



Starlight 2

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Teacher's Book Part 1




ПРОСВЕЩЕНИЕ
ИЗДАТЕЛЬСТВО



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2 класс

УГЛУБЛЁННЫЙ УРОВЕНЬ

Методическое пособие
к предметной линии
«Звёздный английский»



Учебное пособие

В двух частях

Часть 1

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2 класс

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В двух частях

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Starlight 2

Teacher's Book

Part 1

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

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Starlight 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. Young learners will be captivated by the adventures of *Woody* and *Frosty* as they enter the Magic Forest and meet *Erlina*, *Willow* and *Alvin*. Through an array of activities such as stories, songs, games, sticker activities and craftwork, the students will be introduced to theme-oriented vocabulary and some simple structures. In this way, the students will find the learning process enjoyable as they embark on their journey to discover the English language.

Starlight 2 is divided into two parts, each of which contains four modules.

★ Student's Book

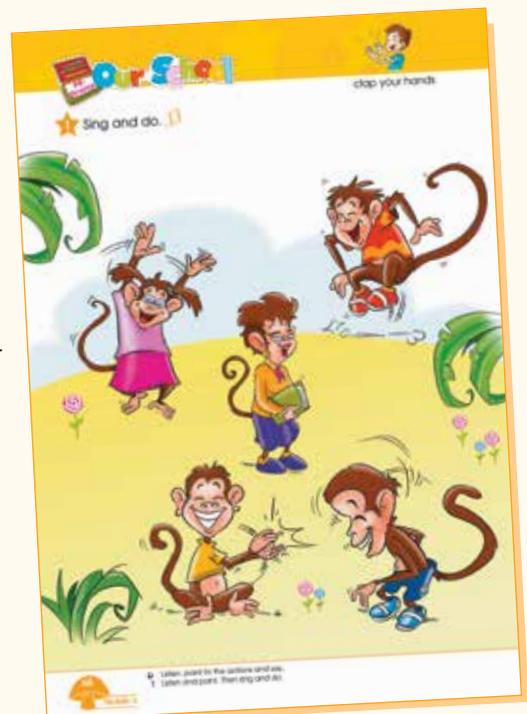
The *Student's Book* has been designed to appeal to, as well as involve, the students in language learning. New language is presented in a clear and effective way by means of lively dialogues, songs, games and listening activities. The *Student's Book* is in two parts. Each part includes four modules.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

A *Starter Unit* is also included in Part 1 to help the students to consolidate the alphabet as well as introduce them to reading.



• Our School

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



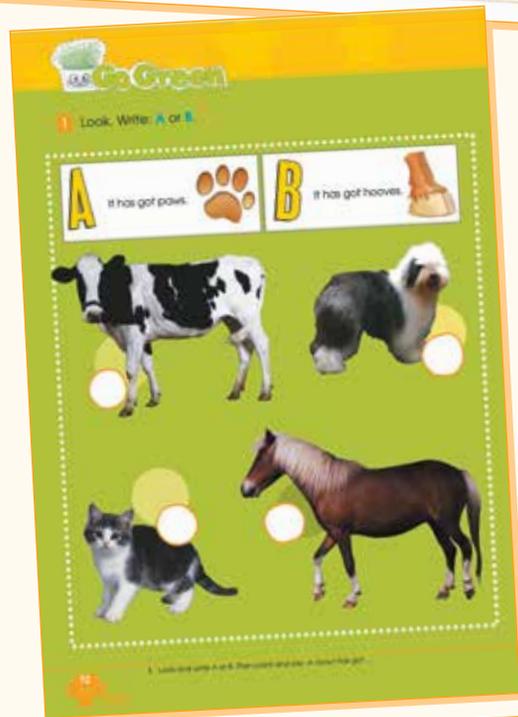
• **Dialogues**

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



• **Go Green!**

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



• **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. The longer *GRAMMAR LAND* sections may be divided and taught in separate sessions.



Introduction

- Word Lab**

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

Write

1. 2. 3. 4. 5.

Look, read and circle

1. 2. 3. 4. 5.

1. hair 2. eye 3. nose 4. mouth 5. ear

Match

wave your feet
clap your arms
nod your hands
stamp your head

Read and write

1. My _____ hurt! 2. My _____ hurt! 3. My _____ hurt!

Match

wave your feet
clap your arms
nod your hands
stamp your head

Read and draw. Then colour

My name is *Milly*.
I'm the *Minster*.
I've got two green heads and three legs arms.
I've got two red legs and a big tummy.

