answer the questions. Tell the students to take notes and have them use their notes to talk about the story. Check their answers.

- 1 Danila loves walking in the mountains and being close to nature.
- 2 A famous craftsman.
- 3 The Stone Flower from Copper Mountain.
- 4 The Mistress of Copper Mountain.

3 Let's sing! (TRACK 23)

Ask the students to look at the picture of Danila. Point and say: *Dreamer, Danila, his head in the clouds*. The students repeat after you. Play the recording. The students listen and point to Danila. Play the recording again. The students sing along.

ENDING THE LESSON

Tell the students they are going to make clouds. Ask them to stick pieces of cotton wool on construction paper and decorate it. When they finish, have the students present their projects and say what they usually daydream about.

e.g. I dream of getting a new bicycle and skateboard.

Lesson 15 – Phonics

- **Aims:** to read and pronounce words with the /j/ and /aʊ/ sounds
- **Extra materials:** pictures of the following: ocean, dish, flower, house (Ex. 1)

BEGINNING THE LESSON

Play the song from the previous lesson (Track 23). The students listen and sing along.

PRESENTATION & PRACTICE

1 Read the words/sentences first to yourself and then to your friend.

Students' books closed. Hold up the *dish* picture. Point to it and ask: *What's this?* Elicit: *dish*. Say the word. The students repeat after you. Write the word *dish* under the picture. Underline the letters **sh**. Then point and say: /ʃ/ , /dɪʃ/. The students repeat after you. Repeat the same procedure with *ocean*, *flower* and *house*.

Extension

Write the following on the board:

w+ash c+ow
o+cean h+ouse

Students say the sounds and the words.

e.g. /w/, /b/ – /wɒʃ/ 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, monitor the students and offer any necessary help. Finally, ask some students to read the sentences aloud.

2 Say the words. Find the words with the /aʊ/ sound.

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

Answers: *how, cow, town, brown, clown, flower, house, count, mountain*

3 Read the words first to yourself and then to your friend.

The students read the words first to themselves and then aloud in pairs. One reads while the other checks

and then they swap roles. During this stage, monitor the students and offer any necessary help. Finally, ask some students to read the words aloud.

4 Read and complete the sentences.

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

- 2 washes 4 house 6 flowers
3 dishes 5 counts

ENDING THE LESSON

(An activity to revise the /j/ and /aʊ/ sounds.)

Draw the following table on the board:

/j/	/aʊ/

Divide the class into two teams, A and B. Choose a student from Team A and ask him/her to come to the board and write a word with either the /j/ or /aʊ/ sound. A correct answer gets one point. Repeat with a student from Team B. Continue the game until everyone has had a turn. The team with the most points wins.

Suggested words: *ocean, wash, dishes, cow, how, town, count, brown, flower, house, mountain*

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

Checkpoint

- **Aims:** to consolidate Lessons 8-15, to monitor the students' progress

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

e.g. *Teacher: Can I set the table?*
Student 1: Yes, of course.

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 and number.

The students look at the words and the pictures and write the correct number next to each sport.

b 7 d 4 f 3 h 1
c 5 e 2 g 6

2 Look and complete. Then choose.

Explain the activity. The students read and complete the questions, then choose the correct answer.

- 1 Are they playing
Yes, they are.
- 2 Is he making
Yes, he is.
- 3 Is she washing
No, she isn't.
- 4 Is she doing
Yes, she is.

3 Read and match.

Explain the activity. The students match the dialogues. Check their answers.

1 c 2 d 3 b

Now I can ...

Once all the exercises have been corrected ask the students to tell you how they feel about the unit. 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 talk about superheroes
- **Vocabulary:** moustache, spaceship, planets, costume
- **Extra materials:** pictures of superheroes from magazines

BEGINNING THE LESSON

Before going into class

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

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

PRESENTATION & PRACTICE

1 Read and complete the texts.

Explain the activity. Allow students time to read the texts and complete the task. Check their answers.

- | | | |
|-----------|----------|------------|
| 1 comes | 4 space | 7 village |
| 2 parents | 5 best | 8 friend's |
| 3 super | 6 galaxy | 9 pet |

2 Read again and write three questions about the characters in Ex. 1. Ask your friend the questions.

Explain the activity. Allow students time to complete the task. Check their answers.

Superman

- 1 Where does he come from?
- 2 What is his name on Earth?
- 3 Where does he work?

Atomic Betty

- 1 Is Atomic Betty a school girl?
- 2 What is the name of her pilot?
- 3 Who does Atomic Betty fight?

Asterix

- 1 Where does Asterix live?
- 2 Who is his best friend?
- 3 What is his pet's name?

3 Read and complete the interview. Then take roles and act out the interview.

Read the instructions and explain the task. Allow the students time to read and complete the interview. Check their answers. Then, in pairs, the students act out the interview. Ask some pairs to report to the class.

- 1 I'm from a tropical forest.
- 2 My best friend's name is Gena.
- 3 Gena lives in a zoo.
- 4 He's got big eyes and a big mouth.
- 5 Yes. His favourite song is *Blue Wagon*.

4 Portfolio: Draw and write about your favourite cartoon superhero. Present it to the class.

Ask the students to make a drawing of their favourite cartoon superhero and then write a text describing him/her. They can use the texts in Ex. 1 as models. Allow the students time to complete the writing task.

Alternatively, you can ask the students to write their texts as part of their homework and present them to the class in the next lesson.

(Suggested answer)

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

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

ENDING THE LESSON

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

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

Go Green

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

2 Take it out of the ocean! Look and say what doesn't belong there.

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

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

BEGINNING THE LESSON

Before going into class

Find pictures of the following animals (shark, octopus, sea horse, starfish) from magazines, etc or draw simple sketches of them.

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

PRESENTATION & PRACTICE

1 What am I? Read and say.

Read the instructions and explain the task. Individual students read the texts 1-3 and the class as a whole tries to guess which animal is being described.

- 1 starfish 2 sea horse 3 sea cow

Extension

Read the following riddles. Ask the students to tell you which animals they are about.

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

3 Think of a sea animal! Answer the questions. Then tell the class about it.

Read the instructions and explain the task. Individual students think of a sea animal and complete the task.

(Suggested answers)

- 1 Shark
- 2 It's grey or blue and it's very big.
- 3 It lives in oceans around the world.
- 4 It eats fish, seals, plankton and other sharks.
- 5 It's got very big teeth.

4 Now think about:

Read the instructions and explain the task. The students answer the questions about their sea animal.

(Suggested answers)

- 1 Pollution and rubbish in the sea can hurt sharks.
- 2 If the shark can't get the food it needs, it could die.

ENDING THE LESSON

Ask the students to draw another 'seabed', similar to the one presented on page 36. Ask them to include only animals and plants that belong in the ocean.

Our School (Music)

- **Aims:** to talk about shapes and musical instruments
- **Vocabulary:** circle, square, triangle, rectangle, oval, xylophone, wood block, maracas, drum
- **Extra materials:** magazines

BEGINNING THE LESSON

Read the title and explain to the students, in L1 if necessary, that in this section they will be doing activities based on some of the other subjects they study in school. Allow them some time to go through the section and become familiar with it.

PRESENTATION & PRACTICE

1 Match the shape to the instrument.

Students' books closed. Draw the following shapes on the board: *a circle, a square, a triangle, a rectangle and an oval*. Say and write the name of each shape underneath. The students repeat after you. Ask the students to find these shapes in the classroom (e.g. *blackboard – rectangle, poster – square, etc*).

Draw an imaginary circle in the air. Ask a student to name the shape. Repeat with the rest of the shapes.

Students' books open. Refer the students to the pictures of the shapes and the musical instruments. Point to each musical instrument and read out the word. The students repeat after you. Read the instructions and explain the task. Allow the students time to match the instruments to the shapes. Check their answers.

1 e 2 c 3 b 4 a 5 d

2 Listen and choose. (TRACK 24)

Read the instructions and explain the task. Play the recording, twice if necessary. The students listen and choose the correct word. Check their answers.

1 b 3 a
2 a 4 a

3 Over to you! Make your own drum! Form a band – get together with your classmates!

Read the instructions and explain the task. Refer the students to the picture and tell them to make their own drum at home, using an empty instant coffee tin and decorating it with colourful paper. (You may want to show them how it is done, step-by-step, by bringing in an empty instant coffee tin yourself, as well as some colourful wrapping paper.) Ask the students to have their drums ready for the next lesson, and tell them they are going to form a band with their classmates and give a performance.

ENDING THE LESSON

Tell the students they are going to make a collage of shapes. In pairs, the students go through the magazines you have brought to class and cut out pictures of objects that have the following shapes: *circle, square, triangle, rectangle and oval*. Provide them with pieces of paper to glue their pictures. Make sure you display their collages somewhere in the classroom.

Troll Tales!

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

BEGINNING THE LESSON

Ask the students to take out their drums and give a performance.

PRESENTATION & PRACTICE

1 Listen and read the story. (TRACK 25)

Ask the students to look at the pictures and guess what the dialogue is going to be about (e.g. *Pog and Trog are collecting flowers for Mog*).

Play the recording. The students listen and follow the lines. Play the recording again and pause for the students to listen and repeat chorally.

★ 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. *flowers, friend, beautiful, party*). Hand out the photocopies. Then play the recording. The students listen to the story and fill in the missing words.

Lesson 1

- **Aims:** to talk about buildings, to talk about clothes and the English currency
- **Vocabulary:** town, post office, greengrocer's, bank, hotel, baker's, butcher's, police station, supermarket, jumper, jeans, scarf, cap, coat, gloves, pyjamas, slippers, penny, pence, pound
- **Language focus**
Language in use: Where can you buy a ball? At the toy shop. Two pounds twenty-five pence.
- **Extra materials:** *In town* poster, flashcards (27-34), a coin (*FAIRY FILES*)

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

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

1 Listen, point and repeat. (TRACK 26)



POSTER

Students' books closed. Put up the *In town* poster on the board. Point to the pictures (*post office, greengrocer's, bank, hotel, baker's, supermarket, butcher's, police station*), 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 and ask individual students to say the words. Point to the greengrocer's and ask: *What's this?* Elicit: *A greengrocer's.*

Extension

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

e.g. *Student 1: (mimes posting a letter)*
Student 2: Post office! etc

Students' books open. Read the title of the module and have the students repeat after you. Explain/Elicit the meaning of the phrase *In town*. Play the recording. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Read and answer.

Read the instructions and explain the task. Elicit the items in the pictures. The students read and answer the questions.

At the baker's.
At the greengrocer's.
At the butcher's.

Let's play!

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

(Suggested answers)

Student 2: May I have a cake, please?
Student 1: (miming handing over a cake) Here you are.
Student 2: Thank you.
Student 3: You're at the baker's!
Student 2: May I have some tomatoes, please?
Student 1: (miming handing over a bag of tomatoes) Here you are.
Student 2: Thank you.
Student 3: You're at the greengrocer's! etc

Module 1 – In Town

3 Listen, point and repeat. (TRACK 27)



FLASHCARDS (27-34)

Students' books closed. Put up the flashcards on the board, one at a time. Point to each flashcard, write the word underneath and say the corresponding word(s). The students listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual students to say the words. Ask the rest of the class for verification.

Remove the flashcards from the board and shuffle them. Ask a student to come to the front of the class. Give him/her a flashcard. Ask him/her to pin it above the corresponding word and name it. Ask the rest of the class for verification. Repeat with the other students for the rest of the flashcards.

Students' books open. Point to the British coins in the book and present them. The students repeat after you. Explain that **one pound is a hundred pence** (explain the difference between **one penny** and **two pence**). Play the recording. The students listen, point and say the words together and individually. Check their pronunciation and intonation.

4 Find and write in your notebook.

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

- | | |
|----------|------------|
| a coat | e cap |
| b jacket | f slippers |
| c skirt | g jeans |
| d scarf | h jumper |

5 Look again, read and find the clothes.

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

- 2 cap 3 slippers 4 scarf 5 skirt

6 FAIRY FILES

Before going into class

Bring a coin to class.

Show students the coin you have brought. Explain that you will give it to a student who will put it in his/her right or left hand and then he/she will hold up his/her hand for 30 seconds without you looking. Finally, he/she will hold out both hands (*covering the coin*) and you will be able to tell them which hand the coin is in.

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

ENDING THE LESSON

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

Ask students to work in pairs. Write items of clothing on the board (*e.g. jumper, jeans, scarf, cap, hat, coat, gloves, shirt, T-shirt, pyjamas, slippers, shoes, skirt, dress, etc.*). Ask them to work together and classify them (*e.g. things we wear on our heads, winter/summer clothes, clothes for boys/girls/both, etc.*). As soon as they are ready, the pairs compare their lists.

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

WORKBOOK (Optional)

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

Lesson 2 – Grammar Land

- **Aims:** to present and practise prepositions of place, to talk about buildings, location and giving directions, to present and practise *a, an, the*

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

PRESENTATION

★ Prepositions of place

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

Drill your students:

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

Students' books open. Read through the sentences in the grammar box 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 Look, read and complete.

Read the instructions and explain the task. Refer the students to the town map and elicit the buildings. Read the example and allow the students time to complete the task. Check their answers.

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

★ 2 Where is Kitty the cat? Listen, look at the map again and choose **a, b** or **c**. (TRACK 28)

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

- 1 c (park)
- 2 a (butcher's)
- 3 b (supermarket)

TAPESCRIPT

Where's Kitty the cat?

- 1 *Walk along East Street. Turn left into Park Road. What's on the right next to the hotel? Kitty the cat is there. She is in the ...*
- 2 *Walk along East Street. Turn left into North Street. What's on the left between the bank and the greengrocer's? Kitty the cat is there. She is at the ...*
- 3 *Walk along East Street. Turn left into North Street. Turn left into Peel Street. What's opposite the bank? Kitty the cat is there. She is at the ...*

★ 3 Now ask and answer.

Read the instructions and explain the task. Ask the students, in pairs, to ask and answer questions about the places in Ex. 1.

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

Go around the classroom, monitoring the activity and providing any necessary help. Ask some pairs to report back to the class.

Module 1 – In Town

4 Read and find the names.

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

- A Jake C Colin E Scott
B Amy D Klara

5 Let's play!

Refer the students to the picture and explain the game. Ask the students to point to Alicia and find who's sitting next to her (*Amy*). Continue the game by calling out the other names and having the students find their location.

PRESENTATION

A, an or the

Students' books closed. Draw sketches of an *umbrella* and a *computer* on the board. Write on the board and say: *an umbrella, a computer*. The students repeat after you. Explain to the students that we use **a** before words which start with a consonant sound, whereas we use **an** before words which start with a vowel sound. Write on the board and say: **a hundred books, a thousand cars**. Underline the words in bold. The students repeat after you. Explain that we also use **a/an** before the word **hundred** and **thousand**. Write on the board and say: *I'm in **the** living room. I can play **the** piano*. Underline the words in bold. The students repeat after you. Explain that we use **the** when we talk about a specific place, person, animal or thing. Also explain that we use **the** with musical instruments.

Drill your students.

- e.g. Teacher: *pencil*
Student 1: *a pencil*
Teacher: *orange*
Student 2: *an orange*
Teacher: *thousand people*
Student 3: *a thousand people*
Teacher: *guitar*
Student 4: *the guitar etc*

Suggested cues: ant, apple, bat, cap, drums, duck, elf, flower, hat, ghost, iguana, jaguar, koala, lion, mouse, nut, puppet, queen, rabbit, violin, etc

Students' books open. Read through the sentences in the grammar box 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

6 Are the following sentences correct? Put a tick (✓). Are they incorrect? Change the underlined words.

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

- 2 a 4 the 6 ✓ 8 the
3 ✓ 5 a 7 ✓

ENDING THE LESSON

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

Ask each student to draw a simple sketch of a town and give it a name. Tell them to draw the following buildings wherever they like in their town: *a bank, a butcher's, a supermarket, a baker's, a hotel, a greengrocer's, a police station and a post office*. Then the students, in pairs, talk about their drawings. Demonstrate this yourself first.

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

Note: Ask the students to learn the patterns in Ex. 1.

WORKBOOK (Optional)

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

Lesson 3 – Grammar Land

- **Aims:** to present and practise talking about prices and plurals
- **Extra materials:** flashcards (27-34)

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

PRESENTATION

★ Plural number



FLASHCARDS (27-34)

Students' books closed. Put up the flashcards on the board and write prices next to the clothes (e.g. *scarf: £3.20, gloves: £6.80, pyjamas: £20.02, etc*). Point to the symbol of the *pound* before the price and say *pound*. Point to the picture of the *scarf*, say then write: *How much **is this** scarf?* Underline the words in bold. Say, then write: ***It's** three pounds, twenty pence.* Underline the words in bold. The students repeat, chorally and individually. Now point to the rest of the flashcards and elicit the prices.

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

Drill your students:

e.g. *Teacher: coat*
Student 1: coats
Teacher: dress
Student 2: dresses etc

Suggested cues: coat, dress, scarf, slipper, cap, book, car, glass, dish, box, bus, boy, girl, etc.

Students' books open. Read through the sentences in the grammar box 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 Complete. Then look and say the number.

Read the instructions and explain the activity. Refer students to the pictures. Allow the students some time to complete the task. Go around the classroom, monitoring the activity and offering help when necessary. Check the students' answers. Then, ask individual students to match the sentences to the pictures.

- | | |
|---------------|----------------|
| a caps - 2 | d skirts - 4 |
| b dresses - 6 | e scarves - 1 |
| c socks - 3 | f slippers - 5 |

★ 2 Find eight differences.

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

- In picture a, there is one cap. In picture b, there are two caps.
- In picture a, there is one dress. In picture b, there are two dresses.
- In picture a, there are two coats. In picture b, there is one coat.
- In picture a, there are two boxes. In picture b, there is one box.
- In picture a, there are two balls. In picture b, there is one ball.
- In picture a, there is one train. In picture b, there are two trains.
- In picture a, there is one sock. In picture b, there are two socks.

Module 1 – In Town

3 Complete.

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

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

4 Now talk with your friend.

Read the instructions and explain the activity. Refer students to the clothes and the prices. The students, in pairs, ask and answer as in the example. Go around the classroom, monitoring the activity and offering help when necessary. Ask some pairs to report back to the class.

A: How much are these slippers?

B: They're nineteen pounds.

A: How much are these pyjamas?

B: They're fifteen pounds, eighty seven.

A: How much are these scarves?

B: They're forty-four pounds, ten.

A: How much is this dress?

B: It's forty-five pounds, fifty.

A: How much is this jumper?

B: It's nineteen pounds, twenty.

5 Read and say yes or no.

Read the instructions and explain the activity. Refer students to the prices in Ex. 3. Allow time for the students to complete the task. Go around the class, monitoring the activity and offering help when necessary. Check their answers.

- 1 yes
- 2 no
- 3 no
- 4 yes

ENDING THE LESSON

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

Tell the students to choose a character and design a summer outfit and a winter outfit for that character. Once they finish, they present their drawings to the class.

Note: Ask the students to learn the patterns in Ex. 4.

WORKBOOK (Optional)

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

Lesson 4

- **Aims:** to listen to and read a story about what Emma and Mona do at a clothing shop, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: Where's Mum, Gran? In town. She's at the bank. Excuse me. Where's the clothes shop, please? It's opposite the hospital, next to the baker's. How much is this jumper, please? It's £15.50.
- **Extra materials:** flashcards (27-34)

BEGINNING THE LESSON

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



FLASHCARDS (27-34)

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

Ask the students, in pairs, to act out 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 29)

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

- e.g. **Teacher:** *Who's with Mona and Emma in picture 1?*
Students: *Mona's grandma.*
Teacher: *Where are Gran and the children in picture 6?*
Students: *They are in Mill Street.*
Teacher: *(pointing to picture 7) Where are Emma and Mona?*
Students: *At the clothes shop.*
Teacher: *(pointing to picture 10) What colour is grandma's scarf?*
Students: *Orange and yellow.*

Write on the board: *pyjamas, jumper, coat, jeans, cap, scarf*. Explain to the students that they will listen to the dialogue and say which of the clothes they hear. Play the recording. The students listen, follow the dialogue, and complete the task.

Answers: jumper, jeans, scarf

2 Read the dialogue again and answer the questions.

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

- 1 In town. She's at the bank.
- 2 In Hill Street.
- 3 Next to the jeans.
- 4 It's £15.50.

Extension

Play the recording 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 out phrases from the dialogue. Ask individual students to tell the class who said them.

e.g. **Teacher:** *How much is this jumper, please?*
Class: *Mona! etc*

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

Module 1 – In Town

Read the questions at the bottom of page 47, *Do you like shopping? Which is your favourite shop? Where is it?* Have a class discussion about shops, what the students like shopping for and where, etc.

ENDING THE LESSON

(An activity to consolidate the language taught in the lesson.)

Tell the students they are going on a shopping spree. Ask them to draw the clothes they bought and write how much they paid for them. When they finish, they present their drawings to the class.

WORKBOOK (Optional)

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

Lesson 5

- **Aims:** to talk about the Green Cross Code and location
- **Vocabulary:** walk across, bus stop, restaurant, cinema
- **Language focus**
Structures: imperative
Language in use: Use the Green Cross Code. Stop, look and listen! Then stand and wait! Look left, look right! Do not cross the road until it's safe! Walk across, never run and look both ways!
- **Extra materials:** *In town* poster

BEGINNING THE LESSON

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

Assign roles. The students read out the dialogue from Lesson 4.

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

PRESENTATION & PRACTICE

(Activities to present and practice the language of the lesson.)



POSTER

Students' books closed. Pin the *In town* poster on the board. Point to the pictures (*walk across, bus stop, restaurant, cinema*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually. Point to the pictures in random order. Students say the words individually. Ask the rest of the class for verification.

1 Listen, point and repeat. (TRACK 30)

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

2 Sing and do! (TRACK 31)

Read the instructions and explain the task. Refer the students to the pictures and ask them to tell you what they think *The Green Cross Code* is (*a guide that shows you how to cross the road safely*). Elicit what we should do when we cross a road. Play the song. The students listen and follow the lines. Play the recording again. The students listen and sing along. Demonstrate the following miming actions and encourage the students to imitate you.

Use the Green Cross Code

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

Find a safe place to cross,

Then stand and wait! (stand still, hand out in a 'stop' gesture)

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

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

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

Until it is safe!

Walk across, never run, (mime walking)

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



3 Streetwise! Look and say.

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

Students' books open. Refer the students to the picture, and point to the boy doing different things (1-6) in the street. Explain to the students that a tick indicates that what the boy is doing is right according to the *Green Cross Code*, and a cross indicates that it is wrong according to the *Green Cross Code*. Read out the sentences and elicit/explain the words *never* and *always*. Ask individual students to give the appropriate instruction each time, as in the examples.

3 ✗ (Never listen to music in the street!)

4 ✓ (Always look both ways before you cross the street!)

5 ✗ (Never ride your skateboard in the street!)

6 ✓ (Always listen before you cross the street!)

READING & WRITING

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

4 Read and complete. (TRACK 32)

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

1 supermarket 2 baker's 3 cinema

5 Portfolio: Write about your neighbourhood. Draw a map.

Ask the students to write a text about their neighbourhood and draw a map. Tell them to use the text in Ex. 4 as a model. (e.g. *This is my neighbourhood. My house is in High Street, next to the post office.*) Allow the students time to write their texts and draw their maps.

Alternatively, you can ask the students to write their texts and draw their maps as part of their homework.

(Suggested answer)

This is my neighbourhood. My house is in King Street, opposite the baker's.

FUN TIME

Ask the students to say what they see in the picture (a cowboy covering his hat with dirt). Read the *Did you know?* text. Initiate a class discussion and find out if any of the students know anything about cowboys. Then ask: *Did you know cowboys want their hats to look old?*

ENDING THE LESSON

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

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

e.g. *Teacher: Simon says, 'Listen'!*
Students: (students mime listening)
Teacher: Run!
Students: (students remain still) 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.

Lesson 7 – Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** excited, vase, woods, plant
- **Extra materials:** sheets of plain paper (one for each student), coloured pencils, flashcards (35-38)

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. 31 (Track 23).

PRESENTATION & PRACTICE

(Activities to present the tale of 'The Stone Flower'.)

★ Listen, point to the pictures, and say the words. (TRACK 33)



FLASHCARDS (35-38)

Students' books closed. Put up the flashcards on the board, one at a time. Point to the pictures 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 vase flashcard)
What is this?

Class: A vase. etc

Students' books open. Play the recording. The students listen, point and say the words.

TAPESCRIPT

excited, vase, woods, plant

★ Listen and read the story. (TRACK 34)



FLASHCARDS (35-38)

Use the flashcards to present the story. Put the flashcards on the board in the following order (*excited, vase, woods, plant*) and say e.g. *Prokopych is very excited.* Ask individual students to repeat. Direct the students' attention to the picture. Point to Prokopych and teach the word *vase*.

e.g. *Teacher:* *What is this?*
Student 1: A vase. etc

Play the recording for the students to listen and follow in the book. Play the recording 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 Prokopych. Ask the students to complete your sentences.

e.g. *Teacher:* *A very rich man from the village wants you ...*

Class: *to make him a vase! etc*

Extension

Ask for a volunteer to be the narrator and two more volunteers to read the roles of Prokopych and Danila. Repeat with different students.

Module 1 – In Town

1 Read the story again. Then read the sentences and find who says them.

Read the instructions and explain the activity. Allow the students some time to read the sentences and find the names.

- 1 Prokopych 2 Danila

2 Read the story again and correct the mistakes.

Read the instructions and explain the activity. The students read the story again and correct the mistakes. Go around the classroom monitoring the activity and offering help when necessary.

- 1 excited 5 wants
2 rich 6 woods
3 vase 7 plants and flowers
4 drawing 8 vase

3 Let's sing! (TRACK 35)

Ask the students to look at the picture. Point to Danila and say: *There's beauty in the plants.* The students repeat after you. Play the recording. The students listen and point to Danila. Play the recording again. The students sing along.

ENDING THE LESSON

Tell the students they are going to draw a picture of the woods. Tell them to include lots of different plants, trees and flowers. Make sure you display their work in the classroom.

Lesson 8 – Phonics

- **Aims:** to read and pronounce the words with the /dʒ/ and /ɑ:/ sounds
- **Extra materials:** pictures of the following: *jumper, jeans, village, park, plant, vase;* sketches that represent the words in Ex. 2, a bag, Blu-Tack (*Ending the Lesson*)

BEGINNING THE LESSON

Play the song from the previous lesson (Track 35). The students listen and sing along.

PRESENTATION & PRACTICE

1 Read the words/sentences first to yourself and then to your friend.

Students' books closed. Put up the *jumper* picture. Point to it and ask: *What's this?* Elicit: *jumper*. Say the word. The students repeat after you. Write the word *jumper* under the picture. Underline the letter *j*. Then point and say: /dʒ/, /dʒəmpə/. The students repeat after you. Repeat the same procedure with *jeans, village, park, plant* and *vase*.

Extension

Write the following on the board:

j+eans p+ark
J+une d+ark

Students say the sounds and the words.

e.g. /dʒ/, /ɪnz/ – /dʒɪnz/ 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, monitor the students and offer any necessary help. Finally, ask some students to read the sentences aloud.

2 Match the words with the same sound.

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

jeans: jacket, jewellery

scarf: vase, plant, star

3 Read the words first to yourself and then to your friend.

Read the instructions and explain the activity. 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, monitor the students and offer any necessary help. Check the students' answers.

4 Complete the words with the letters *cl, fl, gl, pl* or *sl*. Read the words to a friend.



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

- | | |
|-------------|----------------|
| 2 flag | 8 slim |
| 3 plane | 9 sly/fly |
| 4 slow | 10 class/glass |
| 5 clever | 11 flat |
| 6 gloves | 12 plant |
| 7 classroom | |

ENDING THE LESSON

(An activity to revise the /dʒ/ and /ɑ:/ sounds.)

Draw the following table on the board:

/dʒ/	/ɑ:/
	

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 Blu-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.

Module 1 – In Town

Checkpoint

- **Aims:** to consolidate the module, to monitor the students' progress

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

e.g. *Teacher: Where can you buy a ball?*

Student 1: At the toy shop.

Teacher: Where's the police station?

Student 1: It's next to the bank. 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 Read and choose the correct word.

The students look at the sentences and choose the correct word. Check their answers.

- | | | |
|------------|-----------|---------|
| 1 slippers | 3 jeans | 5 socks |
| 2 gloves | 4 pyjamas | |

2 Look, read and complete.

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

- | | |
|---------------|-------------|
| 1 opposite | 3 butcher's |
| 2 post office | 4 baker's |

3 Read and match.

Explain the activity. The students read and match the sentences. Check their answers.

- | | | |
|-----|-----|-----|
| 1 d | 2 b | 3 c |
|-----|-----|-----|

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 what they liked the best (e.g. exercises, stories, etc). Then refer the students to the *Now I can* box and read through it with them.

Lesson 1

- **Aims:** to talk about space and jobs, to talk about daily routines, to tell the time
- **Vocabulary:** spaceship, planet, moon, astronaut, alien, chef, cook, pilot, greengrocer, baker, mechanic, concert, go to the gym, go shopping, get dressed, visit, study
- **Language focus**
Language in use: I cook food for a lot of people. I'm a chef. What time do you get up? At quarter to eight.
- **Extra materials:** *Progress Report Cards*, flashcards (39-53)

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

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

1 Listen, point and repeat. (TRACK 36)



FLASHCARDS (39-47)

Students' books closed. Put the flashcards up on the board, one at a time. Point to each flashcard, write the word underneath, and say the corresponding word. The students listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual students to 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. Explain/Elicit the meaning of the phrase *A Space Trip*. Play the recording. The students listen and repeat together and individually. Check their pronunciation and intonation.

2 Read and complete the sentences.

Read the instructions and explain the task. The students read the sentences and complete the task.

- | | |
|-----------------|--------------|
| 2 an astronaut | 5 a pilot |
| 3 a greengrocer | 6 a mechanic |
| 4 a baker | |

3 Write the words below under the correct headings.

Read the instructions and explain the task. Read through the words and the four headings. Allow the students some time to complete the task in their notebooks. Check their answers.

Jobs: baker, mechanic, astronaut, pilot, greengrocer

Musical instruments: drum, maracas, xylophone, guitar, triangle

Animals: octopus, shark, starfish, horse, sea cow

Sports: tennis, baseball, hockey, badminton, water-skiing

FAIRY FILES

This trick needs two people – the 'magician' (the teacher) and an 'assistant' (a student). Put the jobs flashcards up on the board. The 'magician' leaves the room and the students choose a flashcard. The 'magician' comes back into the room and the 'assistant' starts pointing to each flashcard on the board. The 'magician' has to guess which flashcard was selected by the students.

Note: In order for the 'magician' to choose the correct flashcard, the 'assistant' and the 'magician' should have some kind of secret code which lets the 'magician' know which flashcard is the correct one, e.g. if the 'assistant' points to something blue on a flashcard or to the top left-handed corner etc, then the 'magician' knows that the flashcard that follows is the correct one.

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

Module 2 – A Space Trip

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

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



FLASHCARDS (48-53)

Students' books closed. Put the flashcards up on the board, one at a time. Point to each flashcard, write the word underneath and say the corresponding word. The students listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual students to say the words. Ask the rest of the class for verification.

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

(Activities to present and practise telling the time.)

★ 5 Answer. Then talk with your friend.

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

Students' books open. Point to each watch in the box and ask individual students to read the times. Explain the task. In pairs, the students read the questions and say the times. Then they ask and answer for themselves.

- A:** What time do you get up?
B: At quarter to eight.
A: What time do you go to school?
B: At half past eight.
A: What time do you get back from school?
B: At half past three.
A: What time do you go to bed?
B: At half past nine.

★ You want to become a cosmonaut. Fill in the form.

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

ENDING THE LESSON

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

Ask the students to work in groups. Each group prepares notices with their daily schedule on slips of paper. Designate areas where each group pins up their notices. Go around the class and ask the groups questions about their schedule.

e.g. *Teacher:* What time do you eat lunch?
Group 1 Student 1: At one o'clock.

Note: For the next lesson, the students should know the new words and the patterns in Ex. 5.

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.

Lesson 2 – Grammar Land

- **Aims:** to present and practise the Present Simple tense and adverbs of manner

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

PRESENTATION

★ Present Simple

Students' books closed. Revise the form and the use of *Present Simple*. Explain that it is used to describe habitual actions (*something that happens regularly, such as working at a place*). Write the second and the third person singular on the board. Underline the **-s** in the third person. Explain that the third person singular is usually formed by adding **-s** to the verb. Point out that there are exceptions to the rule. Write these verbs on the board: **know, make, do, fly**, and show the students how the third person singular is formed (**knows, makes, does, flies**). Focus the students' attention on the pronunciation of the suffixes. Present the interrogative, negative and the short answers in the same way as the affirmative. Point out that we need **do** to form the first and second person singular and **does** to form the third person singular.

Students' books open. Read through the sentences in the grammar box 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 Look and say.

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

(Suggested answers)

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

When Harry grows up, he doesn't want to be a famous singer. He wants to have a big car and he wants to go into space. He wants to be a footballer. He doesn't want to buy a big boat and he doesn't want to go to Africa.

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

★ 2 Draw. Then talk with your friend.

Read the instructions and explain the task. Refer the students to the picture and read out the dialogue. Tell each student to draw a picture of something they like (*e.g. a sport, food, etc*). Then ask the students, in pairs, to look at their partner's picture and act out dialogues similar to the example. Go around the class, monitoring. Ask some pairs to report back to the class.

(Students' own answers)

★ 3 Correct your teacher.

Read the instructions and explain the task. Point to the picture and read the speech bubbles. Give false statements. The students have to correct you and give the right answer, as shown in the example.

Suggested prompts: A mechanic flies into space. A greengrocer cooks in a restaurant. A baker flies planes. A pilot makes bread. A chef fixes cars.

Module 2 – A Space Trip

4 Read and complete the text.

Read the instructions and explain the task. Allow the students some time to read the text and write the verbs in the Present Simple tense. Check their answers.

- | | |
|---------|------------|
| 2 gets | 6 finishes |
| 3 has | 7 does |
| 4 goes | 8 watches |
| 5 start | |

5 Read the text in Ex. 4 again. Make the questions for the answers below.

Read the example and explain the task. The students refer to the text in Ex. 4 and complete the questions. Then, in pairs, they ask and answer questions about Vladimir. Check their answers.

- 2 does Vladimir have breakfast
- 3 Does Vladimir do his homework
- 4 does Vladimir finish
- 5 Do lessons start
- 6 does he watch his favourite programme

PRESENTATION

★ Adverbs of manner

Students' books closed. Say, then write on the board: *He is a **slow** runner. He runs **slowly**.* Underline the words in bold. The students repeat after you. Explain to the students that the word *slow* is an adjective. Tell the students that adjectives come before the nouns they describe. Point to the word *slowly* and present adverbs of manner. Explain to the students that adverbs of manner describe verbs and are formed by adding **-ly** to an adjective. Adverbs of manner usually come after the verbs they describe. Write *careful – carefully, happy – happily* and explain how these adverbs are formed. Finally, present the irregular adverbs *good – well, fast – fast* and *hard – hard*.

Students' books open. Read through the examples in the grammar box 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

6 Make sentences, as in the example.

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

- 2 Kiril runs fast.
- 3 Natalya dances beautifully.
- 4 I learn slowly.
- 5 Dmitriy plays the piano well.
- 6 Oleg works hard.
- 7 Elena lives life happily.
- 8 My dad drives carefully.

ENDING THE LESSON

(An activity to consolidate the language taught in the lesson.)

The students, in pairs, describe themselves. Demonstrate yourself first.

e.g. Teacher: *I'm a good teacher.*

Student 1: *You teach well.*

Teacher: *I am a slow runner.*

Student 2: *You run slowly.*

Teacher: *I am a careful driver.*

Student 3: *You drive carefully. 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.

Lesson 3 – Grammar Land

- **Aims:** to present and practise the Present Simple tense and adverbs of frequency

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

PRESENTATION

★ Adverbs of frequency

Students' books closed. Say, then write on the board: *They always watch TV in the evening.* Underline **always**. Students repeat, chorally and/or individually. Present and explain the meaning of the adverbs of frequency. Explain that we use these adverbs to show how often we do things. Also, explain the position of adverbs of frequency (before the main verb).

Extension

Read the example with the students and revise the actions from the table. Invite students to make sentences about themselves, saying how often they do these actions.

e.g. *Student 1: I always watch TV in the evening!*
Student 2: I usually do my homework in the afternoon. etc

Students' books open. Read through the sentences in the grammar box 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 All about Emma! Look and complete the sentences.

Students' books closed. Say, then write on the board: *He always dances when he sings.* Underline the word in bold. The students repeat after you. Present and explain the meaning of the adverbs of frequency. Explain that we use these adverbs to show how often we do things. Explain that we usually put the adverbs of frequency before the main verb and after the verb 'to be', etc.

Students' books open. Read the sentences in the grammar box and draw the students' attention to the words in bold. Read the instructions and explain the task. Refer the students to the pictures and the sentences, and read the example. Allow the students time to complete the task. Check their answers.

- | | |
|-------------|----------|
| 2 usually | 4 always |
| 3 sometimes | 5 never |

★ 2 Make true sentences about you and your friend.

Read the instructions and explain the task. Refer the students to the questions and to the example, and ask them, in pairs, to ask and answer the questions. Allow them time to complete the task and check their answers. Ask individual students to report back to the class.

e.g. *I never get up late. My friend gets up late every day.*

Module 2 – A Space Trip

3 Put the words in order. Don't forget about punctuation marks.

Read the instructions and explain the task. Refer the students to the example and read it. Allow the students time to write the sentences. Check their answers.

- 2 I never watch TV in the afternoon.
- 3 She always cleans her room on Sundays.
- 4 They sometimes visit their friends at the weekend.
- 5 How often do you go shopping?
- 6 They don't usually eat chicken.

PRESENTATION

Prepositions of time

Students' books closed. Explain/Revise the use of prepositions of time (**on + days, at + time/noon/night, in + the morning/the afternoon/the evening**). Drill your students. Say time phrases. Students, in two teams, take turns to add **on, at** or **in**. Each correct time phrase gets one point. The team with the most points is the winner.

e.g. Teacher: Sunday!
Team A Student 1: On Sunday!
Teacher: Night!
Team B Student 1: At night! etc

Students' books open. Read through the sentences in the grammar box 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

4 Read and complete the text. Use **on, in, at**.

Read the instructions and explain the task. The students read the text and complete with the correct preposition of time. Check their answers.

- | | | | |
|------|------|------|------|
| 2 at | 4 At | 6 In | 8 at |
| 3 in | 5 in | 7 at | |

ENDING THE LESSON

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

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

e.g. Teacher: seven o'clock in the morning
Student 1: I usually get up at seven o'clock in the morning. etc

WORKBOOK (Optional)

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

Lesson 4

- **Aims:** to listen to and read a story about the characters' trip to outer space
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: I fly into space. Do you know any aliens? Of course I do! How often do you play in a concert? Twice a week. I always dance when I sing. I always go to the gym every morning.
- **Extra materials:** none

BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

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

at	on	in

Ask individual students to come to the board and put the words/phrases in the correct column. You can also ask them to make sentences with these words/phrases, using adverbs of frequency.

e.g. *I always play football on Wednesday. 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 38)

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

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

Students: The moon.

Teacher: Where are the characters in picture 2?

Students: In a spaceship. etc

Teacher: Where are the characters in picture 7?

Students: At a space concert.

Teacher: Who is XL?

Students: He's an alien. etc

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

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

Answer: every

2 Read the dialogue again and answer the questions.

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

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

Extension

Play the recording 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 out phrases from the dialogue. Ask individual students to tell the class who said them.

e.g. *Teacher: XL is a famous rock star.*

Class: Andy! etc

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

Module 2 – A Space Trip

Read the question at the bottom of page 63, *Do you like stories about aliens?* Have a class discussion about their favourite story about aliens, life on other planets, etc.

ENDING THE LESSON

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

Ask the students to draw a picture of an alien and present it to the class.

e.g. Teacher: This is A4Z4. He's an alien. He plays the guitar and sings in a band.

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

Lesson 5

- **Aims:** to talk about free-time activities and school subjects, to develop the students' reading and writing skills
- **Target vocabulary:** Art, English, Geography, History, ICT, Maths, Music, PE, Science
- **Language focus**
Structures: like + *-ing*
Language in use: What's your favourite subject? Art. Why? Because I love painting pictures. Fred usually gets up at half past eight. Jack loves reading stories about aliens.
- **Pronunciation:** /s/, /ʃ/
- **Extra materials:** *School subjects* poster, slips of paper with sentences from the song (*Ending the Lesson*)

BEGINNING THE LESSON

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

Assign roles. The students read out the dialogue from Lesson 4.

PRESENTATION & PRACTICE

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

1 Listen, point and repeat. (TRACK 39)



POSTER

Students' books closed. Put the *School subjects* poster on the board. Point to the subjects (*Art, English, Geography, History, ICT, Maths, Music, PE, Science*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually. Explain to the students that ICT stands for *Information and Communication Technology* and PE stands for *Physical Education*. Point to the subjects in random order. Students say the words individually. Ask the rest of the class for verification.

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

2 A happy student! Talk with your friend.

Read the instructions and explain the task. Refer the students to the symbols and the example. Elicit the school subjects (*Art, Maths, Music, PE, ICT*) and tell them to read the phrases. Explain any unknown words.

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

A: What's your favourite subject?

B: Maths.

A: Why?

B: Because I like working with numbers.

A: What's your favourite subject?

B: Music.

A: Why?

B: Because I like playing the violin.

A: What's your favourite subject?

B: PE.

A: Why?

B: Because I like playing sport.

A: What's your favourite subject?

B: ICT.

A: Why?

B: Because I like using the computer. etc

3 Sing along! (TRACK 40)

Read the instructions and explain the task. Refer the students to the picture and ask them to tell you what they think the song is about (*XL*). Play the recording. The students listen and sing along. Alternatively, ask the students to perform the following actions:

I like playing music. (*mime playing the guitar*)

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

I like eating sushi. (*mime eating*)

And fishing on the moon! (*mime fishing*)

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

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

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

People like my style! (*blow kisses and wave*)

I like having picnics. (*mime eating*)

And skipping in the rain. (*mime skipping*)

I like planting flowers. (*mime planting flowers*)

And riding in a train! (*mime train motion*)

Module 2 – A Space Trip

READING & WRITING

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

4 Read and answer the questions. (TRACK 41)

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

1 Fred 2 Jack 3 Jack 4 Fred

Individual students read out from the texts.

5 Answer the questions. Then tell the class.

Read the instructions and explain the task. Allow the students some time to answer the questions and then tell the class.

(Suggested answers)

- I get up at 7:00 o'clock.
- I usually do my homework after school.
- My favourite subject is Maths.
- I want to be a doctor when I grow up.

6 Portfolio: Write a short text about yourself. Use your ideas from Ex. 5.

Ask the students to write a text about what they love doing in their free time, their favourite subject and what they want to be when they grow up. Tell them to use the texts in Ex. 4 as models. (e.g. *I love playing the piano. My favourite subject is Music. I want to be a famous pianist one day.*) Allow the students time to write their texts and draw their pictures.