- Our World/My World**

The students are familiarised with culture and ways of life in other countries, as well as explore their own, through the *OUR WORLD/ MY WORLD* section.

Read, then make and say

Hello, I'm *Russia*. I've got a small head and a big body.

Hello, I'm *India*. I've got a big head, a big body and lots of hair.

Read and write

This is *India*. It is the king of all the animals. It lives on the *Saint Mountain*. *Indrik* has got the body of a *bull* and the head of a *horse*. It has got a *horn* on his head, too.

Draw, talk with your friends

This is *India*.
Yaga.

Write

- Storyland**

The Fisherman and the Fish is a story presented in narrative form with lively songs to provide maximum enjoyment and it aims to get the young learners acquainted with Russian folklore. The story recycles key language while introducing new language items to develop the students' comprehension skills.

The Fisherman and the Fish

angry
cloud
we
cottage

The fisherman's wife is very angry. "You are a fool!" she shouts. "My need a new house. Look! Go back and ask the fish for a house!"

The fisherman goes back to the sea. The sun is shining, but there are clouds in the sky. He calls the golden fish again. "I'm so sorry, dear fish," says the fisherman. "My wife want a new house, too."

"OK. You can have your wish. Get home now," says the fish and swims away.

The fisherman goes home and sees a beautiful, new cottage. He is very happy!

Read and write yes or no

1. The fisherman's wife is happy. _____
2. She needs a new house. _____
3. The sun is shining. _____

4. The fisherman's wife is in the kitchen. _____
5. The fisherman is angry. _____

Find

C	O	T	A	G	S	H
L	A	B	C	N	D	H
O	H	G	F	G	E	A
U	I	J	K	V	L	P
D	P	O	H	V	M	P
Q	S	W	I	M	S	E
A	Z	Y	X	W	V	U
E	R	Y	S	H	O	U

Write

The fisherman's wife is very happy!

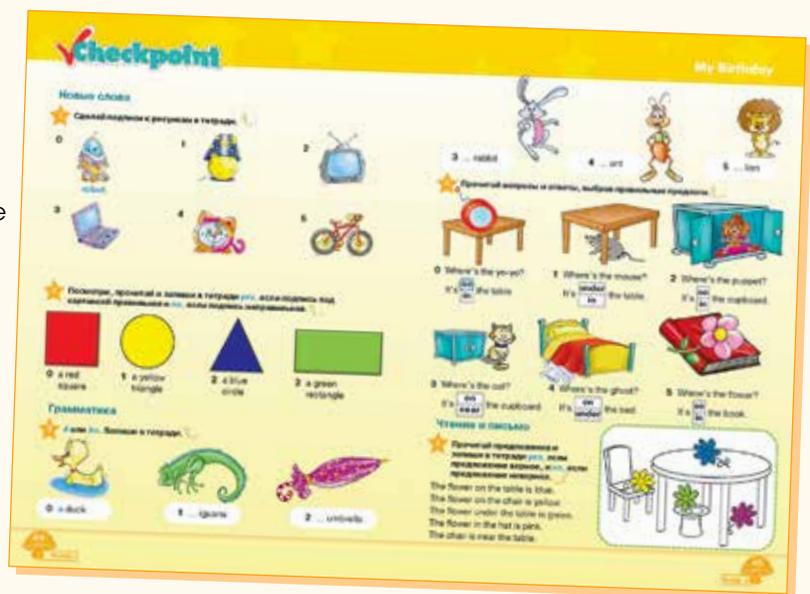
• **Phonics**

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 course. The teacher can cover this section upon completion of the course or upon completion of a module.

II Special Days (Children's Day, Happy New Year!)

There are two optional units at the back of the book, containing activities for Children's Day and New Year, which should be covered as a lead-up to the respective celebrations.

★ Workbook

The *Workbook* is in full colour and contains fun activities, which consolidate the language taught in each module. The *Workbook* is in two parts and can be used either in the class or for homework.



The **Workbook** also includes:

I Stickers

There are some exercises with **stickers** in the *Workbook*. The type and aim of these exercises vary to give students the chance to practise the new language in a motivating and appealing way. There are also some reward stickers to give a sense of achievement and satisfaction which can be used whenever the teacher feels that the students should be praised, which should be all the time!