Alternatively, you can ask the students to write their texts and draw their pictures 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 texts about strange jobs. Initiate a class discussion and ask the students to name other strange jobs they are familiar with. Then ask: *Did you know that there are detectives for pets? Would you call a pet detective if your pet was missing?*

Refer the students to the joke and read it. Ask the students to use the Internet and look up other related jokes.

ENDING THE LESSON

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

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

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

WORKBOOK (Optional)

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

Lesson 7 – Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** hard, soft, servant
- **Extra materials:** flashcards (54-56)

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 (Track 35).

PRESENTATION & PRACTICE

(Activities to present the tale of 'The Stone Flower'.)

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



FLASHCARDS (54-56)

Students' books closed. Put up the flashcards on the board, one at a time. Point to the pictures 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 yourself first.

e.g. *Teacher:* (pointing to the vase flashcard)
What is this?
Class: A vase. etc

Students' books open. Play the recording. The students listen, point and say the words.

TAPESCRIPT

hard, soft, servant



Listen and read the story. (TRACK 44)



FLASHCARDS (54-56)

Use the flashcards to present the story. Put the flashcards on the board in the following order (*hard, soft, servant*) and say e.g. *Stone is hard and cold and does not have much beauty.* Ask individual students to repeat. Direct the students' attention to the picture. Play the recording for the student to listen and follow in the book. Play the recording 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 Danila. Ask the students to complete your sentences.

e.g. *Teacher:* You don't want to become a ...
Student 1: servant of the Mistress of Copper Mountain! etc

Extension

Ask for a volunteer to be narrator and two more volunteers to read the roles of Danila and Prokopych. Repeat with different students.

Module 2 – A Space Trip

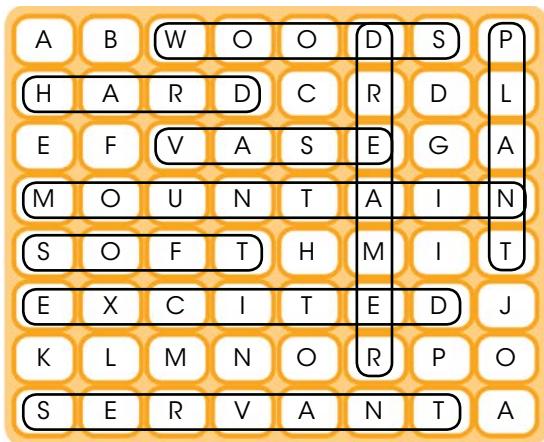
1 Read the story again and complete the sentences.

Read the instructions and explain the activity. The students read the story again and complete the missing words. Check their answers.

- 1 craftsmen 3 hard, cold 5 perfect
2 heart 4 servant

2 Find the words. Write them in your notebook.

Point the pictures, one at a time, and name them. Allow the students some time to find the words in the word search and write them in their notebooks. Check the students' answers.



3 Let's sing! (TRACK 45)

Ask the students to look at the picture. Point to Danila and say: *It's wonderful! Amazing! The vase is marvellous!* The students repeat after you. Play the recording. The students listen and point to Danila. Play the recording again. The students sing along.

ENDING THE LESSON

Tell the students to design a vase. Ask them to draw their pictures and present them to the class. Make sure you display their work in the classroom.

Lesson 8 – Phonics

- **Aims:** to read and pronounce the words with the /u:n/ and /əʊ/ sounds
- **Extra materials:** pictures of the following: *moon, balloon, gold* (Ex. 1)

BEGINNING THE LESSON

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

PRESENTATION & PRACTICE

1 Read the words and the sentences first to yourself and then to your friend.

Students' books closed. Hold up the *moon* picture. Point to it and ask: *What's this?* Elicit: *moon*. Say the word. The students repeat after you. Write the word *moon* under the picture. Underline the letters **oon**. Then point and say /u:n/, /mu:n/. The students repeat after you. Repeat the same procedure with *balloon, grow* and *gold*.

Extension

Write the following on the board:

n+oon ow+n
sp+oon gr+ow

Students say the sounds and the words.

e.g. /n/, /u:n/ – /nu:n/ 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 monitor the students and offer any necessary help. Finally, ask some students to read the sentences aloud.

2 Unscramble the letters to find the words.

Read the instructions and explain the activity. Allow students time to unscramble the letters to write the words. Go around the classroom monitoring and offering help when necessary. Check the students' answers.

- | | | |
|--------|---------|--------|
| 2 old | 5 spoon | 8 own |
| 3 gold | 6 soon | 9 noon |
| 4 grow | 7 soul | |

3 Read the words first to yourself and then to your friend.

Point to the first set of words and say how the *sk* sound is pronounced. The students repeat after you. Repeat

the activity for the remaining sounds (*sm, sn, sp, st, sw*). The students read the words first to themselves and then aloud in pairs. One reads while the other checks and then they swap roles. During this stage monitor the students and offer any necessary help. Finally, ask some students to read the sentences aloud.

4 Use the code and say the colours.

Point to the *snail* and elicit its name. Say: *sn, snail*. The students repeat after you. Go through the remaining pictures and repeat. Explain the task. Allow the students time to say the colours of the words using the code. Check their work.

snail: yellow	skirt: blue
sweet: brown	smile: red
star: black	spider: pink

ENDING THE LESSON

(An activity to revise the /u:n/ and /əʊ/ sounds.)

Draw the following table on the board:

/u:n/	/əʊ/	/sk/	/sp/	/st/	/sm/

Divide the class into two teams, A and B. Choose a student from Team A and ask him/her to come to the board and write a word with either the /u:n/ or /əʊ/ sound. To make the game more challenging, you can ask the students to make sentences using the words. A correct answer gets one point. Repeat with a student from Team B. Continue the game until everyone has had a turn. The team with the most points wins.

Suggested words: moon, spoon, balloon, show, slow, gold, skateboard, ski, skirt, space, spider, sports, stand, station, stop, story, study, smile, small, smell

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 – A Space Trip

Checkpoint

- **Aims:** to consolidate the module, to monitor the students' progress

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

e.g. *Teacher: I fix people's cars. What am I?*

Student 1: A mechanic.

Teacher: What time do you eat lunch?

Student 2: At half past one.

Teacher: Are you a fast runner?

Student 3: Yes, I run very fast.

Teacher: What do you usually do in the evening?

Student 4: I watch TV. 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 Read and fill in the missing words.

The students look at the pictures read the sentences and write the words that are missing.

- 1 baker, bakes
- 2 greengrocer, sells
- 3 mechanic, fixes

2 Look, read and complete.

Explain the activity. The students put the words in the correct order to form sentences/questions.

- 1 Do you always go shopping
- 2 They sometimes go to concerts
- 3 He never studies

3 Read and complete.

The students read the questions and write the times.

- 1 quarter past nine
- 2 half past three

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 what they liked the best (e.g. exercises, stories. etc). Then refer the students to the *Now I can* box and read through it with them.

Our World/My World

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

BEGINNING THE LESSON

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

PRESENTATION & PRACTICE

1 Match the money to the country.

Read the instructions and explain the task. Refer the students to the pictures and explain to them that in different parts of the world people use different kinds of notes and coins. Point to the picture and the symbol of the **dollar**, and say and write on the board $\$1 = 100 \text{ cents}$. Explain that the *dollar* is the currency of the USA and tell the students that another word for dollar is *buck*. Point to the picture and the symbol of the **euro**, and say and write on the board $\text{€}1 = 100 \text{ cents}$. Explain that the *euro* is the currency of most of the European Union countries, such as France, Spain, Germany, etc. Then point to the picture and the symbol of the **pound**, and say and write on the board $\text{£}1 = 100 \text{ pence}$. Explain that the *pound* is the currency of the UK and tell the students that another word for pound is *quid*. Allow the students time to match the money to the countries.

UK – Pounds and pence

USA – Dollars and cents

Germany – Euros and cents

Extension

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

2 Penny Wise! Try the money quiz. Read and choose *a* or *b*. Check your answers with your teacher.

Read the instructions and explain the task. Refer the students to the quiz and allow them time to read the sentences and choose the correct answer, *a* or *b*. Check their answers.

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

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

Read the instructions and explain the task. Ask the students to draw their own money (notes and/or coins) and present it to the class. Allow them time to do the project.

Alternatively, you can ask the students to do the project as part of their homework.

(Students' own answers)

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

4 Read and complete the sentences.

Read the instructions and explain the task. Point to the pictures and elicit the names of the Russian notes and coins. Go through the Russian currency with the students. Refer the students to the exercise and read through the sentences. Allow the students time to complete the sentences. Check their answers.

2 100

4 100p50k or 100,50p

3 k

5 Read the poem and complete.

Read the instructions and explain the task. The students read the poem, look at the symbols and write the correct currency. Check their answers.

1 euro

2 pound

3 rouble

ENDING THE LESSON

Hand out the photocopies of different currency that you have brought to class. Tell the students they are going to make a money collage by cutting out the pictures of the different currency and gluing them onto construction paper.

Go Green

- **Aims:** to raise the students' environmental awareness, to talk about recycling and saving energy
- **Vocabulary:** newspaper, bottle, recycling bin, decode, reuse, packed
- **Extra materials:** pictures of different recyclable materials (newspapers, cans, bottles, etc) and recycling bins (from magazines, etc) for *Beginning the Lesson*

BEGINNING THE LESSON

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

PRESENTATION & PRACTICE

1 Read and say *yes* or *no*.

Read through the title (*Mr Waste or Mr Green?*) and explain/ elicit what it means. Show the students some of the photos you have brought and tell them that we can all do something to help the environment (*e.g. recycle paper/plastic/etc, use less water, give away toys, reuse things, etc*). Ask the students if they ever do such things. Then, refer the students to the questionnaire and read out the sentences. Explain/Elicit any unknown words. Allow them time to complete the questionnaire and refer them to their results. Read the questionnaire and discuss the sentences one by one, in order to draw conclusions on what they should do in order to become environmentally-friendly.

(Students' own answers)

2 Let's sing! (TRACK 46)

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

3 Break the code!

Refer the students to the code at the bottom of the page and explain the task. Allow the students some time to decode the message. Check their answers.

- plastic, throw
- bookshop
- switch
- lunch
- hours
- ride, bike
- watch

ENDING THE LESSON

The students in pairs/groups draw a poster to accompany the song. Brainstorm for ideas (e.g. *recycling bins, rubbish, flowers, trees, etc*).

Our School (ICT)

- **Aims:** to talk about computers
- **Vocabulary:** speakers, mouse, screen, printer, keyboard, print, type, sound, move
- **Extra materials:** none

BEGINNING THE LESSON

Write the word *computer* on the board. Ask the students to tell you, in L1 if necessary, what they know about computers (e.g. *what we use them for, what different parts they have, etc.*)

PRESENTATION & PRACTICE

★ 1 Look, read and find the words.

Refer the students to the pictures of computer parts. Point to each picture and read out the word. The students repeat after you. Read the instructions and explain the task. Refer the students to the definitions 1-5 and read out the example. Allow the students time to match the different parts to the definitions. Check their answers.

- | | |
|------------|------------|
| 2 printer | 4 speakers |
| 3 keyboard | 5 mouse |

★ 2 Portfolio: In groups, make a poster with computer words. Present it to the class.

The students work in groups. Tell them they are going to make a poster with computer words. Brainstorm computer words and write them on the board (e.g. *recording, mouse pad, mouse, printer, joystick, screen, speakers, keyboard, floppy disk, headphones, etc.*). After the students finish their posters, display their work around the classroom.

ENDING THE LESSON

Write the following computer words on the board and ask the students to unscramble the letters and say the correct word.

U S M O E (MOUSE)
 C N E R E S (SCREEN)
 A O R E K D B Y (KEYBOARD)
 T E I P N R R (PRINTER)
 S A E E K S P R (SPEAKERS)

Troll Tales!

- **Aims:** to read for pleasure
- **Vocabulary:** seatbelt, start, go slow, light, be careful, either
- **Extra materials:** photocopies of the episode (2 copies per pair of students)

BEGINNING THE LESSON

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

PRESENTATION & PRACTICE

1 Listen and read the story. (TRACK 47)

Refer the students to the dialogue. Ask them to look at the pictures and guess what it is going to be about (e.g. Pog and Trog driving a car and falling into a lake.).

Play the recording. The students listen and follow the lines. Play the recording again and 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

Before going into class

Tipex out the speech bubbles and photocopy the episode (one copy per pair). Use a photocopy and cut out the speech bubbles. Arrange them in random order on a separate piece of paper and photocopy (one copy per pair).

The students work in pairs. Hand out a copy of the episode and one of the speech bubbles to each pair. The students, in pairs, read and match the bubbles to the correct picture frames. As extra help, you can have them listen to the episode again before they do the activity.

Lesson 1

- **Aims:** to talk about animals
- **Vocabulary:** vote, weak, parrot, lizard, panda, tiger, tortoise, cheetah, bear, snail, kangaroo, river, mountain, lake
- **Language focus**
Language in use: What does it look like? Where does it live? What can it do? What does it eat?
- **Extra materials:** completed *Progress Report Cards*, *Animals & Habitats* poster, flashcards (57-58), a piece of paper with the sentence *A grey elephant on a desk* written on it and sealed in an envelope

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

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

1 Listen, point and repeat. (TRACK 48)



POSTER/FLASHCARDS (57-58)

Students' books closed. Put the *Animals & Habitats* poster up on the board. Point to the animals (*parrot, lizard, panda, tiger, tortoise, cheetah*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually. Point to the animals in random order and ask individual students to say the words. Then put the flashcards on the board, one at a time. Point to each one, write the word underneath and say the corresponding words. The students listen and repeat, chorally and individually. Point to each flashcard and ask individual students to 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 recording. The students listen and repeat chorally and individually. Check their pronunciation and intonation.

2 How much do you know about animals? Do the quiz and find out.

Read the instructions and explain the task. Go through the questions in the questionnaire and elicit their meaning. Allow the students some time to

complete the task. Check round the class. Then the students report back to the class.

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

★ FAIRY FILES

Before going into class

Write on a piece of paper (with an illustration if you wish!) *A grey elephant on a desk*, place the paper in an envelope and seal it.

Before you begin the trick, spend some time to revise addition, subtraction, etc. Write a number on the board, e.g. 5. Say: *Double the number*. Write: 10. Explain what *double* means. Repeat with one more number. Follow the same procedure with the rest of the calculations.

Tell the class that you are going to do an amazing mind-reading trick! Ask each student in the class to think of a number between 1 and 10, then tell them to do the following (*using a pencil and paper, and without showing their results to anyone else*):

- Double the number. Add 8 to the result.
- Divide the result by 2. Subtract the original number.
- Convert this number into a letter of the alphabet (1 = A, 2 = B, 3 = C, 4 = D, etc.).
- Think of something in the class which starts with this letter.
- Think of an animal whose name starts with the item's *second* letter.
- Think of the colour of that animal.

Then, tell the class you can read minds and that you know what everyone has written. Say the magic word *Shazam!* and open the envelope dramatically. Show them what is written on the paper. All being well, they should all (or most) have written *desk, elephant, grey!*

Module 3 – Animal Elections

3 Listen, point and repeat. (TRACK 49)



POSTER

Students' books closed. Refer the students to the *Animals & Habitats* poster on the board. Point to the pictures (*bear, snail, kangaroo, river, mountain, lake*), one at a time, and say the corresponding word(s). The students listen and repeat chorally and individually. Point to the pictures in random order and ask individual students to say the words.

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

4 Animal facts! Choose an animal, answer the questions and talk about it.

Read the instructions and explain the task. Tell students to choose an animal and, in pairs, they ask and answer questions about that animal. Then they present their animals to the class.

- e.g. Student 1: *What does it look like?*
Student 2: *It's black and white and it's got a short tail.*
Student 1: *Where does it live?*
Student 2: *It lives in China.*
Student 1: *What can it do?*
Student 2: *It can climb trees.*
Student 1: *What does it eat?*
Student 2: *It eats bamboo and fish.*

Pandas are black and white. They have got short tails. They live in China and they eat bamboo and fish. They can climb trees.

5 Look, read and say yes or no.

Read the instructions and explain the task. Refer the students to the pictures of the animals and the sentences. Ask individual students to read the sentences and say *yes* or *no*. Ask the rest of the class for verification.

- | | | |
|-------|-------|-------|
| 1 yes | 4 yes | 7 yes |
| 2 no | 5 yes | 8 no |
| 3 no | 6 no | 9 no |

ENDING THE LESSON

(An activity to consolidate animals.)

Brainstorm for wild animals. Ask the students to draw their favourite animal and write a few things about it (e.g. *description, food, etc.*).

e.g. *This is a giraffe. It's brown and yellow. It's got a long neck and four long legs.*

WORKBOOK (Optional)

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

Lesson 2 – Grammar Land

- **Aims:** to present and practise the comparative form

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

PRESENTATION

★ Comparative form

Students' books closed. Say, then write: *Cheetahs are **faster than** tigers.* Underline the words in bold. The students listen and repeat, chorally and individually. Explain to the students that when we compare two animals, people or things, we add **-er** to the adjective. Write the following adjectives on the board and elicit the spelling rules: *tall – **taller**, weak – **weaker**, big – **bigger**, happy – **happier**.* Then, say and write: *Julie is **good** at Maths, but Ian is **better** than her.* Explain that the comparative form of **good** is **better** and the comparative form of **bad** is **worse**.

Students' books open. Read the sentences in the grammar box 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 Look, read and choose the right word.

Read the instructions and explain the task. Elicit the animals. Allow the students time to complete the task. Check their answers.

- | | | |
|----------|----------|----------|
| 1 faster | 3 taller | 5 fatter |
| 2 bigger | 4 longer | |

★ 2 Look, read and complete the sentences.

Read the instructions and explain the task. Refer the students to the pictures and draw their attention to the speech bubbles. Allow the students some time to read the sentences and complete the task.

- | | |
|-----------|-----------|
| 2 older | 4 longer |
| 3 younger | 5 shorter |

Module 3 – Animal Elections

3 Read and complete the sentences.

Read the instructions and explain the task. Allow the students time to read the sentences and write the adjectives in the comparative. Check their answers.

- | | |
|------------|---------|
| 2 stronger | 5 worse |
| 3 fatter | 6 more |
| 4 better | |

4 Read and complete.

Refer the students to the example and read the speech bubbles. Ask the students to look at the remaining pictures and complete the exercise. Check their answers.

- I'm taller than you
- I'm slower than you
- I'm fatter than you

5 Complete. Say.

Read the instructions and explain the task. Refer the students to the example and read it. Ask the students to read the sentences and complete them as in the example. Then they read their sentences to the classroom.

- (Linda) is younger than me.
- (Jenny) has got longer hair than me.
- (Tom) is taller than me.
- (Harry) is older than me.
- (Lynn) is better at English than me.

6 Listen and choose yes or no. Then say. (TRACK 50)

Read the instructions and explain the task. Play the recording, twice if necessary. The students listen and complete the task. Choose individual students to say their answers to the classroom. Check their answers.

- | | | |
|------|-------|-------|
| 2 no | 3 yes | 4 yes |
|------|-------|-------|

TAPESCRIPT

- The green panda is taller than the pink panda.
- The yellow parrot is smaller than the orange parrot.
- The purple tortoise is older than the green tortoise.
- The blue lizard has got a longer tail than the red lizard.

ENDING THE LESSON

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

Brainstorm for animals and write them on the board. Divide the class into two teams, A and B. The teams take turns saying a sentence about any animal they like. The other team has to find another animal that can be compared to the animal of the other team. Each correct comparison wins one point. The team with the most points wins.

e.g. Team A Student 1: Hippos are fat!

Team B Student 1: Whales are fatter than hippos!

Teacher: One point for Team B.

Team B Student 1: Lizards are long!

Team A Student 1: Crocodiles are longer! etc

WORKBOOK (Optional)

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

Lesson 3 – Grammar Land

- **Aims:** to present and practise the superlative form
- **Extra materials:** blank sheets of paper and an empty tissue box (*Let's play!*)

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

PRESENTATION

★ Superlative form

Students' books closed. Say, then write on the board: *The snail is the smallest of all.* Underline the **-est**. The students repeat, chorally and individually. Explain the form and the use of the superlative. Explain that we form superlatives by adding **-est** to the adjective and that we use the superlative to compare one person/animal/thing with two others or more. Revise the spelling rules. Write these adjectives on the board: **big, happy**. Show how the superlative is formed in these cases. Write the following sentences on the board: *Jimmy is the best student in the class.* Elicit that **best** is the superlative form of **good**. Finally, explain to the students that we use **in** to show place/location (*in the world, in class, etc*), whereas we use **of** to say what is being compared.

Students' books open. Read the sentences in the grammar box 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 Read and choose a, b or c.

Read the instructions and explain the task. Refer the students to the pictures and the sentences. Allow the students time to choose the correct letter (a, b or c). Check their answers.

1 c 2 a 3 a 4 b

★ 2 Look and complete.

Read the instructions and explain the task. Refer the students to the pictures and ask them if they know the cartoon characters presented. Ask them which one they like best. Read the example and allow the students time to complete the rest of the sentences. Check their answers.

- | | |
|----------------|----------------|
| 2 the biggest | 4 the longest |
| 3 the shortest | 5 the smallest |

★ Let's play!

Before going into class

Have blank sheets of paper and an empty tissue box ready to use.

Refer the students to the picture, read the example and explain the game. Tell the students that they are going to vote for a Class President. Put the empty tissue box on the table, where the whole class can see it. Give each student one blank sheet of paper and tell them to write the name of the student they would like to be the Class President. One by one the students stand up, show their vote to the class and explain why they choose this particular student to be the Class President (e.g. *Thomas is the best student of all.*). Then they put their vote into the ballot box. When all the students have voted, take the votes (one by one) out of the ballot box, count them and announce the new Class President.

Module 3 – Animal Elections

3 Read and complete the sentences. Then match.

Read the instructions and explain the task. Allow the students time to write the adjectives in the superlative and choose the correct answer. Check their answers.

- | | |
|-------------|-------------|
| 2 longest c | 4 biggest e |
| 3 highest a | 5 largest d |

4 Read and correct the mistakes.

Read the instructions and explain the task. Refer the students to the example and read the correct answer. Ask the students to read the remaining sentences and correct the mistakes. Check their answers.

- | | | |
|--------|----------|------------|
| 2 than | 4 in | 6 funniest |
| 3 best | 5 faster | 7 most |

5 Read and complete the sentences.

Read the instructions and explain the task. Refer the students to the example and read it. Ask the students to read the sentences and complete them as in the example. Check their answers.

- | | |
|-------------------------|-------------------------|
| 2 the tallest in | 5 the shiest in |
| 3 the cleverest in | 6 the fastest animal in |
| 4 the fattest animal in | |

ENDING THE LESSON

(An activity to consolidate the language taught in the lesson.)

Divide the students into two teams, A and B. Choose a student from each team and give them an adjective. The student answers by giving the superlative form of that adjective. Each correct answer gets a point.

e.g. Teacher: bad
Team A Student 1: the worst etc

WORKBOOK (Optional)

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

Lesson 4

- **Aims:** to listen to and read a story about the animals in the Magic Forest electing a president
- **Vocabulary:** president
- **Language focus**
Structures: consolidation
Language in use: It's time to choose a new president. I'm taller than anyone else. Vote for me! I promise to do my best for all of you!
- **Extra materials:** *Animals & Habitats* poster

BEGINNING THE LESSON

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



POSTER

Put the *Animals & Habitats* poster up on the board. Write the first and the last letter of each word next to it. Ask students to come to the board, complete the words and check the spelling against the poster. Demonstrate this yourself first.

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 51)

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

e.g. *Teacher:* (pointing to picture 6) Which animal can you see on the branch?

Students: An ant.

Teacher: Who do you think is the new president?

Students: The ant. etc

Write on the board:

- | | |
|-----------------------------------|------------|
| 1 Mr Ant? But he's the | a hardest |
| 2 Yes, but he's the worker! | b smallest |

Explain to the students that they will listen to the dialogue and fill in the correct word. Play the recording. The students listen, follow the dialogue and complete the task.

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

2 Read the dialogue again and complete the sentences.

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

- | | |
|-------------|-----------|
| 1 president | 3 hardest |
| 2 smallest | 4 best |

Extension

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

e.g. *Teacher:* I promise to do my best for all of you!

Class: Mr Ant! etc

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

Module 3 – Animal Elections

Read the question at the bottom of page 85, *Do you like the new president?* Have a class discussion about what they like about him the most/least.

ENDING THE LESSON

(An activity to consolidate the language taught in the lesson.)

Carry out various voting procedures with your students, each time voting for a different reason (*e.g. voting for the best student in class, the most popular student, the most friendly student, etc.*)

WORKBOOK (Optional)

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

Lesson 5

- **Aims:** to talk about animals, animal habitats and famous places, to develop the students' reading and writing skills
- **Vocabulary:** grassland, python, rainforest, camel, desert, whale, ocean, gorilla, jungle
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Extra materials:** *Animals & Habitats* poster

BEGINNING THE LESSON

(An activity to revise the language of the previous lesson.)

Assign roles. The students read out the dialogue from Lesson 4.

PRESENTATION & PRACTICE

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

1 Listen, point and repeat. (TRACK 52)



POSTER

Students' books closed. Put the *Animals & Habitats* poster on the board. Point to the pictures (*grassland, python, rainforest, camel, desert, whale, ocean, gorilla, jungle*), 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. Students say the words individually. Ask the rest of the class for verification.

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

2 Sing along! (TRACK 53)

Read the instructions and explain the task. Refer the students to the pictures and ask them to tell you what they think the song is about (*animal homes*).

Play the recording. The students listen and follow the lines. Play the recording again. The students listen and sing along.

★ Let's play!

Refer the students to the picture. Read the example. Brainstorm for ideas and write them on the board. Ask a student to come to the front and describe an animal of his/her choice. The rest of the class guesses what it is. Whoever guesses correctly comes to the front of the class and describes the animal of his/her choice.

e.g. Student 1: *I'm brown. I live in the desert.*

Student 2: *You're a camel!*

Student 1: *Yes. etc*

(Suggested answers)

- *I'm brown. I live in the desert. (camel)*
- *I'm blue and grey. I'm the biggest animal in the world. I live in the ocean. (whale)*
- *I'm green. I've got a very long tail. I live in the rainforest. (python)*
- *I'm black. I've got a lot of hair on my body. I live in the jungle. (gorilla)*
- *I'm grey. I'm the biggest animal on land. I live in the jungle. (elephant)*

Module 3 – Animal Elections

READING & WRITING

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

3 Read and complete the texts. (TRACK 54)

Students' books open. Read the instructions and explain the task. Refer the students to the pictures and draw their attention to the adjectives in the middle. Allow the students time to read the texts and complete the task. Play the recording. The students listen, follow the lines, and check their answers. Individual students read out from the texts.

2 fastest 3 smallest 4 biggest

4 Portfolio: Write about your country (the tallest building, the longest river, the oldest town, etc.). Draw or stick pictures.

Ask the students to write a text about a city in their country. Tell them to use the texts in Ex. 3 as models. (e.g. *Paris is the biggest city in my country. The Loire River is the longest river.*) Allow the students time to write their texts and draw or stick their pictures.

Alternatively, you can ask the students to write their texts and draw their pictures 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

Ask the students to read the proverb and say what they think it means (*It is better to be happy with what you have than to try to get more and risk losing everything.*) Ask the students if they have a similar proverb in their country. Elicit the students' answers.

Ask the students if they know any other proverbs that mention animals. If the students aren't familiar with any other proverbs, you can teach them the following.

Kill two birds with one stone.

Don't count your chickens before they hatch.

Curiosity killed the cat.

You can't teach an old dog new tricks.

The early bird catches the worm.

Take the bull by the horns.

Refer the students to the *Did you know?* box and read the facts. Can the students think of any other interesting animal facts? Ask them to use the Internet and write two animal facts to share with the class.

ENDING THE LESSON

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

Ask the students, in pairs, to write a quiz about animals. When they finish, they swap quizzes and answer them.

e.g. 1 *The is the faster animal of all.*

a tiger b lion c cheetah

2 *The is the slowest animal in the world.*

a tortoise b snail c snake

3 *The largest animal is the*

a whale b hippo c giraffe etc

Lesson 7 - Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** get married
- **Extra materials:** flashcards (59), pictures of different kinds of semi precious stones with the names written under each stone (*Ending the Lesson*)

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 'The Stone Flower'.)

 **Listen, point to the picture, and say the words. (TRACK 55)**



FLASHCARD (59)

Students' books closed. Put the flashcard up on the board. Point to it and present the phrase *get married*. The students repeat after you.

Students' books open. Play the recording. The students listen, point and say the words.

TAPESCRIPT

get married



Listen and read the story. (TRACK 56)



FLASHCARD (59)

Use the flashcard to present the story. Tell the students that Danila is engaged to Katya and that he wants to find the right stone to make the perfect vase. Say e.g. *After that they can get married*. Ask individual students to repeat. Direct the students' attention to the picture. Play the recording for the student to listen and follow in the book. Play the recording 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 Danila. Ask the students to complete your sentences.

e.g. *Teacher: I am looking for the right ...*

Class: stone to make a beautiful vase for us. etc

Extention

Ask for a volunteer to be narrator and three more volunteers to read the roles of Danila, Prokopych and Katya. Repeat with different students.

Module 3 – Animal Elections

1 Read the story again and complete the conversation between Prokopych and Danila.

Read the instructions and explain the activity. The students read the story again and complete the conversation. Check their answers.

Prokopych: worried

Prokopych: marry, family

Danila: ready

Danila: stone, perfect, home

2 Read and find the sentences that illustrate the picture of the story. Then act them out with your friend.

Read the instructions and explain the activity. Point to the picture and ask the students to name the characters, say where they are and what they are talking about. Then allow the students some time to find the sentences that illustrate the picture. Then, in pairs, the students act out the dialogue between Danila and Katya. Check the students' answers.

Sentences to be underlined:

"Danila you go to the forest every day," she says.

"I hardly ever see you."

"Don't be sad, Katya, I am looking for the right stone to make a beautiful vase for us," Danila answers.

3 Let's sing! (TRACK 57)

Ask the students to look at the picture. Point to the stone and ask: *Where can the stone be?* The students repeat after you. Play the recording. The students listen and point to the stone. Play the recording again. The students sing along.

ENDING THE LESSON

Show the students the pictures and the names of the different kinds of semi precious stones you have brought. Ask them to say which stone they would choose to make their vase.

e.g. *Blue Tiger Eye is the right stone to make a beautiful vase.*

Module 3 – Animal Elections

Checkpoint

- **Aims:** to consolidate the module, to monitor the students' progress

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

e.g. *Teacher: I am slower than a tortoise.
What am I?*

Student 1: A snail.

Teacher: The cheetah is ... animal of all.

Student 2: the fastest 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 at the pictures. Then read and find the animals.

The students look at the pictures, read the sentences and find the animals.

- | | |
|----------|---------|
| 1 snail | 4 panda |
| 2 lizard | 5 bear |
| 3 parrot | |

2 Read and complete the text.

Explain the activity. The students read the text, look at the pictures and write the words.

- | | |
|----------|----------|
| 1 snail | 4 fruit |
| 2 python | 5 parrot |
| 3 fly | |

3 Read and choose the right word.

The students read the sentences and choose the correct words.

- | | |
|---------------|---------------|
| 1 a longer | 4 stronger |
| 2 the tallest | 5 the largest |
| 3 the fastest | |

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 what they liked the best (e.g. *exercises, stories. etc*). Then refer the students to the *Now I can* box and read through it with them.

Lesson 1

- **Aims:** to talk about feelings, to talk about buildings/places
- **Vocabulary:** thirsty, angry, scared, worried, late, bored, tired, funfair, hospital, station, museum, café, theatre, library
- **Language focus**
Language in use: I feel scared when I see a spider. This is a funfair.
- **Extra materials:** completed *Progress Report Cards*, *The way I was* poster, a coffee filter circle, a black marker and a saucer (*FAIRY FILES*), flashcards (60-66)

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

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

1 Listen, point and repeat. (TRACK 58)



POSTER

Students' books closed. Put the *The way I was* poster on the board. Point to the items (*thirsty, angry, scared, worried, late, bored, tired*), 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. Ask the rest of the class for verification.

Mime an adjective. The students say which adjective it is.

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

2 Read and choose the right words. Then act out.

Read the instructions and explain the task. Refer the students to the pictures and the sentences. Allow the students time to choose the correct words. Check their answers.

1 happy 2 bored 3 angry 4 scared

Read sentences 1-4 one by one, and ask individual students to act them out.

3 Talk with your friend.

Read the instructions and explain the task. Refer the students to the list of questions and the picture, and read the example. Elicit/Explain any unknown words. The students, in pairs, act out dialogues similar to the one in the example. Go around the class, monitoring. Ask some students to report back to the class.

(Suggested answers)

A: *I feel hungry when I smell fresh bread. How about you?*

B: *I feel hungry, too!*

A: *I feel happy when I go to the park. How about you?*

B: *I feel happy, too!*

A: *I feel angry when I break a toy. How about you?*

B: *I feel angry, too!*

A: *I feel happy when I have a birthday party. How about you?*

B: *I feel happy, too!*

A: *I feel angry when I lose money. How about you?*

B: *I feel angry, too!*

A: *I feel scared when I'm alone at home. How about you?*

B: *I feel scared, too!*

FAIRY FILES

Before going into class

Bring a coffee filter circle, a black marker pen and a saucer to class.

Use the black marker pen to draw a spot in the centre of the coffee filter. Ask the class to tell you what colour it is. Then tell the students that you can magically transform the black into other colours! Put the filter on the saucer, and put a few drops of water on the spot. Say the magic word *Shazam!* In a few minutes, rings of colour will go out from the centre of the circle to the edges. Say: *It was black, but now how many colours can you see? Magic!*

Module 4 – Who Was It?

4 Listen, point and repeat. (TRACK 59)

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



FLASHCARDS (60-66)

Students' books closed. Put the flashcards up on the board, one at a time. Point to each flashcard, write the word underneath, and say the corresponding word. The students listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual students to say the words. Ask the rest of the class for verification.

Mime an action connected with one of the buildings, e.g. *reading a book*. Ask the students to say where you were yesterday, e.g. *You were at the library*.

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

5 Read the definitions and find the place.

Read the instructions and explain the task. Allow the students time to read the sentences and name the correct building/place. Check their answers.

- | | | |
|-----------|------------|--------|
| 2 theatre | 4 hospital | 6 café |
| 3 library | 5 museum | |

6 Look, read and answer the questions.

Read the instructions and explain the task. Allow the students time to read the questions and name the correct building/place. Check their answers.

- | | | |
|------------|-----------|-----------|
| 1 funfair | 3 library | 5 café |
| 2 hospital | 4 station | 6 theatre |

ENDING THE LESSON

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

Mime how you felt yesterday, e.g. *worried*. Ask the students to guess the feeling. Repeat with a student. The class tries to guess the word. Repeat the activity for as long as you think is necessary.

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

WORKBOOK (Optional)

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

Lesson 2 – Grammar Land

- **Aims:** to present and practise the Past Simple of the verb 'to be' (affirmative)

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

PRESENTATION

★ The verb 'to be' – Past simple (affirmative)

Students' books closed. Say, then write: *I **was** hungry **yesterday***. Underline the words in bold. The students repeat after you. Then write: *You **were** tired **last night***. Underline the words in bold. The students repeat after you. Follow the same procedure and present the other persons in the affirmative. Explain to the students that we use the *Past Simple* to talk about actions that happened in the past, and that is why we use expressions such as *yesterday* and *last night*. Say, then write the following sentences:

***There is** a boy in the garden **today**.*

***There was** a boy in the garden **yesterday**.*

***There are** two cars in the street **today**.*

***There were** three cars in the street **last night**.*

Underline the words in bold and have the students repeat after you. Explain to the students that while we use *there is* and *there are* to talk about the present, we use *there was* and *there were* to talk about the past.

Drill your students:

e.g. *Teacher: I was bored yesterday.
You ...*

Student 1: You were bored yesterday.

Teacher: Sally ...

Student 2: Sally was bored yesterday. etc

Students' books open. Read through the sentences in the grammar box 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 Look, read and complete the text.

Allow the students some time to complete the task. Check their answers and write them on the board.

2 was 3 was 4 were 5 was

★ 2 Put the sentences into the past.

Read the instructions and explain the task. Refer the students to the example and read it. The students read the remaining sentences and write them in the past. Check their answers.

- 2 We were at the cinema.
- 3 George was ill.
- 4 She was very angry.
- 5 They were late.
- 6 It was windy.
- 7 She was hungry.
- 8 They were at home.

★ 3 Which picture? Listen and choose. Then say. (TRACK 60)

Read the instructions and explain the task. Refer the students to the pictures and ask them questions.

e.g. *Teacher: What can you see in Picture a?*

Student 1: I can see a bank, two cars, one lorry, and a boy on a blue bike.

Teacher: What can you see in Picture b?

Student 2: I can see a bank, two cars and a boy on a green bike. etc

Play the recording, twice if necessary. The students listen and complete the task. Check their answers. Ask students to say what happened.

Answer: picture a

TAPESCRIPT

I was opposite the bank at 10 o'clock. There were two cars outside. There was a man in the black car. There was a boy on a blue bike. There was a big red lorry, too.

Module 4 – Who Was It?

★ 4 Look and complete: *was, were*.

Refer the students to the picture of Littletown and ask them to say what there was in Littletown a hundred years ago, e.g. *There was a baker's*. Read the instructions and explain the task. The students read the text and complete the task as in the example. Check the students' answers.

2 was 3 was 4 were

★ 5 Look at the pictures and say *yes* or *no*.

Ask the students to look at picture A and say what there was in the town 50 years ago. Repeat for the second picture (B). Explain the task. Allow the students time to look at the pictures and decide on their answers. Individual pupils read the sentences and say *yes* or *no*. Ask the rest of the class for verification.

Picture A: 2 no 3 yes 4 no

Picture B: 1 yes 2 no 3 no 4 yes

ENDING THE LESSON

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

Ask the students to say what there was in their town 50 years ago.

e.g. *There was a butcher's in my town 50 years ago.*

WORKBOOK (Optional)

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

Lesson 3 – Grammar Land

- **Aims:** to present and practise the Past Simple of the verb 'to be' (negative, interrogative)
- **Extra materials:** sheets of paper

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

PRESENTATION

★ The verb 'to be' – Past Simple (negative/interrogative)

Students' books closed. Say and write on the board: *I **was not** (**wasn't**) at the museum yesterday.* Underline the words in bold. The students repeat after you. Then write: *You **were not** (**weren't**) at the café last night.* Underline the words in bold. The students repeat after you. Explain how the negative form (full/short) is formed. Say, then write: ***Was** I at the theatre yesterday?* Underline the word in bold. The students repeat after you. Write under the sentence: ***Yes, I was.*** Explain how the interrogative form and positive short answer is formed. Then write: ***Were** Tina and Linda at the station last night?* Underline the word in bold. The students repeat after you. Write under the sentence: ***No, they weren't.*** Explain how the negative short answer is formed.

Students' books open. Read through the sentences in the grammar box 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 Mike was in London last Sunday. Ask him questions using *was* or *were*.

Read the instructions and explain the task. Allow the students time to use the prompts and complete the task as in the example. Check their answers.

- 2 Was the weather nice?
- 3 Was the food OK?
- 4 Were the people nice?
- 5 Were the shops open?

★ 2 There was a robbery in Mr Frog's house. Take roles and act out.

Students' books open. Read the instructions, refer the students to the table and the pictures, and explain the task. Explain the use of **Mr** for men and **Mrs** for women. Assign each student a role (*detective, Mrs Bear, Mr Rabbit, Mr Frog, Mrs Mouse and Mr Tortoise*) and explain that the detective has to ask questions in order to find out where the rest of the characters were at 8 and 9 o'clock. Ask a pair of students to read out the example, and allow the students time to have a look at the table. The students act out the dialogues.

e.g. *Detective (Student 1): Were you in the kitchen at 8 o'clock, Mrs Bear?*

Mrs Bear (Student 2): Yes, I was. etc

★ 3 Who was the robber? Read and say.

Read the instructions and explain the task. Tell the students that they are going to read the text and, based on these clues as well as the table in Ex. 2, they will try to find out who the robber was. Allow the students time to read the text and complete the task.

Answer: The robber was ... **Mrs Mouse!**

Module 4 – Who Was It?

4 Make questions. Then match.

Read the instructions and explain the task. Allow the students time to write the questions and choose the correct answer. Check their answers.

- 2 Was the food nice? d
- 3 Was the café open yesterday? c
- 4 Were the children in France last summer? b
- 5 Was Emma at the park yesterday afternoon? a

(Activities to practise talking about the past.)

5 Ask and answer.

Read the instructions and explain the task. Refer the students to the pictures and to the example, and ask a pair to read it out. Explain the use of 'was' to talk about the past. The students, in pairs, ask and answer as in the example.

(Suggested answers)

- A: Where was Emma last Saturday?
- B: She was at the funfair.

- A: Where was Lee last Saturday?
- B: He was at the library.

- A: Where was Mona last Saturday?
- B: She was at the café.

- A: Where were Erlina and Alvin last Saturday?
- B: They were at the theatre.

Let's play!

Before going into class

Have blank sheets of paper ready to use.

Refer the students to the picture, read the example and explain the game. Give each student one blank sheet of paper and tell them to draw a place of their choice without letting their partner see it. The students, in pairs, turn their backs to each other and ask and answer questions in order to find out where their partner was.

- e.g. Student 1: Were you at the cinema yesterday?
Student 2: No, I wasn't! Were you at the hospital yesterday?
Student 1: Yes, I was. Look! etc

ENDING THE LESSON

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

Write the days of the week on the board. Next to them, write the places you were (e.g. Monday: café). Then say: *On Monday, I was at the café.* Ask the students to make a similar weekly chart in their notebooks. Then, they present it to the class. Provide any necessary help.

Note: For the next lesson ask the students to learn the pattern in Ex. 5.

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.

Lesson 4

- **Aims:** to listen to and read a story about the little green man
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: We were worried. I was with my dad. There was a little man out there! Were you in my garden last night? No, I wasn't! If it wasn't you, who was it then? Where were you last night?
- **Extra materials:** none

BEGINNING THE LESSON

Ask the students questions about their whereabouts last night.

e.g. *Teacher: Were you in your room at 8 o'clock last night?*

Student 1: No, I wasn't. I was in the kitchen. 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 61)

Read the instructions. Explain/Elicit the meaning of the phrase *A little green man*. Use L1 if necessary. Ask the students who they think the little green man is. Do not say if they are right or wrong. Go through the pictures of the dialogue and set the scene by asking questions.

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

Students: In Mona's house.

Teacher: (pointing to picture 4) Does Mona's grandma look happy?

Students: No, she doesn't.

Teacher: Who do you think the little green man next to Alvin in picture 10 is?