II Board Games

There are two **board games** in each part, one per two modules. 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 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 name the item 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 backwards. If they land on an *Oh no!* square, they must go back to the beginning. If they land on a *Great!* square, they play again.

III Characters' Cutouts

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

★ My Junior Language Portfolio

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

My 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, 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 on them and help your learners stick them onto their dossiers. Demonstrate how to store their material in their *Junior Language Portfolios* and make sure they update it regularly.

• Test Booklet

The **Test Booklet** contains the *Module Tests*. A mid-of-the year as well as an end-of-the year *Exit Test* is also included and can be used as a placement test for the next level.

• Certificate of Achievement

This is filled in upon completion of the course. The aim of this certificate is to reward the students, as well as give them a sense of achievement.

★ Teacher's Book

The *Teacher's Book* provides step-by-step lesson plans, as well as the answers to the exercises in both 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.



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.
- Cumulative Evaluation Chart: The teacher uses the chart to evaluate the students at the end of each module and writes the marks obtained with the help of a code.

II Templates

The *Templates* are for the craftwork activities in the *Student's Book*.

★ Picture Flashcards

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

★ Posters

There are eight double-sided posters accompanying *Starlight 2*. On the first side, there is the vocabulary of the first spread as well as the picture accompanying the song. On the second side there is the dialogue for those teachers who wish to present or practise the dialogue with books closed. The book is also accompanied by an *Alphabet Poster* for those teachers who wish to teach/ consolidate the English alphabet. In the *Teacher's Book* there are helpful guidelines as to when and how the posters can be used to present and/or consolidate the new language.



★ Audio Course

Download the audio course at www.prosv.ru.

★ Typical layout of a module

Each module consists of 10 lessons 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, as well as 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 OUR SCHOOL

In the *OUR SCHOOL* section, the students explore other fields of study (e.g. *Art, Maths, Health and Safety*, etc.) through English. In this way, the students learn how to use English as a vehicle to approach other subject matter.

VI GO GREEN!

The *GO GREEN!* section promotes an affinity with nature and makes the students more aware of the environment we live in.

VII GRAMMAR LAND

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

VIII WORD LAB

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

IX OUR WORLD/MY WORLD

Through the *OUR WORLD/MY WORLD* section, the students have the opportunity to explore aspects of life in other countries as well as their own.

X STORYLAND

In this section the students are introduced to the story of *The Fisherman and the Fish*, a series of episodes aimed at providing real language input, reading for pleasure, as well as getting the students acquainted with Russian folklore.

XI PHONICS

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

XII CHECKPOINT

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

Teaching Young Learners

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

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

- I **Encouragement:** Students need to be reassured all the time. Go around as they carry out the various activities and praise them. Do not over-emphasise their mistakes. Just repeat the correct word or phrase. Criticism can be discouraging and produce poor results.
- II **Activities:** In this level, the activities should be simple, as students are still developing their hand-eye coordination. On the other hand, students should acquire some basic language structures. Therefore, in the early stages, our objective should be to provide an environment of fun and enjoyment for the young learners. This is best achieved by a thematic approach to language teaching.
- III **The fantasy element:** Young students' imaginations are very vivid and they have the ability to immerse themselves in a fantasy world, often creating imaginary friends and sometimes pretending to be fictional characters (e.g. Superman, Xena, etc.). This rich imagination can be captured and encouraged by the teacher in order to act out the dialogues from the lessons in **Starlight 2**. Students are very quick to repeat dialogues that they have heard and this ability should be utilised to its full capacity.
- IV **Social Skills:** Young students prefer to play on their own. The sense of being in a social group and obeying rules is not yet fully developed. Thus, the games promote the development of social skills.
- V **Students' need for attention:** Young learners will constantly demand your attention. In order to meet their needs, the teacher should go around and talk to them about what they are doing and, at the same time, elicit some vocabulary and language patterns. This is also a good time to see if they have understood everything they have been told or whether there are things which need further explanation.
- VI **Attention span:** A student's attention span is very short, so there is a need for a variety of activities. The best way to hold their attention is by changing activities every five to ten minutes. At the same time, they tend to love what is familiar. Thus, you should let a favourite activity go on for as long as they are actively engaged.
- VII **The 'silent' period:** It is possible that young students will not produce anything in the target language during the initial stages. This is a period of adjustment and should not alarm teachers. What we should bear in mind is that students are absorbing the new language and will reproduce it naturally in their own time.
- VIII **Pronunciation:** Young students are better at pronunciation than older students. That is because they are keener listeners and they are not afraid to make mistakes. Thus, it is vital that teachers speak clearly, but at a **normal** pace. The class should be drilled as a group before moving on to individual practice. In this way, teachers can correct any pronunciation errors without embarrassing individual students, while at the same time giving them time to get used to the new sound(s).

★ Classroom Management

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

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

★ Songs in the Language Classroom

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

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

★ 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, flashcards and handouts.

- **Auditory Learners**

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

- be (re)united with the characters
- listen to the theme song
- revise the English alphabet
- be introduced to reading

▶▶ Module 1

In this unit students will ...

talk about

- family members
- parts of the house

listen to

- a song introducing family members
- a song presenting and practising location and parts of a house
- a dialogue about the characters looking for Ronny
- an episode of *The Fisherman & the Fish*

learn how to

- introduce family members
- identify parts of a house
- say where someone is

CRAFTWORK

Students will

- draw their family members

OUR SCHOOL

Students will

- make a part of a house (Art)

GO GREEN!

Students will

- talk about baby animals
- talk about big and small families

PORTFOLIO

Students will

- draw a picture and write about themselves being in a room of their house

OUR WORLD/MY WORLD

Students will

- talk about families in Great Britain, Mexico and Russia
- make their family tree
- write about their family

PHONICS

Students will

- learn to read and pronounce words with the /ɔ:/ and /ɑ:/ sounds

LANGUAGE FOCUS

Structures

- This is my mummy.
- Is Daddy in the living room?
- Yes, he is./No, he isn't.
- This is Karen's mummy.

Vocabulary

- family members: mummy, daddy, brother, sister
- parts of a house: bedroom, bathroom, living room, kitchen, garden

▶▶ Module 2

In this unit students will ...

talk about

- presents
- shapes

listen to

- a song about a Happy Birthday wish
- children saying how old they are
- a song practising shapes
- a dialogue about Woody and Frosty's birthday
- an episode of *The Fisherman & the Fish*

learn how to

- say how old they are
- identify and present presents
- offer and accept gifts
- identify shapes
- say where things are

CRAFTWORK

Students will

- make a birthday card for their friends

OUR SCHOOL

Students will

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

GO GREEN!

Students will

- talk about how old trees are

PORTFOLIO

Students will

- make a birthday card for their friend and write a short message

OUR WORLD/MY WORLD

Students will

- talk about birthdays in Great Britain, Spain and Russia
- sing a birthday song
- write about their birthday party

PHONICS

Students will

- learn to read and pronounce words with the /ɜ:/ and /æ/ sounds

LANGUAGE FOCUS

Structures

- How old are you?
- I'm six today.
- Happy Birthday! This is for you.
- Wow! A clock. Thank you.
- The yellow clock is in the cupboard.
- Where's the blue robot? It's on the table.

Vocabulary

- presents: robot, computer, bike, TV, lamp, clock
- numbers: 1-10
- shapes: square, circle, triangle, rectangle

►► Module 3

In this unit students will ...

talk about

- parts of the body
- commands

listen to

- a song presenting and practising parts of the body and related illnesses
- a song presenting and practising commands
- a dialogue about some animals being ill

- an episode of The Fisherman & the Fish

learn how to

- identify parts of the body
- talk about illnesses
- give and follow commands
- describe people

CRAFTWORK

Students will

- make a Nessie/Yeti mask

OUR SCHOOL

Students will

- sing a song and follow commands (PE & Drama)

GO GREEN!

Students will

- talk about animals that have got paws/hooves
- read a text about dogs

PORTFOLIO

Students will

- draw and label their body

OUR WORLD/MY WORLD

Students will

- talk about Nessie, Yeti and Indrik
- write about their fairytale character

PHONICS

Students will

- learn to read and pronounce words with the /ɜ:/ and /ɔ:/ sounds

LANGUAGE FOCUS

Structures

- What's the matter?
- My arm hurts.
- Let me see.
- Simon says, clap your hands!
- I've got two heads, four arms and two legs.