Students: Alvin's dad. etc

Write on the board: *If it wasn't you, who was it then?*

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

Answer: picture 9

2 Read the dialogue again and choose *a* or *b*.

Read the instructions and the sentences. Refer the students to the dialogue and allow them time to choose the correct name. Check their answers.

1 b 2 a 3 a 4 a

Extension

Play the recording 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.

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: Ooh! My favourite ...*

Class: game! etc

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

Module 4 – Who Was It?

Read the question at the bottom of page 101, *Do you get scared easily?* Have a class discussion about the things that scare them.

ENDING THE LESSON

Write: *I was scared because ...* on the board. Ask the students to complete your sentence.

e.g. I was scared because the room was dark. 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.

Lesson 5

- **Aims:** to talk about feelings and personal qualities, to develop the students' reading and writing skills
- **Vocabulary:** noisy, shy, naughty, quiet, win
- **Language focus**
Structures: consolidation
Language in use: This is a photo of me when I was young.
- **Extra materials:** *The way I was* poster, flashcard 67

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 62)



POSTER/FLASHCARD (67)

Students' books closed. Put the *The way I was* poster up on the board. Point to the pictures (*noisy, shy, naughty, quiet*), 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. Students say the words individually. Ask the rest of the class for verification. Show the win flashcard. Say: win. The students repeat after you.

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

2 Listen and write. (TRACK 63)

Read the instructions and explain the task. Refer the students to the pictures and ask them to tell you what they think the song is about (*feelings*). Play the recording. The students listen and complete the task. Play the recording again. The students listen and sing along.

2 angry

3 sad

★ Now sing and do! (TRACK 63)

Demonstrate the following miming actions and encourage the students to imitate you. Play the song. The students listen and do the miming.

Just the other day (*look bored*)

I was really bored,

I was all alone,

I was on my own!

And when I'm bored,

This is what I do –

You can do it, too ...

Haagh, Aagh, Uugh! (*stretch and yawn*)

Feels good!

angry – Argh, Ohh, Ugh! (*wave fists, stamp feet*)

sad – Ooh-hoo, Ooh-hoo, Ooh-hoo! (*rub eyes, head down*)

Module 4 – Who Was It?

READING & WRITING

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

3 Read the text and complete the list. (TRACK 64)

Students' books open. Tell the students to look at Ex. 3. Refer them to the pictures and ask them who they think the young child is (*Harry, when he was very young*). Then, read the instructions and explain the task. Ask the students to read the texts and fill in the missing information about Harry's favourite food, animal and thing when he was young. Allow the students time to complete the task. Play the recording for the students to listen, follow the lines and check their answers.

my favourite food: carrots

my favourite animal: cat

my favourite thing: bike

4 What were you like when you were a baby? Tell the class.

Read the instructions and explain the task. Ask the students to say what they were like as babies.

e.g. I was a noisy baby. I was very naughty, too!

5 Portfolio: Write about what you were like when you were a baby. Use your ideas from Ex. 4. Draw or stick pictures.

Ask the students to write a text about what they were like when they were babies. Tell them to use the first part of the text in Ex. 3 as a model. (*e.g. This is a photo of me when I was a baby. I was really shy!*). Allow the students time to write their texts and draw or stick their pictures.

Alternatively, you can ask the students to write their texts and draw their pictures 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 of the bear and read the tongue twister. Encourage them to say the tongue twister as fast as they can. Repeat the activity with the picture of the oyster. Ask the students if they know any tongue twisters (in L1 if necessary). If students don't know any English tongue twisters, you can provide them with some. Encourage them to say these tongue twisters as fast as they can.

I scream, you scream, we all scream for ice cream!

She sees cheese.

Silly sheep weep and sleep.

He wanted to desert his dessert in the desert!

ENDING THE LESSON

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

Ask the students to draw where their friend was yesterday. They present their drawings to the class.

e.g. This is my friend, Paul. He was in the park yesterday.

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

Lesson 7 - Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** whisper, turn around, disappear, huge
- **Extra materials:** flashcards (68-71)

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 'The Stone Flower'.)

★ Listen, point to the pictures, and say the words. (TRACK 65)



FLASHCARDS (68-71)

Students' books closed. Put the flashcards up on the board. Point to the flashcard of *whisper* and whisper the word. The students repeat after you. Repeat for the remaining flashcards.

Students' books open. Play the recording. The students listen, point and say the words.

TAPESCRIPT

whisper, turn around, disappear, huge

★ Listen and read the story. (TRACK 66)



FLASHCARDS (68-71)

Use the flashcards to present the story. Put the flashcards on the board in the following order (*whisper, turn around, disappear, huge*) and say: *Danila is looking for malachite in the forest. Suddenly he hears a whisper.* Ask individual students to repeat. Direct the students' attention to the picture. Play the recording for the students to listen and follow in their books. Play the recording 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 Danila. Ask the students to complete your sentences.

e.g. *Teacher: Oh, how I wish I could see ...*

Class: the stone flower! etc

Extension

Ask for a volunteer to be the narrator and two more volunteers to read the roles of Danila and the Mistress of Copper Mountain. Repeat with different students.

Module 4 – Who Was It?

1 Read the story again and choose a or b.

Read the instructions and explain the activity. The students read the story again and choose the correct answer. Check their answers.

1 a 2 a 3 b 4 a 5 a

2 Complete the summary. Then tell the class.

Read the instructions and explain the activity. Point to the summary of the story. Allow the students time to read and complete it. Check their answers. Then individual students summarise the story to the class.

1 whisper 5 happy
2 disappears 6 marry
3 Serpent Hill 7 Mistress
4 home

3 Let's sing! (TRACK 67)

Ask the students to look at the picture. Point to the Mistress of Copper Mountain and say: *She's the mistress of mountain, yes she is.* The students repeat after you. Play the recording. The students listen and point to the Mistress of Copper Mountain. Play the recording again. The students sing along.

ENDING THE LESSON

Tell the students they are going to tell the story of *The Stone Flower* by playing Chinese Whispers. Explain the game. Ask the students to line up close to each other. The student at the beginning of the line has to whisper a sentence into the ear of the student next to him/her. This student then whispers what he/she heard into the ear of the student next to him/her and so on. The last student in line has to say aloud what he/she heard. Repeat the game as many times as you like.

Lesson 8 - Phonics

- **Aims:** to read and pronounce the words with the /e/ and /ə/ sounds
- **Extra materials:** pictures of the following: hotel, breakfast, ear, theatre (Ex. 1)

BEGINNING THE LESSON

Play the song from the previous lesson (Track 67). The students listen and sing along.

PRESENTATION & PRACTICE

1 Read the words and the sentences first to yourself and then to your friend.

Students' books closed. Hold up the picture of *hotel*. Point to it and ask: *What's this?* Elicit: *hotel*. Say the word. The students repeat after you. Write the word *hotel* under the picture. Underline the letter **e**. Then point and say: /e/, /həʊtel/. The students repeat after you. Repeat the same procedure with the pictures of *breakfast*, *ear* and *theatre*.

Extension

Write the following on the board:

/smel/ /hiə/
/hed/ /jiə/

Students say the sounds and the words.
e.g. /e/, /smel/ 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 monitor the students and offer any necessary help. Finally, ask some students to read the sentences aloud.

2 Read and complete the sentences.

Read the instructions and explain the activity. Go through the sentences and the words. Allow students time to write the words. Go around the classroom monitoring and offering help while necessary. Check the students' answers.

- | | |
|---------|-------------|
| 1 smell | 5 breakfast |
| 2 bread | 6 disappear |
| 3 hear | 7 better |
| 4 year | 8 theatre |

3 Read the words first to yourself and then to your friend.

Point to the first set of words and say how the *-ice* sound is pronounced. The students repeat after you. Repeat the activity for the remaining sounds (*-ick*, *-ide*, *-ight*, *-in*). The students read the words first to themselves and then aloud in pairs. One reads while the other checks and then they swap roles. During this stage monitor the students and offer any necessary help. Finally, ask some students to read the sentences aloud.

4 Match to make a nonsense rhyme. Then choose a rhyme and mime it to your friend. Can he/she guess the rhyme?

Read the instructions and explain the task. Allow the students time to match the rhyming words. Then the students work in pairs. Each student chooses a rhyme and mimes it to his/her partner who in turn tries to guess which rhyme it is.

1 D 2 E 3 A 4 C 5 B

ENDING THE LESSON

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

Divide the class into two teams, A and B. Choose a student from Team A. Say either the /e/ or /ə/ sound and ask the student to say a word with the same sound. A correct answer gets one point. Repeat with a student from Team B. Continue the game until everyone has had a turn. 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.

Module 4 – Who Was It?

Checkpoint

- **Aims:** to consolidate the module, to monitor the students' progress

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

e.g. *Teacher: I want something to drink. I'm ...*

Student 1: thirsty.

Teacher: Where were you yesterday?

Student 2: I was at home. 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 and choose the right word.

The students look at the pictures, read the sentences and choose the correct words.

- | | | |
|-----------|----------|-----------|
| 1 scared | 3 hungry | 5 naughty |
| 2 worried | 4 bored | |

2 Look and complete.

Explain the activity. The students read the sentences and complete with the correct verb.

- | | | |
|--------|-----------|----------|
| 1 was | 3 weren't | 5 Was |
| 2 Were | 4 were | 6 wasn't |

3 Read and complete.

The students read the sentences, look at the pictures and fill in the correct words.

- | | |
|-----------|---------|
| 1 naughty | 2 noisy |
|-----------|---------|

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 what they liked the best (e.g. exercises, stories. etc). Then refer the students to the *Now I can* box and read through it with them.

Our World/My World

- **Aims:** to talk about cities
- **Vocabulary:** busy, city, capital, poet, writer, musician, modern, chew gum, cool
- **Extra materials:** magazines with pictures of cities from around the world

BEGINNING THE LESSON

Write the following city names on the board: *London, Varanasi, Singapore*. Ask the students if they have ever been to any of these cities and if they know/have heard of where they are (*UK, India, South-East Asia*).

PRESENTATION & PRACTICE

1 Read and complete. Use: *oldest, cleanest, busiest*.

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

1 busiest **2** oldest **3** cleanest

Read the texts again and elicit/explain the meaning of any unknown words. Individual students read out from the texts.

★ 2 Moscow or Novgorod? Read the sentences and say.

Read the instructions and explain the task. Refer the students to the pictures and the texts about Moscow and Novgorod. Allow the students time to read the texts and complete the task. Check their answers.

- | | |
|------------|------------|
| 1 Moscow | 4 Moscow |
| 2 Moscow | 5 Novgorod |
| 3 Novgorod | |

★ 3 Portfolio: Write about a city in your country. Use some of these words: *hottest, biggest, smallest, nicest, cleanest, oldest.*

Read the instructions and explain the task. Ask the students to write a short paragraph about their city in their notebooks. Tell them that they can use the texts in Exs 1 and 2 as models. You can also ask students to stick a photo (if they have one available) of the city of their choice.

You can also ask the students to prepare a presentation at home and talk about it in the next lesson.

(Students' own answers)

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

ENDING THE LESSON

Divide the class into three groups. Ask the groups of students to look through magazines and make a collage of cities from around the world. Once they finish their collages, they present them to the class.

Go Green

- **Aims:** to raise the students' environmental awareness, to talk about pollution and other factors that can harm animals
- **Vocabulary:** penguin, rubbish, fishing, chemicals, plants, oil, ocean
- **Extra materials:** pictures of different sea animals, polluted seas, chemicals, oil spills, fishing nets, etc (from magazines, etc) for Exs 1 and 2, blank sheets of paper, glue (*Portfolio*)

BEGINNING THE LESSON

Ask the students to name some animals that are in danger due to pollution, hunting, over-fishing, etc. Tell them that they are going to learn about one such animal, the penguin, and of the reasons why this animal is in danger today.

PRESENTATION & PRACTICE

1 Why is the penguin unhappy? Read and answer.

Students' books closed. Present the new vocabulary (*penguin, rubbish, fishing, chemicals, plants, oil*) by using pictures/photos. Put the pictures on the board, point to each one and say the word. The class repeats, chorally and individually.

Students' books open. Read through the title and look at the frames. Set the scene by asking questions.

e.g. *Teacher: Where is the penguin?*
Student 1: It's in the sea.
Teacher: Does it look happy?
Student 2: No, it doesn't. etc

Read the instructions and explain the task. Allow the students time to read the story and answer the questions.

Answer: The penguin is unhappy because the sea is full of rubbish.

2 What can harm sea animals? Read and choose.

Read the instructions and explain the task. Use L1 to explain to the students that many sea animals, such as seals, whales, etc, are in danger because people pollute the sea in many different ways. Ask them if they can think of the different ways in which people pollute the sea. Elicit answers.

Allow the students time to do the exercise. Ask individual students to give you the answers and write them on the board. Discuss with the students, in L1 if necessary, how each of these factors can harm sea animals (*e.g. sea animals are caught in fishing nets, factory chemicals that are poured into the sea poison the water, oil spills make the sea poisonous, etc*).

Answer: fishing, chemicals, oil

3 Portfolio: Help an animal find a home.

Read the instructions and explain the task. Refer the students to the picture and the advertisement. Tell the students to think of an animal of their preference and produce a similar advertisement. Provide any necessary help with vocabulary. Allow them time to make their advertisements. When the students finish, ask each student to come to the board and present his/her ad to the class.

You can also ask the students to make their own ad at home as part of their homework and add it to their *Junior Language Portfolio*.

4 What words come to mind when you think of dolphins? Make a list. Compare them with your friend's.

Refer the students to the picture of the dolphin. Ask them to say which words come to mind when they think of dolphins. Elicit their answers. Then ask them to complete the task.

Suggested answers: clever, playful, jump, sea parks, beautiful, grey, tail, nets, etc.

5 a) Read and answer.

Refer the students to the pictures of the dolphins and the text. Allow the students time to read the text and answer the questions. Check their answers.

- 1 Yes, there are.
- 2 They can get up to 9.5 metres and 10 tonnes.
- 3 Yes, they can.
- 4 They die because people fish their food and they haven't got any fish to eat. Also, the rubbish, the plastics and the chemicals kill them.

b) Read and complete the email. Use: rubbish, dolphins, email, animals, food.

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

c) Write an email to your friend about the life of penguins today. Follow the example in exercise 5b.

Read the instructions and explain the task. Tell the students that they can use the text in Ex 5b as a model. Allow the students time to complete the activity.

ENDING THE LESSON

Ask the students to brainstorm and make a list on the board of things they can do to protect the environment.

- recycle paper, plastic or bottles
- walk to school or ride a bike
- don't drop litter
- don't waste paper
- switch lights off
- plant a tree etc.

Our School (Maths)

- **Aims:** to make comparisons, to do calculations
- **Vocabulary:** long, big, strong, fast
- **Extra materials:** none

BEGINNING THE LESSON

Choose three students to come to the front of the classroom and conduct a class survey using comparisons and superlatives.

e.g. *Bob is taller than Mary.*
Peter is the tallest of all. etc

PRESENTATION & PRACTICE

1 Which line is longer? Guess. Then measure.

Refer the students to the lines, read the instructions and explain the task. Ask the students to tell you (without measuring) which line they think is longer. It is very likely that all the students will say that the bottom line is longer than the top one. Tell them to use their rulers to measure both lines. The students will be surprised to find out that both lines are of the same length. Explain to your students that this is an optical illusion, and that it's the position of the two circles that makes one line look longer and the other line look shorter.

2 Which is bigger? Guess. Then measure.

Refer the students to both shapes. Ask the students to tell you (without measuring) which shape is bigger. It is very likely that the students will say that the second shape is bigger than the first. Tell them to use their rulers to measure both shapes. The students will be surprised to find out that both shapes are of the same size. Explain to your students that this, too, is an optical illusion, and that it's the position of the two shapes that makes one look bigger and the other look smaller.

3 Which man is the strongest?

Read the instructions and explain the task. Refer the students to the pictures (1-3) and ask them to tell you which man is the strongest, based on the sum of the weight each one is lifting. Allow the students time to add up the kilos for each man and give you the answer.

Answer: Number 3 ($6 \text{ kg} + 7 \text{ kg} = 13 \text{ kg}$)

4 Which car is the fastest?

Refer the students to the cars (1-3) and ask them to read the information in the box and tell you which car is the fastest. Allow the students time to look at the information, do the subtractions and find the answer.

Answer: Number 2 ($11:30 - 8:30 = 3 \text{ hours}$)

Read out the riddle for the students to solve. Allow the students time to find the answer.

Answer: a rubber

ENDING THE LESSON

Ask the students to write a riddle similar to the one in their books. When they finish, they read out their riddles for their classmates to solve.

Troll Tales!

- **Aims:** to read for pleasure
- **Vocabulary:** strange, cleaning, monster
- **Extra materials:** photocopies of the episode
(*Extension*)

BEGINNING THE LESSON

Ask the students if they remember what the previous episode was about (*Pog and Trog drove the car into the lake and Popsie teased them.*). Ask them if they remember any of the phrases from that dialogue and ask them to say them out loud (*e.g. No, Pixies can't drive. I like driving our new car. Well, trolls can't drive either.*).

1 Listen and read the story. (TRACK 68)

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. Popsie makes Pog and Trog's things disappear*).

Play the recording. The students listen and follow the lines. Play the recording again and 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 words *table*, *armchair* and *vase*. Photocopy one set per group of students.

Hand out one set of frames per group. Ask the students to work together and write the missing words. You can help them by playing the episode again while they are completing the task.

- **Aims:** to talk about New Year celebrations
- **Vocabulary:** midnight, grapes, strikes, shortbread, Grandfather Frost, arrive, meal, grilled duck
- **Language focus**
Language in use: Happy New Year!
- **Extra materials:** plastic bottles, dried beans, peas, etc, glue, sticky tape, scissors, coloured paper or crepe paper, glitter, ribbons, etc

Note: This lesson is optional. It is designed to be taught just before New Year.

BEGINNING THE LESSON

Play the song *Happy New Year!* (Track 69) from Ex. 2 as the students are arriving. Greet them with *Happy New Year!*

PRESENTATION & PRACTICE

(Activities to get the students talking about New Year.)

Students' books closed. Have a discussion, in L1 if necessary, about what we usually do around New Year's time and what comes to their mind when they hear the words *New Year*. Ask the students to tell you how they usually spend their holidays.

1 Let's make a New Year's Rattle!

Before going into class

Make sure you have a plastic bottle for each student, dried beans, peas, etc, glue, sticky tape, scissors, strips of coloured paper or crepe paper, glitter, ribbons, etc.

Students' books open. Point to the illustration and explain to the students that they are going to make rattles for the celebration of the New Year. Show them your model and hand out the plastic bottles. Provide the students with scissors, coloured paper and glue, and a handful of dried beans, peas, etc each. Guide the students into making their rattles: first they cover their bottles with coloured/crepe paper. Then they put the dried beans, peas, etc inside their bottles. Finally, they decorate their rattles with glitter, ribbons, etc. Go around the class as the students complete the task, providing any necessary help.

2 Let's sing! (TRACK 69)

Play the recording. The students listen and follow the song. Play the recording again. The students listen and sing along.

Extension

- 1 Ask the students to use their rattles. The students sing along, shaking their rattles to the rhythm.
- 2 Explain that it is common for English people to wish each other *Happy New Year* on the stroke of midnight on New Year's Eve. Ask the students to get into pairs. Pretend it is midnight (call out *ding* twelve times!). Then have the students wish each other *Happy New Year*.

3 New Year's News from all over the world!

Choose individual students to read the texts about how people from other countries spend New Year's Eve. Ask the students if they know of any other New Year's Eve customs from around the world. Have a classroom discussion.

ENDING THE LESSON

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

Provide a large piece of paper to every pair/group of students. Ask the pairs/groups to work together and draw pictures of what New Year means for them. Make sure you display their work somewhere in the class.

WORKBOOK (Optional)

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

Evaluation plays an integral part in the learning process, and it is more efficient when based on the systematic observation of the students throughout the course. It provides valuable information that reflects their progress in the acquisition of receptive and productive skills as well as their attitude towards their own learning experience. It also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is basically divided into three parts: *initial evaluation* at the beginning of the course, *formative evaluation* which is done on a daily basis, and *cumulative evaluation* upon finishing a module.

In *Starlight 4* the evaluation activities are included in both the *Teacher's Book* and the *Workbook*.

Initial evaluation

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

Formative evaluation

Any exercise a student does can be used for this type of evaluation. The results are then recorded on the student's *Formative Evaluation Chart* [page 130(T)].

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

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* [page 132(T)]
The students give their personal opinion about their own results upon completion of each module. They file these forms in their *Junior Language Portfolios*.
- *Progress Report Cards* [page 135(T)]
The teacher completes them, one per student, after each test and they are given to the students to file in their *Junior Language Portfolios*.

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)




Instruments for Evaluation

• 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
• My country's flag is red and white. I'm from Peru.									
• What does uncle Fergus look like? He's got a big nose. What's he like? He's very funny!									
• Can you swim?									
• Can I set the table? Yes, of course.									
• Can I sleep in your room? Sorry, no.									
• What are you doing? I'm vacuuming the carpet.									
• May I go to the park? Yes, you may./ No, you may not.									
Draw how you feel! 									

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			
• Excuse me, where's the bank? It's opposite the post office.												
• How much is this coat, please? It's ninety-three pounds, nine.												
• Never play in the street!												
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			
• He's a pilot. He flies planes.												
• Do you like football? Of course I do! I play football every day!												
• What time do you get up? At quarter to eight.												
• What's your favourite subject? Art. Why? Because I love painting pictures.												
Draw how you feel!   												