Vocabulary

- parts of the body: head, arm, tummy, leg, foot, hand, mouth, eyes, ears, nose
- commands: clap your hands, nod your head, stamp your feet, wave your arms

►► Module 4

In this unit students will ...

talk about

- actions
- musical instruments

listen to

- a song presenting and practising actions
- Sally and Roy saying what they can do
- a song practising musical instruments
- a dialogue about the Fairy Band
- an episode of The Fisherman & the Fish

learn how to

- talk about actions
- say what they can/can't do
- identify/talk about musical instruments and which ones they can play

CRAFTWORK

Students will

- make a guitar

OUR SCHOOL

Students will

- listen to the sounds some musical instruments make (Music)

GO GREEN!

Students will

- talk about sounds they can hear in the country/ on a farm/by the sea/in a beautiful garden

PORTFOLIO

Students will

- draw and write what they can do

OUR WORLD/MY WORLD

Students will

- talk about Wayne Rooney, Shakira, Dima Bilan and Andrei Arshavin
- make a class football team
- write about their favourite football player/singer

PHONICS

Students will

- learn to read and pronounce words with the /eɪ/ and /æʊ/ sounds

LANGUAGE FOCUS

Structures

- She can dance and she can ride a bike.
- I can play the guitar!
- Can you dance? Yes, I can!

Vocabulary

- actions: sing, dance, ride a bike, play football, draw
- musical instruments: piano, guitar, triangle, drum, tambourine, recorder

▶▶ Fun Time

In this unit students will ...

- consolidate the key vocabulary of Part 1

▶▶ Children's Day

In this unit students will ...

- sing a song about *Children's Day*
- make a *Me Tree*
- play a *Children's Day* game

▶▶ Happy New Year!

In this unit students will ...

- sing a New Year song
- play a *Happy New Year* game
- find words connected with the New Year in a word search

►► Module 5

In this unit students will ...

talk about

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

listen to

- a song presenting and practising animals and what they can do
- a song presenting and practising numbers
- a dialogue about Woody and Frosty meeting a caterpillar which turns into a butterfly
- an episode of *The Fisherman & the Fish*

learn how to

- identify animals
- talk about animals and what they can do
- describe animals

CRAFTWORK

Students will

- make animal spinners and play a game

OUR SCHOOL

Students will

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

GO GREEN!

Students will

- talk about the life cycle of a butterfly
- act out the life cycle of a butterfly

PORTFOLIO

Students will

- draw a picture of and write about their favourite animal

OUR WORLD/MY WORLD

Students will

- talk about horse shows in Great Britain, elephants playing football in Thailand and the Moscow Cats Theatre
- make their own Animals Theatre

PHONICS

Students will

- revise words with the /æ/, /ɜ:/, /e/ and /ʊ/ sounds

LANGUAGE FOCUS

Structures

- It's an elephant.
- A bird can fly, but it can't swim.
- A frog has got four legs.

Vocabulary

- animals: butterfly, elephant, spider, bird, frog, monkey
- numbers 11-20

►► Module 6

In this unit students will ...

talk about

- food
- food preferences

listen to

- a song presenting and practising food preferences
- a child talking about the food items she likes
- a song presenting and practising food items
- a dialogue about the characters meeting the *Sweet Monster*
- an episode of *The Fisherman & the Fish*

learn how to

- talk about food preferences
- talk about food that is good for them
- talk about fruit and vegetables

CRAFTWORK

Students will

- spell out their favourite treat using 'smarties'
- make fruit/vegetable men/women

OUR SCHOOL

Students will

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

GO GREEN!

Students will

- identify fruit and vegetables
- talk about fruit and vegetables that grow on trees/underground

PORTFOLIO

Students will

- draw pictures of and write about their favourite fruit and vegetable

OUR WORLD/MY WORLD

Students will

- talk about ice creams in Great Britain, Italy and Russia
- write about their favourite ice cream

PHONICS

Students will

- revise words with the /n/ and /i/ sounds

LANGUAGE FOCUS

Structures

- I like chocolate. I don't like jam.
- Do you like lollipops? Yes, I do./No, I don't.
- Eat tomatoes. They're good for you.
- I'm Mr Carrot. I'm a vegetable.
- What's your favourite fruit? Bananas. I love bananas!
- An ice cream, please. Here you are. Thank you.

Vocabulary

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

►► Module 7

In this unit students will ...

talk about

- the weather
- seasons

listen to

- a song presenting and practising the weather
- a song practising the seasons
- a dialogue about the characters having fun on a summer day
- an episode of *The Fisherman & the Fish*

learn how to

- identify different weather conditions
- talk about the seasons
- talk about actions happening now

OUR SCHOOL

Students will

- colour in a tree according to seasons (Art)

GO GREEN!

Students will

- talk about water and its importance
- talk about migratory bird and the difficulties they face when travelling

PORTFOLIO

Students will

- draw a picture of and write about their favourite season

OUR WORLD/MY WORLD

Students will

- talk about the weather in the UK, Greece and Moscow
- write about their town/city

PHONICS

Students will

- revise words with the /aɪ/, /ɔ:/, /əʊ/ and /ʌ/ sounds

LANGUAGE FOCUS

Structures

- It's hot.
- What's the weather like today? It's raining.
- Look! It's spring.
- Erlinda's favourite season is spring because she loves flowers.
- A child needs water.
- My favourite season is winter because I love the snow.

Vocabulary

- weather: It's hot. It's cold. It's sunny. It's rainy. It's snowing.
- seasons: spring, summer, autumn, winter

▶▶ Module 8

In this unit students will ...

talk about

- clothes
- size

listen to

- songs presenting and practising clothes
- a dialogue about the characters getting ready to go on holiday
- some children describing what they are wearing
- an episode of *The Fisherman & the Fish*

learn how to

- talk about clothes and describe what they are wearing
- talk about size

CRAFTWORK

Students will

- use templates to draw and dress themselves

OUR SCHOOL

Students will

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

GO GREEN!

Students will

- talk about scarecrows and their importance
- read a story about Sally the Scarecrow

PORTFOLIO

Students will

- draw a picture of and write what they are wearing

OUR WORLD/MY WORLD

Students will

- talk about traditional costumes in Great Britain, Japan and Russia
- write about traditional costumes in their town/city

PHONICS

Students will

- revise words of different sounds

LANGUAGE FOCUS

Structures

- I'm wearing my hat and jumper.
- Daddy Bear's shorts are big.
- Take off your shoes. Put on your cap.
- It's hot. I'm wearing my shoes.
- It's red! A T-shirt!

Vocabulary

- clothes: boots, jacket, jeans, jumper, dress, hat, T-shirt, shorts, vest, socks, cap, shoes

▶▶ Round-up

In this section students will ...

- consolidate the key vocabulary and structures of the course

▶▶ Fun Time

In this section students will ...

- consolidate the key vocabulary of the course

▶▶ Happy Easter

In this unit students will ...

- sing a song about Easter
- sort out Easter eggs according to the number on them
- make an Easter basket

▶▶ May Day

In this unit students will ...

- talk about Maypoles
- make a May Day crown
- sing a song about May Day

Starter Unit – Hello, Magic Friends!

Lesson 1

Objectives

To (re)unite the students with the characters. To practise introducing oneself and greeting others.

Language

In this lesson the students will learn to understand:

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

In this lesson the students will learn to use:

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

Extra Materials

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

★ Getting started

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

Before going into class

Prepare slips of paper with the names of the students.

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

e.g. Student 1: *Hello, I'm (Tina). What's your name?*
Student 2: *Hello, I'm (Jim).*

Demonstrate this yourself first.

★ Meeting the characters

(Activities to (re)unite the students with the characters.)

Students' books closed. Ask the students to look at the covers of their books. Point to the characters, one at a time, and elicit their names.

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

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

Students' books open. Say: Open your books at page four. Write the number 4 on the board and hold up your book. Ask the students to look at the picture. Point to Frosty and ask: *Who's this?* Elicit the answer. Then say: *Hello, Magic Forest! Hello, magic friends! Hello, Frosty!* Follow the same procedure with the rest of the characters.

1 Sing and do.

Play the recording. The students listen and point to the characters as their names are mentioned. Play the recording again. The students listen and sing along.

AUDIOSCRIPT

(students wave their hands throughout the song)

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

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

Extension

Ask the students to open their Workbooks and cut out the characters' cutouts. Assign the roles of *Frosty*, *Woody*, *Willow*, *Erlina* and *Alvin* to various students. Tell the remaining students to imagine that they are in the Magic Forest meeting the characters. Play the song. The students move around the class singing and waving *hello* to the characters. The students who portray the characters wave back.