Instruments for Evaluation

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
• A giraffe is taller than a horse.									
• The ant is the hardest worker of all.									
• The whale lives in the ocean.									
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 feel scared when I see a spider.									
How about you? I feel scared, too.									
• Were you at the café yesterday? No, I wasn't.									
• This is a photo of me when I was young. I was really quiet.									
Draw how you feel!   									

• Progress Report Cards

Progress Report Card

..... (name) can:	Starter Unit		
	very well	OK	not very well
name the countries			
say where someone/something is from			
describe people			
say what people are like			
say what he/she can do			
say and write about his/her super family			
name household chores			
ask for permission			
ask for help			
say what people are doing now			
name sports			
name numbers (1-1000)			
write a description of a photo			

Progress Report Card

..... (name) can:	Module 1		
	very well	OK	not very well
name shops and buildings			
give and follow directions			
name clothes			
ask for prices			
say the Green Cross Code			
say and write about his/her neighbourhood			

Instruments for Evaluation

Progress Report Card

..... (name) can:		Module 2	
	very well	OK	not very well
name jobs			
say what people do			
say what he/she does every day			
tell the time			
name school subjects			
say and write what school subject he/she likes and what he/she wants to be			

Progress Report Card

..... (name) can:		Module 3	
	very well	OK	not very well
name animals			
compare animals/people			
talk about animals' homes			
say and write about his/her country			

Progress Report Card

..... (name) can:		Module 4	
	very well	OK	not very well
talk about feelings			
say where people were			
say and write what he/she was like when he/ she was young			

STARTER UNIT

(Ex. 2, p. 28)

Ben: *Can you help me with my homework?*

Brenda: *Sorry, I can't. I'm watching TV.*

Ben: *Can you help me with my homework?*

Betty: *Sorry, I can't. I'm making the bed.*

Ben: *Can you help me with my homework?*

Bob: *Sorry, I can't. I'm vacuuming the carpet.*

Ben: *Can you help me with my homework?*

Barry: *Sorry, I can't. I'm making a cake.*

STARTER UNIT

(Ex.1, p. 28)

Adult: Can you see Buddy?

Boy: Buddy? Yes, that's Buddy writing an email.

Adult: Oh, yes. Buddy's writing an email.

Adult: Who's the boy making a cake?

Boy: Making a cake? Aah, you mean Barry.

Adult: The cake looks yummy!

Boy: Yes, Barry makes beautiful cakes!

Adult: Where's Bob?

Boy: He's vacuuming the carpet.

Adult: Vacuuming the carpet? Oh, yes, I can see him.

Adult: Who's the girl making the bed? Is that Brenda?

Boy: No, Brenda isn't making the bed. Betty is making the bed. Brenda is watching TV.

(Ex.3, p. 28)

five hundred - a thousand -

fifty - sixty - seventy -

eighty - ninety - a hundred

(Ex.4, p. 28)

A thirteen

B forty

C ninety-nine

D fifteen

E sixty

F eight

MODULE 2

(Ex.3, p. 67)

A: XL, what time do you get up in the morning?

B: I usually get up at quarter past ten.

A: Quarter past ten? That's late! Then, what do you do?

B: I have breakfast, then I swim in my pool.

A: And what do you do in the evening?

B: Well, I go to the gym, of course. I always go to the gym at six o'clock.

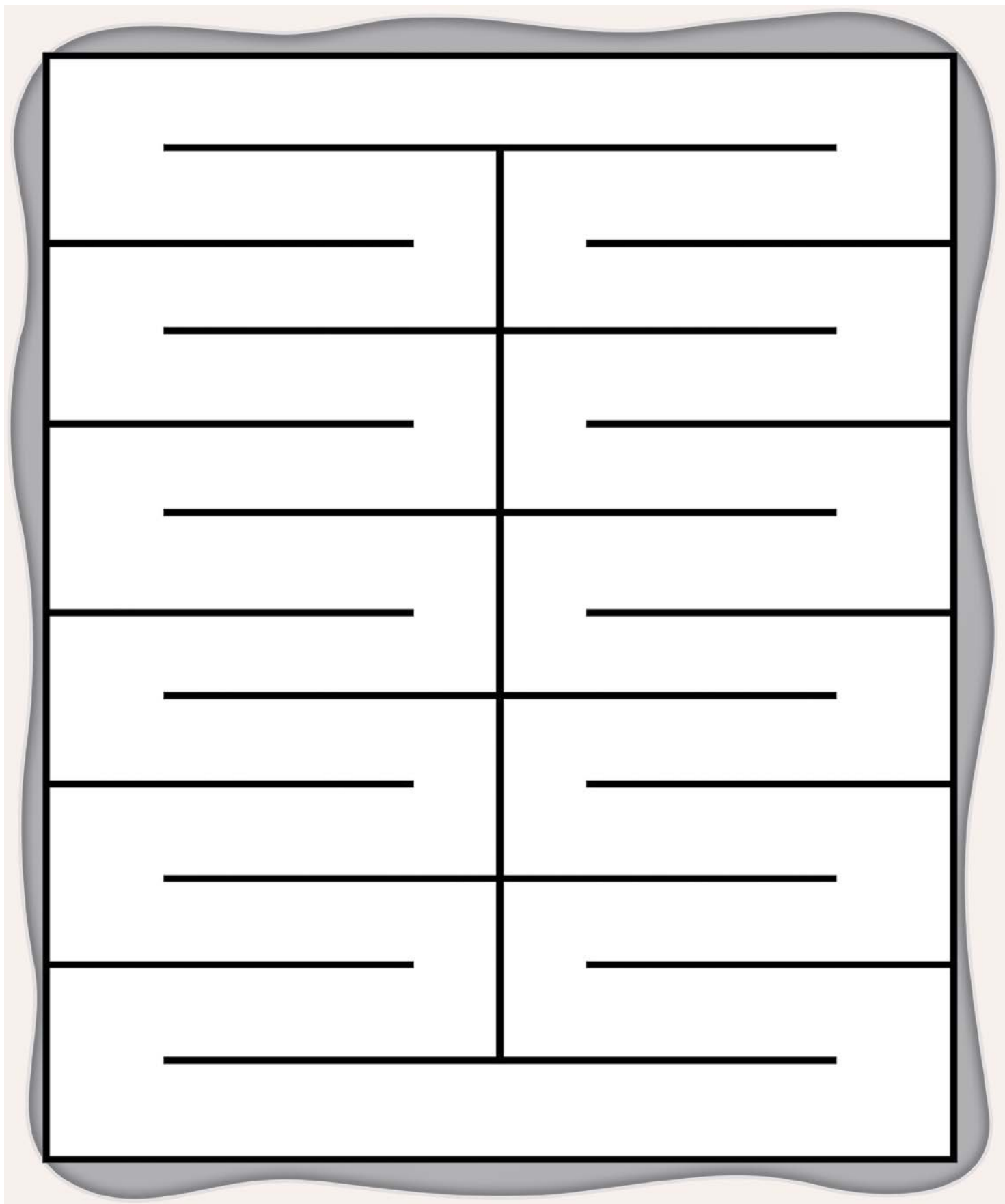
A: At six?

B: Yes, I go to the gym at six o'clock.

A: So what time do you go to bed, XL?

B: Oh, late. I always go to bed at half past twelve.

A: Half past twelve. That's quite late.

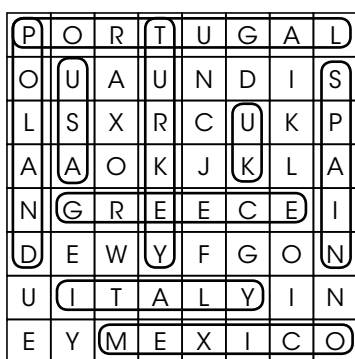


STARTER UNIT

1 Complete the words. Then find the countries in the word search.

Revise the countries. Use the *Around the World* poster. Point to each flag and ask students to say the name chorally and/or individually. Then explain the task and allow the students some time to complete the exercise. Check their answers.

- | | |
|------------|----------|
| 2 MEXICO | 6 GREECE |
| 3 UK | 7 ITALY |
| 4 PORTUGAL | 8 SPAIN |
| 5 TURKEY | 9 POLAND |



2 Country Bingo! Let's play!

Write the names of the countries from Ex. 1 on the board. Explain the game. Tell the students to write the names of six countries in any square they like. Call out the names of six countries in random order. The child who crosses out all or most of the countries he/she has written, says *Bingo* and is the winner.

3 Read and complete the short dialogues.

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

- 2 She's tall and slim.
- 3 Where's Anna from?
- 4 He's very clever.

4 Match and write the opposites.

Explain the task to the students. Give them enough time to complete the task. Check their answers.

- | | |
|---------------|-------------|
| 2 D - unhappy | 4 E - short |
| 3 A - fat | 5 B - small |

5 Look, read and find the stickers for these.

Explain the task to the students. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before

sticking them onto the page. Then individual students read out the description.

Extension

Ask some comprehension questions.

- e.g. *Who's tall and fat? Uncle Tom.*
Who's got long, curly hair? Cousin Derek. etc

6 Look, read and complete the sentences. Use *is* or *are*. Then answer the questions.

Read the instructions and explain the task. Have a picture discussion, e.g. *Where is the boy? In the tree.* Give students enough time to complete the task. Check students' answers.

- 2 **Are** they sad?
No, they aren't.
- 3 **Is** the girl on the table?
No, she isn't.
- 4 **Is** the boy in the tree?
Yes, he is.
- 5 **Is** the dog brown?
Yes, it is.

7 Choose the correct item and complete the sentences.

Revise the possessive adjectives. Read the instructions and explain the task. Give students enough time to complete the task. Check students' answers.

- | | | | |
|--------|-------|--------|----------|
| 3 you | 6 his | 9 She | 12 we |
| 4 your | 7 its | 10 her | 13 their |
| 5 he | 8 it | 11 our | 14 they |

8 Complete the sentences. Use *have* or *has*. Then look at the pictures and write **A** or **B**.

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

- | | |
|----------|---------|
| 2 has B | 6 has B |
| 3 have B | 7 has A |
| 4 has A | 8 has B |
| 5 have A | |

9 Read and circle the correct item. Then match the pictures to the descriptions.

Read the instructions and explain the task. Allow the students time to circle the correct verb and match the sentences to the pictures. Check their answers.

- 1 C can, can't, can, can't
- 2 A can, can't, have, haven't
- 3 B can't, can, have, haven't

10 Fill in *have* or *has* to complete the questions. Then answer them.

Revise the interrogative and short answers of the verb *have got*. Read the instructions and explain the task. Allow the students time to fill in the sentences and then answer the questions. Check their answers.

- 1 Yes, I have./No, I haven't.
- 2 Has... Yes, she has./No, she hasn't.
- 3 Have... Yes, I have./No, I haven't.
- 4 Has... Yes, he/she has./No, he/she hasn't.
- 5 Have... Yes, I have./No, I haven't.
- 6 Has... Yes, he has./No, he hasn't.

11 Look at the table and fill in *can* or *can't*.

Revise the verb *can*. Read the instructions and explain the task. Refer the students to the table and ask: *Can Vladimir ride a bike?* Elicit *Yes, he can*. Allow the students time to complete the task. Check their answers.

- | | |
|---------------------|---------------------|
| 1 can't | 4 can't, can, can |
| 2 can, can't, can't | 5 can't, can't, can |
| 3 can, can, can't | 6 can, can't, can't |

12 What about you? What can/can't you do? Put a tick (✓) or a cross (X). Then complete the sentences.

Read the instructions and explain the task. Ask the students to put a tick next to the things they can do and a cross next to the things they can't. Then allow them time to write about themselves. Check their answers.

(Suggested answer)

I can **ride a bike** and I **can swim**. I can't **drive a car** or **cook**.

13 Go to the Student's Book on pages 10-11. Put the pictures in order. Then match the pictures to the speech bubbles.

Read the story on pages 10-11 in the Student's Book again. Read the instructions and explain the task. Read through the example then allow the students some time to put the pictures in order. Check their answers.

Order of pictures: 3, 1, 4, 2

- 2 – It's a magic mirror.
- 3 – I've got short curly hair and glasses!
- 4 – I look like my uncle!

14 Listen and tick (✓) the right box. (Track 138)

Read the instructions and explain the task. Ask students to describe the girls in 1 and tell you what the boys in 2 can do. Play the recording, twice if necessary. The students listen and complete the task. Check their answers.

- 1 A 2 C

TAPESCRIPT

1 Which is Pat?

- A:** Can you see Pat anywhere?
B: I don't know Pat. What does she look like?
A: She's quite short and she's got dark hair.
B: Has she got long, dark hair?
A: No, She's got short, curly hair. And she's got glasses.

2 Which is Bill?

- A:** Bill, can you climb?
B: No, I can't.
A: Can you walk on your hands?
B: No, I can't. But I can ride a skateboard.
A: Ride a skateboard? Really?
B: Yes, look...

15 Read, look and complete the text.

Explain the task. Give the students time to complete the task. Check their answers.

- | | | | |
|--------------|----------|----------|---------|
| 2 fifty-five | 4 feet | 6 monkey | 8 drive |
| 3 nose | 5 orange | 7 climb | |

16 Look, read and complete the sentences.

Read the instructions and explain the task. Elicit the sports. Allow the students time to complete the task. Check their answers.

- | | | |
|----------------|-----------|--------------|
| 2 water skiing | 4 cricket | 6 volleyball |
| 3 baseball | 5 race | |

17 Complete the questions.

Ask students to look at the picture. Elicit what the characters are doing. Explain the task and give the students time to complete it. Check their answers.

- 2 Is Alvin dancing
- 3 Are Mona and Harry hiding
- 4 Are Harry and Lee wearing
- 5 Is Lee playing
- 6 Is Erlina singing

18 Look, read and complete the sentences. Then act out the short dialogues.

Read the instructions and the example, and explain the task. Allow the students time to complete the task. Check their answers. Then the students act out the exchanges.

- 2 washing the car 4 making lunch
3 doing my homework

19 Write the questions and answer them.

Revise the verb *may*. Read the instructions and explain the task. Allow the students time to complete it. Check their answers.

- 2 May I watch TV
No, you may not
3 May I close the door
Yes, you may
4 May I water the flowers
Yes, you may
5 May I use your computer
No, you may not
6 May I do the ironing
No, you may not

20 Look, read and complete the sentences. Use *up*, *out of*, *over*, *down*. Then colour the pictures.

Tell the students that the pictures are about some famous English rhymes. Revise the prepositions *up*, *over*, *down* and *out*. Point to the pictures in the exercise and say: *Are the children walking up or down the hill?* Encourage the students to answer (*They are walking up the hill.*). Do the same with the rest of the pictures. Say: *Is the cow jumping over or under the moon?* (The cow is jumping over the moon.) *Is the bridge falling down or up?* (*The bridge is falling down.*) *Is the spider going into or coming out of the water spout?* (*The spider is coming out of the water spout.*). Explain the task to the students and give them enough time to complete it. Check their answers. Then the students colour in the pictures using any colours they like.

- 2 over 3 down 4 out of

Extension

If you wish, you can teach the students the rhymes.

21 Read and find the stickers for these. Then play the board game.

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. Then play the game. Divide the class into pairs/groups. 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 it in turns to select a number by throwing a dice, spinning a spinner, etc, and then move along the board according to the number. The students must say the sentence or point to the corresponding picture that is illustrated in the space they land on. A correct sentence allows the students to stay where they are, whereas an incorrect one means that they must move one space backwards.

22 Go to the Student's Book on pages 24-25. Unscramble the words to complete the sentences.

Read the story on pages 24-25 in the Student's Book again. Read the instructions and explain the task. Ask the students to read the incomplete sentences, unscramble the letters and write the words. Allow the students some time to complete the task. Check their answers.

- 1 chores 3 tennis 5 burgers
2 mirror 4 sea cows

23 Read the email and correct nine mistakes.

Read the instructions and explain the task. Refer the students to the email. Ask them to read the message and correct the mistakes. Allow them some time to complete the task. Check their answers.

- 1 ~~siting~~ - sitting
2 ~~ere~~ watching - am watching
3 ~~in~~ TV - on TV
4 ~~get~~ ready - getting ready
5 ~~Theyre~~ - They're
6 ~~Im~~ - I'm
7 ~~i'm~~ eating - I'm eating
8 ~~two~~ - too
9 ~~meet~~ - meet

24 Listen and number. (TRACK 139)

Ask students to look at the pictures and say what the people are doing. Explain the task and play the recording twice if necessary. The students listen to the sounds and complete the task. Check their answers.

- Molly 4 Trevor 3 Alison 5 Bruce 2

• Now ask and answer.

In pairs, students ask and answer questions concerning the pictures.

(Suggested answers)

A: *What is Molly doing?*

B: *She is playing table tennis.*

A: *What is Trevor doing?*

B: *He is playing basketball.*

A: *What is Allison doing?*

B: *She is playing the violin.*

A: *What is Bruce doing?*

B: *He is playing the drums.*

25 Look, read and match the pictures to the words and to the transcriptions.

Read the instructions and explain the task. Point to the phonetic symbols and revise the sounds. Allow the students time to match the pictures to the words and then the phonetic symbols. Check their answers.

brown – /aʊ/

bus – /ʌ/

tall – /ɔ:/

green – /i:/

flag – /æ/

MODULE 1

1 Read and find the stickers for these. Then match the pictures to the descriptions.

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 onto the page. Then allow the students some time to read the sentences and complete the task. Check their answers.

2 He's in the park.

3 She's in the clothes shop.

4 She's in the greengrocer's.

5 He's in the baker's.

6 She's in the butcher's.

2 What's wrong with the pictures? Look and complete the sentences.

Read the instructions and explain the task. Refer the students to the pictures and allow them time to look at them and complete sentences 2-3 by finding out what is wrong in each picture. Check their answers.

2 sausages at the post office

3 carrots at the clothes shop

3 Read the sentences and complete the crossword puzzle.

Revise clothes. Explain the task and allow the students some time to complete the crossword puzzle. Check their answers.

Across

2 jeans

4 cap

6 jumper

Down

1 gloves

3 scarf

5 pyjamas

4 Read, count and circle the correct answer.

Ask the students to look at the school items and their prices. Revise prices by asking individual students to tell you how much each item costs. Read the instructions and explain the task. Ask the students to read the example, and tell them to read the rest of the sentences and choose the appropriate sum (A, B or C). Allow the students some time to do the calculations and check their answers.

2 C

3 C

4 B

5 B

5 Listen and draw lines. (Track 140)

Read the instructions and explain the task. Play the recording, twice if necessary. The students listen and complete the task. Check the students' answers.

butcher's – opposite the baker's

hotel – between the baker's and the police station

bank – between the greengrocer's and the post office

cinema – next to the post office

TAPESCRIPT

Narrator: *Listen and draw lines. Listen and look. There is one example.*

A: *Put the butcher's opposite the baker's.*

B: *Opposite the baker's?*

A: *Yes. The butcher's is opposite the baker's.*

Narrator: *Can you see the line? Now you listen and draw lines.*

A: *Put the hotel between the baker's and the police station.*

B: *Where's the hotel?*

A: *Between the baker's and the police station.*

A: *Put the bank between the greengrocer's and the post office.*

B: *Sorry? Where's the bank?*

A: *Between the greengrocer's and the post office.*

A: *Put the cinema next to the post office.*

B: *Next to the post office?*

A: *Yes. The cinema is next to the post office.*

6 Read and colour the pictures.

Read the instructions and explain the task. Refer the students to the sentences in the middle and allow them time to read and colour the objects. Check their answers.

Workbook (Key & Instructions)

On the left: a red basketball, a pink guitar, a black roller-skate, an orange teddy bear, a brown camera

On the right: a purple guitar, a green roller-skate, a yellow basketball, a green camera

7 Where is Jill's house? Look, read and choose A, B or C.

Read the instructions and explain the task. Refer the students to the town map and to Paul's note to Jack. Allow them time to read the note, follow the directions and find the right house.

- Jill's house is **C**.

• Now read again and write yes or no.

Read out the example and explain the task. Refer the students back to the note in Ex. 4 and allow them time to read it and write *yes* or *no* next to the sentences 2-4. Check their answers.

2 no 3 yes 4 no

8 Read and complete the dialogue. Then act it out.

Read the instructions and explain the task. Refer the students to the dialogue and the missing sentences (A-C). Allow them time to read and complete the dialogue with the missing sentences. Upon completion of the task, the students, in pairs, act out the dialogue. Check round the classroom. Ask some pairs to report back to the class.

1 C 2 A 3 B

9 Read and circle the correct item.

Revise the articles *a*, *an*, *the*. Read the instructions and explain the task. Allow the students time to circle the correct article. Check their answers.

2 the 4 the 6 the 8 a
3 an 5 a 7 the

10 Complete the columns.

Revise plurals. Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

2 classes 8 tomato 14 heroes
3 person 9 boys 15 bodies
4 parties 10 glass 16 woman
5 knife 11 mice
6 children 12 bikes
7 houses 13 dish

11 Colour the same items. You can use a colour only once. Then count and write the colour and the plural nouns.

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

2 (blue) fish 4 (green) scarves
3 (red) dresses 5 (pink) caps

12 Go to the Student's Book on pages 46-47. Read the story and write yes or no.

Read the story on pages 46-47 in the Student's Book again. Read the instructions and explain the task. Allow the students some time to complete the task and check their answers.

2 no 3 yes 4 no 5 yes

13 Read the text messages and give short answers.

Read the instructions and explain the task. Ask individual students to read the messages and then allow them some time to answer the questions. Check their answers.

2 It's a new clothes shop opposite Queen's Park.
3 A nice café in Long Street.
4 Outside the cinema in Oak Road at 6 o'clock.

14 Make the sentences. Then use the sentences to complete the dialogue.

Read the instructions and explain the task. Read the example and allow the students some time to write the sentences and complete the dialogue. Check their answers.

2 What size are you? 4 Here you are.
3 How much is it?

As an extension, you can ask students to act out similar dialogues using the clothes flashcards from the module.

15 Read and complete the text. Use the words from the box.

Read the instructions and explain the task. Allow the students time to read the text and write the words. Check their answers.

2 road 3 wait 4 right 5 run

16 Match the items to the transcription. Then write the words.

Read the instructions and explain the task. Point to the pictures and elicit the names of the items. Allow the students time to match the items to the sounds and then write the words. Check their answers.

- 2 scarf
- 3 vase
- 4 jewellery
- 5 park
- 6 pyjamas
- 7 jeans
- 8 carpet

17 Circle the odd one out.

Read the instructions and explain the task. Read through the words and stress the sounds of the letters in bold. Allow the students time to circle the odd one out. Check their answers.

- 2 ocean 4 village 6 how 8 dark
- 3 wash 5 flower 7 jumper

MODULE 2

1 Read and find the stickers for these. Then write the words.

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 onto the page.

- 2 astronaut 4 baker 6 mechanic
- 3 greengrocer 5 pilot

2 Colour the pairs. Use a different colour for each pair.

Ask the students to take out their coloured pencils. Explain that they should find the pairs and appoint a colour to each pair.

The following pairs should be the same colour:
 (couple walking down the street) – go shopping
 (young man in gym) – go to the gym
 (man ringing a doorbell) – visit my friends
 (man putting on a sweater) – get dressed

3 Look at the table and answer the questions.

Revise the time. Refer the students to the table and ask: *What time does Olga get up?* Elicit the answer (*at half past seven*). Read the instructions and explain the task. Allow the students time to answer the questions. Check their answers.

- 2 At eight o'clock. 7 At quarter to eight.
- 3 At quarter past eight. 8 At quarter to nine.
- 4 At five o'clock. 9 At eight o'clock.
- 5 At nine o'clock. 10 At quarter past nine.
- 6 At quarter to five.

4 Make sentences in the affirmative form.

Read the example and explain the task to the students. Give them enough time to complete it. Check the student's answers.

- 2 She plays football.
- 3 They like sausages.
- 4 I play the piano every day.
- 5 My mum drives a red car.
- 6 They go to bed early.

5 Write the questions and answer them.

Read the example and explain the task. Give the students enough time to complete it and check their answers.

- 2 **A: Does he like animals?**
B: Yes, he **does**.
- 3 **A: Do they live in London?**
B: No, they **don't**.
- 4 **A: Do you eat cereal for breakfast?**
B: Yes, I **do**.

6 Make the questions.

Read through the example with the students and explain the task. Give students enough time to complete the task. Check their answers.

- 2 Do you often play tennis?
- 3 Do they always stay in this hotel?
- 4 Is she usually late?
- 5 Does she sometimes work in the evenings?
- 6 Do you usually get up early?

7 Read and circle A or B.

Revise adverbs/adjectives. Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

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

8 Read and complete the sentences. Use *at, in, on*.

Revise the use of *at, in* and *on*. Then explain the task and give the students enough time to complete it. Check students' answers.

- 2 in 3 at 4 in 5 at 6 on

9 Choose the correct answer to complete the text.

Explain the task to the students. Give them enough time to complete it. Check the students' answers.

- 2 A 4 B 6 B
- 3 C 5 C 7 A

Workbook (Key & Instructions)

Extension

Ask the students in class or at home to write about themselves.

(Suggested answer)

My name is Tom. I'm nine years old. I live in Rome, Italy. I go to San Giovanni Primary School. Lessons start at half past eight and finish at three. My favourite subjects are Maths and Art. In my free-time I like playing football with my friends and going to the cinema. I always have lunch with my family on Sundays.

10 Go to the Student's Book on pages 62-63. Read the story and correct the sentences.

Read the story on pages 62-63 in the Student's Book again. Read the instructions and explain the task. Allow the students some time to correct the mistakes. Check their answers.

- 2 They all go to Planet **Rox**.
- 3 XL can play the **guitar**.
- 4 He plays in concert **twice** a week.
- 5 XL goes to the **gym** every morning.

11 Read the text and answer the questions.

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

- 1 Stargazer
- 2 Planet Chokko, because chocolate grows on trees.

- **Now draw your own spaceship! Give it a name and write about your space trips.**

Read the instructions and explain the task. Tell the students they are going to write a text similar to the one in Ex. 11. Allow the students some time to draw and write about their space trips. Once they finish, they present their work to the class.

12 Read and guess the subjects to complete the crossword puzzle.

Go through the sentences and explain/ elicit any unknown words. Explain the task and give the students enough time to complete the puzzle. Check their answers.

Across	Down
5 ICT	2 ENGLISH
8 GEOGRAPHY	3 HISTORY
9 SCIENCE	4 ART
	6 MATHS
	7 MUSIC

13 Listen and draw lines. Then write the sentences. (TRACK 141)

Explain the task. Play the recording twice if necessary. Once the students have done the matching, give them enough time to complete the sentences. Check students' answers.

Sally – **mechanic** Peter – **pilot** Vicky – **chef**

- 2 Sally **wants to be a mechanic because she loves fixing cars.**
- 3 Peter **wants to be a pilot because he loves flying.**
- 4 Vicky **wants to be a chef because she loves cooking.**

TAPESCRIPT

Teacher: OK, everyone. Let's talk about what you want to be when you grow up. Jim? What do you want to be?

Jim: I want to be a baker.

Teacher: A baker? Really?

Jim: Yes, my dad's a baker, too. And I love making cakes.

Teacher: That's nice. A family of bakers!

Teacher: Sally? What about you?

Sally: Well, I love fixing cars, so I want to be a mechanic.

Teacher: Fixing cars, Hmm ... interesting!

Teacher: Peter? Do you want to be a chef?

Peter: No, Miss. I want to be a pilot. I love flying!

Vicky: I want to be a chef, Miss.

Teacher: Yes, Vicky! Why?

Vicky: I love cooking!

14 Find the words with /u:/, /əʊ/ or /aʊ/. Then write them in the correct box.

Read the instructions and explain the task. Allow the students time to find the words with the /u:/, /əʊ/, /aʊ/ sounds and write them in the appropriate box. Check their answers.

/u/: soon, spoon, balloon, moon

/əʊ/: soul, show, gold

/aʊ/: house, town, count

15 Complete the words with the letters sk, sm, sn, sp, st or sw.

Read the instructions and explain the task. Allow the students time to complete the words with the correct letters. Check their answers.

2 skirt	7 sky	12 stone
3 star	8 station	13 special
4 swim	9 sports	14 smile
5 street	10 space	15 stop
6 snail	11 snow	16 study

MODULE 3

1 Unscramble the letters and write the words. Then find the stickers for these.

Read the instructions and explain the task. Ask the students to unscramble the letters and write the correct words. Then, ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them onto the page.

- 2 tortoise 4 lizard 6 panda
3 parrot 5 tiger

2 Are you good at Geography? Read and complete the sentences. Choose from the words in the box.

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

- 1 mountains 2 rivers 3 lakes

3 Read and complete the crossword puzzle.

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

- | Across | Down |
|------------|---------|
| 4 KANGAROO | 1 SNAIL |
| 5 LIZARD | 2 BEAR |
| | 3 PANDA |

4 Read the text and write *yes* or *no*.

Read the instructions and explain the task. Refer the students to the text about gorillas and to sentences 1-6. Allow them time to read the text and write *yes* or *no* next to the sentences. Check their answers.

- 2 yes 3 no 4 yes 5 no 6 yes

5 Read the sentences and colour the pictures.

Read the instructions and explain the task. Refer the students to the picture, point out the different items and elicit the words. Allow them time to colour the pictures. Check their answers.

- the old jeans – **blue**
the new jeans – **black**
the tall flower – **pink**
the short flower – **purple**
the big skateboard – **brown**
the small skateboard – **orange**
the fat teddy bear – **green**
the thin teddy bear – **brown**

6 Read and complete the sentences. Use the words from the box.

Revise the *comparative form*. Read the instructions and explain the task. Allow the students time to complete the sentences. Check their answers.

- 2 younger 3 taller 4 older

7 Write the questions and answer them.

Read the instructions and explain the task. Allow the students time to read and write the correct form of the adjectives in brackets, as well as answer the questions. Check their answers.

- 1 ❖ Tony 3 ❖ oldest, Jill's
❖ slowest, Bill ❖ youngest, Lucy's
2 ❖ longest, Kim
❖ shortest, Sue

8 Read and answer the questions.

Read the instructions and explain the task. Refer the students to questions 1-6 and allow them time to read and answer them. Check their answers and ask individual students to report back to the class.

(Students' own answers)

9 Read and correct the mistakes.

Read the instructions and explain the task. Allow the students time to correct the mistakes. Check their answers.

- 2 best 5 smaller 8 tallest
3 cleverest 6 most 9 in
4 than 7 faster 10 older

10 Complete the sentences.

Read the instructions and explain the task. Allow the students time to correct the sentences. Check their answers.

- 2 shorter 7 longer
3 taller than 8 the tallest
4 the happiest 9 the longest
5 the shortest 10 taller than
6 the shortest

11 Go to the Student's Book on pages 84-85. Read the story and answer the questions.

Read the story on pages 84-85 in the Student's Book again. Read the instructions and explain the task. Ask the students to read the questions and answer them. Allow the students some time to complete the task. Check their answers.

- 2 The giraffe. 5 Mr Ant.
3 The giraffe. 6 The elephant.
4 The tortoise.

12 Read and complete the text. Use *promise, protect, keep, listen, has, make*.

Explain the task. Refer the students to Mr Ant's incomplete speech for president and read it. Allow the students some time to complete it by writing the words in the correct spaces. Check their answers.

- 2 keep 4 make 6 has
3 protect 5 listen

13 Listen and complete the text. (TRACK 142)

Ask the students to read the sentences. Tell them they have to listen carefully and fill in the correct information according to what they hear. Play the recording, twice if necessary. The students listen and complete the task. Check their answers.

- 1 bears 3 parrots
2 cheetahs 4 45

TAPESCRIPT

Woman: Hello, Welcome to Wild Animal Park!

Man: Oh, hello!

Woman: Is it your first time here?

Man: Yes, it is! Could you tell me what's in Area 1, please?

Woman: Of course. In Area 1 you can see the bears. It's almost feeding time and if you go now, you can watch the bears having lunch.

Man: Oh, wonderful. What about area 2? What's there?

Woman: Well in area 2 you can watch the tigers and the cheetahs!

Man: The tigers and the cheetahs? Wow! That sounds good.

Woman: And don't forget area 3! You can look at the different kinds of parrots from all over the world.

Man: Excellent.

Woman: The ticket only costs 45 pounds.

Man: Forty-five pounds, OK. Here you are.

Woman: Thank you...

14 Look and correct the mistakes.

Revise animal habitats. Read the instructions and explain the task. Refer the students to pictures 1-4 and read out the example. Allow them time to look at the pictures and write similar sentences about what is wrong in each picture. Check their answers.

- 2 ... don't live in the jungle. They live in the desert
3 ... don't live in the grasslands. They live in the jungle
4 ... don't live in the ocean. They live in the grasslands

15 Match the words to their transcriptions.

Read the instructions and explain the task. Allow the students time to read the phonetics and write the words. Check their answers. Then ask individual students to say the words.

- 1 flower 3 four 5 door 7 two
2 cooler 4 shoe 6 shower 8 ruler

16 Rhyming words! Complete the two-line poems. Use the words from Ex. 15.

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

- 1 door 3 ruler, cooler
2 shoe, two 4 shower, flower

MODULE 4

1 At the party yesterday! Look, read and tick (✓) the correct item.

Read the instructions and explain the task. Refer the students to the picture and sentences 1-6. Read out the example and allow the students time to look at the picture and tick the correct adjective in the sentences.

- 2 late 4 thirsty 6 sad
3 scared 5 hungry

2 Unscramble the letters and write the words.

Revise the names of buildings. Read the instructions and explain the task. Allow the students time to unscramble the letters and write the words. Check their answers.

- 2 library 3 museum 4 theatre

3 Guess the words and write them on the lines. There is one word you don't need.

Read the instructions and explain the task. Allow the students time to read the sentences and write the words. Check their answers.

- 2 a hospital 5 a funfair
3 a library 6 a museum
4 a café 7 a theatre

4 Match the items.

Revise the Past Simple of the verb *to be*. Read the instructions and explain the task. Refer the students to sentences 1-4 and a-d and read out the example. Allow them time to match the sentences, and check their answers.

- 2 d 3 a 4 b

5 Look, read and write *yes* or *no*.

Read the instructions and explain the task. Refer the students to the picture and to sentences 1-6. Allow the students time to read the sentences and write *yes* or *no*. Check their answers.

2 no 3 no 4 yes 5 yes 6 no

6 Where were they yesterday? Look at the table. Then ask questions and answer them.

Read the instructions and explain the task. Allow the students time to look at the table and complete the sentences. Check their answers.

2 Were No, they weren't	7 Were Yes, they were
3 Was No, he wasn't	8 Was Yes, she was
4 Was Yes, she was	9 Were Yes, they were
5 Were Yes, they were	10 Was Yes, she was
6 Was No, she wasn't	

Now, in pairs, ask and answer questions.

e.g. *Student 1: Was Yuri at the museum?*
Student 2: Yes, he was. etc

7 Be a detective! Find the bank robber. Listen and tick (✓) the correct picture. (TRACK 143)

Read the instructions and explain the task. Tell the students they have to listen carefully and find the bank robber. Play the recording, twice if necessary, and allow the students time to complete the exercise. Check their answers.

Answer: Harry

As an extension, you can assign the roles of detective, Bob, Rick and Harry to students. The students act out the dialogue. If you decide to do so, play the recording again to help the students note down any information they need.

TAPESCRIPT

Police officer: *One of you three was at the bank this morning. Now tell me the truth. Bob, where were you?*

Bob: *Well, I wasn't at the bank. I was at the museum with my sister. I'm not a robber. It wasn't me!*

Police officer: *And what about you, Rick?*

Rick: *It wasn't me. I was in the park with my dog! I wasn't at the bank, honestly!*

Police officer: *Hmm. And Harry? What's your story?*

Harry: *Well, I was at the theatre this morning.*

Police officer: *The theatre?*

Harry: *Yes, I was there with my friend Robert.*

Police officer: *But the theatre wasn't open this morning.*

Harry: *Oh, ... wasn't it?*

Police officer: *No, Harry, the theatre wasn't open this morning. You were at the bank, right? Come with me Harry.*

Harry: *Oh, all right!*

8 Circle the correct item.

Read the instructions and explain the task. Allow the students time to circle the correct verb. Check their answers.

2 Was, was	7 weren't
3 was	8 Was, was
4 Were, weren't	9 were
5 was	10 weren't
6 wasn't	

9 Look at the pictures and answer the questions.

Read the instructions and explain the task. Refer the students to the pictures and elicit the places. Read out the example and allow the students time to answer the rest of the questions. Check their answers.

2 No, they weren't. 4 Yes, they were.
3 No, he wasn't.

10 Go to the Student's Book on pages 100-101. Read and complete the story. Use *was/wasn't, were/weren't*.

Read the story on pages 100-101 in the Student's Book again. Read the instructions and explain the task. Ask the students to read the text and complete it using the past tense of the verb *to be*. Allow the students some time to complete the task. Check their answers.

2 was	5 was	8 wasn't
3 were	6 was	9 were
4 was	7 was	10 was

Workbook (Key & Instructions)

11 Gran is talking to the woman next door, Mrs Parker. Read and complete the dialogue.

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

1 B 2 A 3 D 4 C

12 Look, read and find the stickers for these.

Read the instructions and explain the task. Ask the students to read the sentences about the Dawson and the Warren brothers 10 years ago. Tell them to find the corresponding stickers and show them to you for verification before sticking them onto the page.

13 Look, read and complete the dialogues.

Read the instructions and explain the task. Ask a pair of students to read out the exchange. Refer the students to the pictures and ask them, in pairs, to act out similar exchanges with their partner. Go around the classroom monitoring and providing assistance where necessary. Ask some pairs to report back to the class.

(Suggested answers)

2 A: How was the funfair yesterday?

B: It was great, thanks.

A: What was the best thing about it?

B: Oh – definitely the rides!

3 A: How was the circus yesterday?

B: It was great, thanks.

A: What was the best thing about it?

B: Oh – definitely the clowns!

14 Put the words in the correct column.

Read the instructions and explain the task. Revise the /e/ and /ɪə/ sounds. Allow the students time to write the words under the correct heading. Check their answers.

/e/: head, get, smell, bread, fresh

/ɪə/: year, disappear, near, ear, hear

15 Circle the right word.

Read the instructions and explain the task. Read through the sounds. Allow the students time to complete the task. Check their answers.

1 dice 3 bin 5 wide
2 side 4 mice 6 chin

16 Choose the correct sentence. Say it as fast as you can!

Read the instructions and explain the task. Read through the phonetics. Allow the students time to choose the correct sentence. Check their answers. Then have individual students say the sentence as fast they can.

A The night was right for the knights to fight.

Happy New Year!

1 Quiz Time! Answer the questions.

Read the instructions and explain the task. Allow the students time to do the quiz. Check their answers.

1 C 3 B 5 C 7 C
2 B 4 B 6 A

CONSOLIDATION

1 Read and answer the questions.

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

(Students' own answers)

2 Read and tick (✓).

Explain the task. The students read the statements from the *Our World* sections and tick *True* or *False*. Allow the students some time to complete the task. Check their answers.

1 False 3 True 5 True
2 True 4 False 6 False

3 Tick (✓) the correct plural forms and correct the wrong ones.

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

beds	✓	tooths	teeth
computers	✓	childs	children
mirrors	✓	women	✓
cookers	✓	sandwichs	sandwiches
butterflys	butterflies	babies	✓
dresses	✓	lorrys	lorries
jackets	✓	buses	✓
monkeys	✓	scarfs	scarves

4 Complete the sentences. Fill in *this* or *these*.

Revise *this/these*. Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- 1 This 3 this 5 This
2 these 4 These

5 Complete the sentences. Fill in *that* or *those*.

Revise *that/those*. Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- 1 Those 3 That 5 That
2 That 4 those

6 Make the sentences to complete the short dialogues. Then act them out.

Read the example and explain the task. The students put the words in the correct order to form questions. Allow them some time to complete the task. Check their answers. Then the students act out the dialogue.

- 2 How many lemons do you need?
3 Can I have some tea, please?
4 Are there any restaurants in Mill Street?

7 Look at the picture and answer the questions. Use one-word answers.

Read the example and explain the task. The students look at the picture and answer the questions. Check their answers.

- 2 hat 3 football 4 jumping

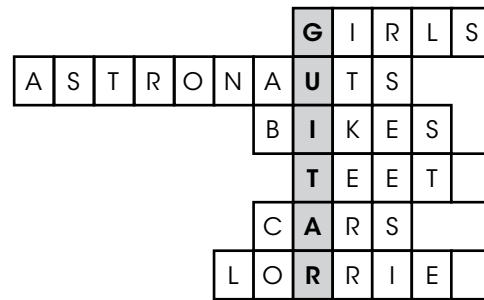
8 Read and choose the correct items to complete the text.

Read the instructions and explain the task. Allow the students some time to read the text and choose the correct verb. Check their answers.

- 2 is 4 has got 6 is
3 has 5 has 7 can

9 What does Igor want for his birthday? Make the following words plural. Put them into the puzzle (across) and find out.

Read the instructions and explain the task. Allow the students time to complete the puzzle with the plural form of the words. Check their answers.



Answer: GUITAR

10 Complete the sentences. Use *between*, *behind*, *in front of*.

Read the instructions and explain the task. Point to the red lorry in the picture and ask: *Where's the red lorry?* Elicit: *It's in front of the red bus.* The students read the sentences and complete them. Check their answers.

- 1 in front of 3 behind
2 between 4 in front of

11 Unscramble the words to complete the crossword puzzle.

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

- | Across | Down |
|----------|-----------|
| 2 carpet | 1 floor |
| 6 plants | 3 table |
| | 4 ironing |
| | 5 dishes |

12 Find and circle the animals. What's the secret message? Use the remaining words to find out!

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

Words to be circled: parrot, tiger, cheetah, duck, goat, crocodile, rabbit, bat, cat, frog

The secret message is: We love animals.

13 Read and complete the text.

Read the example and explain the task. The students read the text and complete the gaps with the correct form of the verbs from the box. Allow them some time to complete the task and check their answers.

- 2 plays 5 goes 8 watches
3 climbs 6 washes
4 flies 7 stays

Workbook (Key & Instructions)

- **Now write the days.**

Ask the students to read the text in Ex. 13 again, look at the pictures and write the correct days.

- | | | |
|-------------|------------|----------|
| 1 Thursday | 4 Tuesday | 7 Sunday |
| 2 Wednesday | 5 Saturday | |
| 3 Friday | 6 Monday | |

Board Game 1

- 1 Students' own answers.
- 2 over
- 3 like
- 4 Students go back to *Start*.
- 5 suggested answers: aeroplane, doll, car, robot
- 6 wash the dishes
- 7 badminton
- 8 Students go back to *Start*.
- 9 doing
- 10 curly hair
- 11 Students' own answers.
- 12 Students go back to *Start*.
- 13 Students sing the song.
- 14 skateboard
- 15 can
- 16 Students' own answers.
- 17 Students go back to *Start*.
- 18 got
- 19 drums

Board Game 2

- 1 suggested answers: chef, greengrocer, mechanic, baker
- 2 Students go back to *Start*.
- 3 flies
- 4 pyjamas
- 5 Students sing the song.
- 6 Students go back to *Start*.
- 7 go
- 8 baker's
- 9 where is
- 10 suggested answers: cinema, hotel, restaurant, bank
- 11 Geography
- 12 Students go back to *Start*.
- 13 pilot
- 14 suggested answers: Art, ICT, Maths, History
- 15 get dressed
- 16 Students go back to *Start*.
- 17 much
- 18 favourite
- 19 Students sing the song.

Board Game 3

- 1 river
- 2 hardest
- 3 Students sing the song.
- 4 Students go back to *Start*.
- 5 desert
- 6 were
- 7 Students go back to *Start*.
- 8 than
- 9 hungry
- 10 No
- 11 suggested answers: cheetah, tiger, lizard, bear
- 12 Students go back to *Start*.
- 13 lizard
- 14 Students sing the song.
- 15 suggested answers: worried, tired, angry, bored
- 16 Students go back to *Start*.
- 17 was
- 18 cheetah

My Pictionary

My Pictionary includes the key vocabulary of *Starlight 4* in themes. It is advised that you use the stickers for consolidation. There is a page for each module.

School Plays



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 and songs to be used, and the setting of the scene, as suggested in the *Before The Play* section.

In the second lesson, play the recording 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 recording 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 into 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 let the students do a stage performance instead.

Play 1 – The Magic Mirror

★ Outline:

Emma, Harry, Mona, Lee and the Magic Forest characters are back in the Magic Forest. Alvin receives a parcel from the U.S.A. which turns out to be a magic mirror. Alvin looks into the magic mirror and sees a funny reflection of himself. Then the mirror magically helps Mona, Emma, Harry and Lee to meet Super Gran and talk about her super powers.

★ Characters:

Emma	Super Gran	Pigeon
Mona	Harry	Audience
Willow	Lee	
Erlina	Alvin	

★ Props:

Magic mirror

★ Structures/Functions:

Greetings:

- Hello!
- Nice to see you again!
- Bye
- See you later!

Talking about physical appearance:

- Am I old?
- I've got a ...

Talking about ability:

- Can you see through a wall?
- What can you do?
- I can clap ...

Useful phrases:

- This is for you
- What is it?
- It's from ...
- Look after my mirror
- What's happening?
- Cool
- Show me
- Catch me if you can!
- Hey wait for us!

★ Vocabulary:

- mirror
- old
- fat
- big
- nose
- ride
- skateboard
- head
- lift
- double-decker bus
- wall



BEFORE THE PLAY

(Activities to familiarise the students with the language of the play.)

- 1 Invite four students to come to the front of the class. Tell students 1 & 2 to hold their hands together and form an arch: they will be the frame of the mirror. Student 3 is Alvin, Student 4 is the mirror's reflection. Student 4 makes different gestures so that Student 3 can guess what he looks like in the mirror.

e.g. Students 1&2: (who are the frame) Look in the magic mirror!

Student 4: (mimes having long hair)

Student 3: Have I got long hair?

Student 4: Yes! etc.

Before going into class

Prepare as many slips of paper as there are students in your class, with super powers written on them e.g. *see through a wall, fly over a house etc.* Also prepare a "My Super Duper Students" chart with the names of your students and a space next to each name for the students to write in.

- 2 Tell your students you're going to play a game: first invite two students to come to the front of the class and pick a slip of paper each. Ask them to read it but **not** to show it to anyone else. They have to ask each other what they can do and, through mime, they have to guess and write it on the *My Super Duper Students* chart!

*e.g. Student 1: What can you do?
Student 2: (mimes swimming)
Student 1: Can you swim across the ocean?
Student 2: Yes I can! What can you do?
Student 1: (mimes jumping)
Student 2: Can you jump over a tall giraffe?
Student 1: Yes I can! etc.*

- 3 Show the backdrop. Have a class discussion about the Magic Forest and the characters who live there.

*e.g. Teacher: (pointing to the backdrop)
Where is this forest?*

Student 1: In Fairyland!

Teacher: What kind of a forest is it?

Student 2: It's a magic forest! etc.

(Activities to familiarise the students with the lyrics of the songs.)

- 4 Hand out to seven students the following puppets: *Alvin, Erlina, Harry, Lee, Mona, Emma and Willow.* Ask them to sing along with the whole class, but

Play 1 – The Magic Mirror

when it's time to say the name of the character they are holding, they have to stand up holding their puppet and sing as loud as they can. Every time they hear "and me" in the chorus, the whole class must stand up and sing as loudly as possible!

- 5 For the song of Act 2, ask the students to listen and repeat the words after you. Play the song, encouraging the students to join in with the actions.

I've got a super grandma, *(point to yourself)*
I call her Super Gran! *(thumbs under armpits as if holding straps)*
Can **you** ride a skateboard on your head?
(mime riding skateboard and patting head)

My super granny can! *(one arm up, hand into a fist, the other next to chest like Superman when he flies)*

Oh, my granny! *(clap hands to the rhythm)*

I've got a Super Gran.

She's a super duper grandma

And I call her Super Gran!

I've got a super grandma, *(point to yourself)*

I call her Super Gran! *(thumbs under armpits as if holding straps)*

Can **you** lift a double-decker bus? *(mime picking a heavy object)*

My super granny can! *(one arm up, hand into a fist, the other next to chest like Superman when he flies)*

Script & Stage Directions

The Magic Mirror

Scene 1 (Track 144)

(We can see Willow, Alvin and Erlina in the Magic Forest. Enter: Harry, Emma, Mona and Lee.)

Emma: *(entering the forest)* Hi, Alvin!

Mona: *(entering the forest)* Hi, Willow!

Lee: *(entering the forest)* Hi, Erlina!

Alvin: Hello, everyone! It's nice to see you again!

Harry: *(addressing the audience)* Hello, everyone! Nice to see you!

Audience: Nice to see you, too!

Mona: It's nice to be back in Fairyland!

Willow: Is it nice to be back in Fairyland, children?

All: YES!

Erlina: Wow! Let's sing! *(addressing the audience)* Come on, everybody!
(They all join in the song together)

It's nice to be back

At school again.

It's nice to be back

With all my friends!

Alvin, Erlina,

Harry and Lee!

Mona and Emma,

Willow and me!

It's nice to be back

In Fairyland!

It's nice to be back,

So let's all chant!

Pigeon: *(flies onto stage, carrying a package)*
Cool! Cool! This is for you, Alvin! It's from the USA.

Emma: What is it?

(the characters gather round while the package is turned upside-down to show the mirror)

Lee: *(addresses the audience)* What is it?

Audience: A mirror!

Lee: *(disappointed)* Oh, a mirror.

Alvin: *(He addresses the audience)* Yes, but what kind of mirror is it?

Audience: A magic mirror!

Mona: A magic mirror? Wow!

Emma: Why is it a magic mirror?

Willow: Look in the mirror, Alvin!

Erlina: *(addresses the audience)* Look in the mirror, everybody!

Alvin: *(Alvin looks in the mirror, then addresses the audience)* Am I old?

Audience: Yes!

Alvin: Am I fat?

Audience: Yes!

Alvin: Have I got a big nose?

Audience: Yes!

Harry: Oh, Alvin, you're so funny!

Erlina: Hey, Alvin, let's go!

Alvin: See you later. Look after my mirror! Bye!
(exit Alvin and Erlina)
(the mirror begins to shake)

Mona: Harry! Lee! Emma! Look at the mirror!

Emma: Oh, no! What's happening?

Play 1 – The Magic Mirror

Scene 2 (Track 145)

(The characters are on stage. We can see Super Gran in front of the mirror. She "steps out" and talks to the children.)

Lee: Who are you?

Super Gran: I'm Super Gran! Hello!

All: Hello!

Monica: Super Gran? Why?

Super Gran: Can **you** ride a skateboard on your head?

All: No!

Super Gran: *(addressing the audience)* Can you?

Audience: No!

Super Gran: I can! Can **you** lift a double-decker bus?

All: No!

Super Gran: *(addressing the audience)* Can you?

Audience: No!

Super Gran: I can! Can **you** see through a wall?

All: No!

Super Gran: *(addressing the audience)* Can you?

Audience: No!

Super Gran: I can!

Lee: Cool!

Super Gran: What **can** you do?

Harry: I can clap my hands behind my back!

Super Gran: *(addresses audience)* Can you clap your hands behind your back?

Audience: YES!

Super Gran: Show me! *(audience clap hands behind back)* Can you sing?

All: YES!

Super Gran: *(addresses audience)* Can **you**?

Audience: YES!

Super Gran: *(addresses audience)* OK, then! Sing with me! *(everyone joins in the song)*

I've got a super grandma,
I call her Super Gran!
Can you ride
A skateboard on your head?
My super granny can!

Oh, my granny!
I've got a Super Gran.
She's a super duper grandma
And I call her Super Gran!

I've got a super grandma,
I call her Super Gran!
Can you lift
A double-decker bus?
My super granny can!

Super Gran: *(lifts the mirror with ease)* Come on, everyone! Catch me if you can!
(she flies off stage with the mirror, the others follow, laughing)

All: Hey, wait for us! *(they all exit)*

★ Outline:

The children are magically transported to a spaceship where they meet Andy the astronaut. Together they go to Planet Rox and meet XL, a famous alien rock star!

★ Characters:

Alvin	Lee
Erlina	XL
Emma	Andy
Mona	Audience
Harry	

★ Structures/Functions:

Talking about professions/routines:

- I'm an astronaut. I fly into space.
- What does he do?
- I go to the gym every day.

Useful phrases:

- Are you ready for some fun?
- Let's go to ...
- Let's cross the road
- You're a great dancer!
- Join in, everyone!
- Fantastic
- I know!

★ Vocabulary:

- | | |
|-------------|-----------|
| • astronaut | • concert |
| • spaceship | • cross |
| • fly | • road |
| • space | • gym |
| • alien | • sing |
| • famous | • guitar |
| • rock star | |
| • planet | |



BEFORE THE PLAY

(Activities to familiarise the students with the language of the play.)

Before going into class

Prepare six A5 cards with the following sentences: *He flies planes./ He cooks in a restaurant./He sells vegetables./He bakes bread./He fixes cars./He flies into space.* You'll also need the following flashcards: *astronaut, chef, pilot, greengrocer, baker and mechanic.* Cover the words at the back.

- 1 Pin the flashcards of the professions on the board (make sure the word is hidden) and underneath, in jumbled order, place the cards that you have prepared. Divide the class into two teams. Ask a student from team A to come to the board and pick one card from the top row and one from the bottom row. If they match, the team keeps the cards – if not they have to put them back. The team with the most cards wins!

e.g. *Teacher: Pick one card from the top row and one from the bottom row. Do they match?*

(student selects 'pilot' and 'fixes cars')

Team A, Student 1: A pilot fixes cars. No, A pilot doesn't fix cars, he flies planes!

*Teacher: Sorry! Put the cards back!
(student selects 'astronaut' and 'flies into space')*

Team B, Student 1: An astronaut flies into space. Yes!

Teacher: That's right! You can keep the cards! etc.

- 2 Play "XL says" with the class: Tell everyone to stand up. Tell the class that they will hear various commands that they have to follow. They must follow the commands only if they first hear "XL says". If they don't hear "XL says" and they follow the command, they are out of the game and have to sit down. You can revise language from the *Green Cross Code* song for this game. Demonstrate this yourself first, then choose a student to act as leader.

e.g. *Teacher: XL says 'Listen'!
(students hold their hands next to their ears)*

*Teacher: XL says 'Look'!
(students hold their hands above their eyes)*

*Teacher: Look left!
(students should stand still, if not they are out of the game) etc.*

Play 2 – Meet XL!

- 3 Show the backdrop. Have a class discussion about space and the spaceship.

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

What's this?

Students: It's a spaceship!

Teacher: Who flies into space in this space ship?

Students: Andy the astronaut!

Teacher: Does Andy know any aliens?

Students: Yes!

Teacher: (pointing to the picture of XL) Who does he know? Who's this?

Students: XL!

Teacher: Who is XL?

Students: He's a famous rock star!

Teacher: (pointing to a planet) What's this?

Students: A planet, etc.

(Activities to familiarise the students with the lyrics of the song.)

- 4 Ask the students to listen and repeat the words after you. Play the song, encouraging the students to join in with the actions.

Use the Green Cross Code

When you cross the road: (mime walking)

Stop, look and listen! (stand to attention, click heels together – hands next to the ears – then hands above the eyes)

Find a safe place to cross,

Then stand and wait! (stamp one foot down and stand to attention)

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

Look left, look right! (turn head left, then right)

Do not cross the road (wag your index finger)

Until it is safe!

Walk across, never run, (mime walking carefully)

And look both ways! (turn head left, then right)

- 5 I like playing music, (mime playing the guitar)

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

I like eating sushi, (mime eating)

And fishing on the moon! (mime fishing)

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

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

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

People like my style! (blow kisses and wave)

I like having picnics, (mime eating)

And skipping in the rain. (mime skipping)

I like planting flowers, (mime planting flowers)

And riding in a train! (mime train motion)

Script & Stage Directions

Meet XL!

Scene 1 (Track 146)

(Andy is on stage alone, he addresses the audience.)

Andy: Hello, everyone!

Audience: Hello!

Andy: My name's Andy. I'm an astronaut. Are you ready for some fun?

Audience: Yes!

Andy: Do you want to see the children?

Audience: Yes!

Andy: (shouts off-stage) Magic mirror! Help me, please!

(Alvin, Erlina, Harry, Lee, Mona and Emma enter in a flurry, sounding surprised)

Lee: Wow! We're in a spaceship!

Andy: Hi. I'm Andy. I'm an astronaut.

Alvin: (addressing the audience) What is he?

Audience: An astronaut!

Andy: I fly into space.

Alvin: (addressing the audience) What does he do?

Audience: He flies into space!

Harry: Do you know any aliens?

Andy: Of course I do! Look, that's XL. (points to a picture in his spaceship)

Emma: XL? Who's XL?

Andy: He's a famous rock star! Do you want to meet him?

Erlina: *(addresses the audience)* Do you want to meet XL?

Audience: Yes!

Andy: OK! Let's go to Planet Rox.

All: Yeah! *(Andy presses some buttons)*

Andy: This is Planet Rox!

Lee: Where is XL?

Andy: Over there, in concert!

Mona: Let's cross the road. Come on, everybody! Sing!
(everyone joins in the singing, all the characters on stage do the actions before crossing the road)

Use the Green Cross Code
When you cross the road:
Stop, look and listen!

Find a safe place to cross,
Then stand and wait!
Use your ears, use your eyes,
Look left, look right!

Do not cross the road
Until it is safe!
Walk across, never run,
And look both ways!

Andy: Ready? Let's go and meet XL! *(they all exit stage right)*

Scene 2 (Track 147)

(The characters are on stage with Andy.)

Andy: *(looking off-stage)* Here's XL!

XL: *(enters)* Hello, everyone! *(he starts to dance)*

All: Hello!

Harry: You're a great dancer!

XL: Yes, I know! And look at me! I've got a great body!

Mona &

Emma: Hmmmm!

XL: I go to the gym every day.

Emma &

Mona: Really? Hmmmmm!

XL: I sing and play the guitar, too! I'm a great singer!

Lee: Oh, XL. Please sing for us.

XL: Do you want to sing with me?

All: Oh, yes!

XL: *(addressing the audience)* Do you want to sing with me, too?

All: YES!

XL: Oh, alright then! *(addressing the audience)* Join in, everyone!

I like playing music,
And watching kids' cartoons.
I like eating sushi,
And fishing on the moon!

I'm a happy kind of person,
I always laugh and smile.
I'm a happy kind of person,
People like my style!

I like having picnics,
And skipping in the rain.
I like planting flowers,
And riding in a train!

All: Fantastic!

XL: Yes, I know! Thank you!

Andy: Time to go!

All: Bye, XL!

XL: Bye, bye! Come again soon!
(characters exit)

Play 2 – Meet XL!

★ Outline:

The animals gather together to decide on a new president. Each animal tries to persuade the others to vote for them.

★ Characters:

Willow	Mr Cheetah	Audience
Mr Giraffe	Mr Ant	
Miss Elephant	Mr Tortoise	

★ Structures/Functions:

Making comparisons:

- I'm faster than he is.
- He's the hardest worker.

Useful phrases:

- How are you?
- I'm fine.
- Tell me about it!
- Vote for me!
- I promise to do my best!
- Your turn.

Vocabulary:

- fast
- tall
- vote
- president
- big
- small
- grassland
- ocean
- bored
- angry
- sad
- alone
- desert
- rainforest



BEFORE THE PLAY

(Activities to familiarise the students with the language of the play.)

Before going into class

Prepare slips of paper with the name of an animal on each.

- 1 Place the slips of paper in a container. Divide the class into two teams. As a class, decide on an adjective e.g. *fast*. Ask a student from team A to come to the front and take a slip of paper. Then a student from team B does the same.

e.g. *Team A, Student 1: (student selects 'cheetah')*

Team B, Student 1: (student selects 'ant')
Teacher: Who's (the fastest), the cheetah or the ant?

Team A, Student 2: The cheetah!
Teacher: Yes! A point to Team A! etc.

- 2 Show the backdrop. Have a class discussion about the animals.

e.g. *Teacher: (pointing to the backdrop) Where are the animals?*

Student 1: In the forest!

Teacher: Who's this? (pointing to Mr Giraffe)

Student 2: Mr Giraffe! etc.

- 3 Play *Vote!* with the class: sit the students in a circle. Ask a volunteer to come to the centre and blindfold him/her. Spin them around, then ask them to point to someone in the circle. Whoever

they point to, must stand up and persuade the others to vote for them! Then, they take their place in the centre and continue the game.

e.g. *(volunteer points to student 1)*

Student 1: I'm the (fastest) in the class! Vote for me! etc.

(Activities to familiarise the students with the lyrics of the song.)

- 4 Ask the students to listen and repeat the words after you. Play the song, encouraging the students to join in with the actions.

Just the other day *(look bored)*

I was really **bored**,

I was all alone,

I was on my own!

And when I'm **bored**,

This is what I do –

You can do it, too ...

Haagh, Aagh, Uugh! *(stretch and yawn)*

Feels good!

angry – Argh, Ohh, Ugh! *(wave fists, stamp feet)*

sad – Ooh-hoo, Ooh-hoo, Ooh-hoo! *(rub eyes, head down)*

- 5 The cheetah in the grassland – *(mime running like a cheetah)*

Faster than a man!

The cheetah in the grassland –

The fastest in the land!

The python in the rainforest – *(mime writhing like a python)*

Longer than a man!

The python in the rainforest –

The longest in the land!

The camel in the desert – (*mime walking like a camel*)

Stronger than a man!

The camel in the desert –

The strongest in the land!

The whale in the ocean – (*mime surfacing and blowing water through blowhole*)

Larger than a man!

The whale in the ocean –

The largest in the land.

Script & Stage Directions

The Animal Elections!

Scene 1 (Track 148)

(*Willow is centre stage. The animals start arriving. He welcomes them.*)

Willow: (*welcoming the animals*) Welcome, friends. How are you?

Mr Giraffe: I'm fine today, but the other day I was really bored!

Mr Cheetah: I'm fine today, but the other day I was really angry!

Miss Elephant: I'm fine today, but the other day I was really sad!

Willow: Really? Tell me about it!

Miss Elephant: (*addresses the audience*) Do you want to sing, too?

Audience: YES!

Mr Cheetah: Come on, everybody!

Just the other day
I was really **bored**,
I was all alone,
I was on my own!
And when I'm **bored**,
This is what I do –
You can do it, too ...

Haagh, Aagh, Uugh!
Feels good!

(**angry – Argh, Ohh, Ugh!**
sad – Ooh-hoo, Ooh-hoo, Ooh-hoo!)

Willow: It's time to choose a new president, now!

Mr Giraffe: (*The giraffe takes centre stage – he addresses the audience*)
Hello!

Audience: Hello, Mr Giraffe!

Mr Giraffe: I'm taller than anyone else. Vote for me!

Willow: Thank you, Mr Giraffe. Your turn, Miss Elephant.

Miss Elephant: (*the elephant takes centre stage – she addresses the audience*)
Hello!

Audience: Hello, Miss Elephant!

Miss Elephant: I'm bigger than anyone else. Vote for me!

Mr Cheetah: (*The cheetah moves forward*) But, I'm faster than you!

Mr Tortoise: (*moving forward*) And I live longer than you!

Willow: Quiet, everyone. It's time to vote!
(*the animals pass in front of the ballot box, as though placing their vote, then exit*)

Play 2 – Meet XL!

Scene 2 (Track 149)

(Willow is standing centre stage, ready to announce the new president.)

Willow: Let's look at the votes. Who's the new president? *(addressing the audience)*
Is it Mr Giraffe?

Audience: No!

Willow: Is it Miss Elephant?

Audience: No!

Willow: Is it Mr Cheetah?

Audience: No!

Willow: Is it Mr Tortoise?

Audience: No!

Willow: Who is it, then?

Audience: Mr Ant!

Elephant: Mr Ant? But, he's the smallest!

Willow: Yes, but he's the hardest worker!

Mr Ant: Thank you, everyone. This is the best day of my life!

Willow: *(to audience)* Hip, hip hooray for Mr Ant!

Audience: Hip, hip, hooray!!

Mr Ant: *(turns to animals)* I promise to do my best for all of you!

(to audience) Come on, sing and dance with me!

The cheetah in the grassland –
Faster than a man!

The cheetah in the grassland –
The fastest in the land!

The python in the rainforest –
Longer than a man!

The python in the rainforest –
The longest in the land!

The camel in the desert –
Stronger than a man!

The camel in the desert –
The strongest in the land!

The whale in the ocean –
Larger than a man!

The whale in the ocean –
The largest in the land.