Starter Unit – Hello, Magic Friends!

2 Listen. Then talk with your friend: *Hello, I'm (John). Hello, I'm (Anna).*

Explain the activity. Play the recording. The students listen and repeat. Then students, in pairs, greet each other by saying: *Hello, I'm (Tom)*. Go around the class monitoring and providing any necessary help.

AUDIOSCRIPT

Boy: *Hello, I'm John.*

Girl: *Hello, I'm Anna.*

Closing activity

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

workBook (Optional)

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

Lesson 2

Objectives

To present/consolidate the English alphabet.

Language

In this lesson the students will learn to understand:

- *Who's got (a - /æ/) in their name?*

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

- *ant, bat, cap, duck, elf, flower, ghost, hat, iguana, jaguar, koala, lion, mouse, nut, orange, puppet, queen, rabbit, snail, tomato, umbrella, violet, wizard, fox, yo-yo, zebra*

Extra Materials

- The *Alphabet* poster for *Presentation & Practice*;
- slips of paper with the letters a-z and a bag for the *Ending the Lesson* activity.

BEGINNING THE LESSON

(An activity to revise the language taught in Lesson 1.)

Invite students, in pairs, to stand in front of the class and introduce themselves to each other.

e.g. *Student 1: Hello, I'm (Mary).*

Student 2: Hello, I'm (Bill). etc.

PRESENTATION & PRACTICE

(Activities to present family members.)

1 Listen, point to the family members and say.



POSTER

Students' books closed. Pin the Alphabet poster on the board. Point to the letter **a** and say: **a** - /æ/. Invite the students to repeat, chorally and individually. Then write the word *ant* next to the letter **a**. Point to the letter and the word and say: **a** - *ant*, /æ/ - /ænt/. The students repeat, chorally and individually. Finally, write the letter **A a** again on the board so that the students can see how both the capital and small letters are formed. Repeat the same procedure with the rest of the letters and words.

Students' books open. Say: *Open your books at page six.* Write the number 6 on the board and hold up your book. Play the recording. The students listen, point to the letters and the words and repeat. Point to the letters and the words as they are heard, making sure the students point to the correct letter and word each time. Repeat the procedure more than once if necessary.

Extension

1 What's in a name?

Point to the letter **a** on the board and ask: *Who's got an a - /æ/ in their name?* The student(s) with the letter **a** in their name raise their hands. Do the same with the rest of the letters.

2 Write the words *ant - zebra* on the board, omitting the first letter of each word. Ask a student to come to the board, choose any word he/she likes, write the missing letter and say the word. Ask the rest of the class for verification.

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★ 2 Listen and sing.

Activities to present/consolidate the English alphabet in alphabetical order and familiarise the students with their pronunciation.)

Students' books closed. Write the letters of the alphabet on the board, one at a time, and pronounce them, e.g. Aa /eɪ/, Bb /bi:/, etc. The students repeat, chorally and individually.

Students' books open. Play the recording. The students listen and point to the letters in their books. Play the recording again. The students listen and sing along.

ENDING THE LESSON

Before going into class

Write each of the letters (a-z) on slips of paper and put them in a bag.

Lucky dip!

Hold the bag with the slips of paper inside and invite individual students to come and take a 'lucky dip' from the bag (*i.e. the student dips his/her hand in the bag and takes out a slip*). The student then shows the slip to the class and tells the class the letter sound and the word that starts with this letter. Ask the rest of the class for verification.

*e.g. Student 1: (taking out v) v – violet
Class: Yes! v – violet! etc.*

WORKBOOK (Optional)

If you wish, you can do some of the exercises during this lesson or the next one.

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Lesson 3

Objectives

To practise greetings. To read and pronounce words with the /æ/, /eɪ/, /ɪ/ and /aɪ/ sounds.

Language

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

- *Hello, (Tina). How are you? I'm fine, thank you.*

In this lesson the students will learn to **read** the following words:

- *cat, fat, hat, bat, cap, black, can, hand, man, Dan, and, have, ant, has, Pam*
- *cake, snake, lake, plane, Jane, name, plate, Dave*
- *milk, pink, Kim, sit, big, swim, rich, is, sister, kitten, little, listen*
- *bike, like, Mike, kite, write, white, fine, nine, ride, drive, five, ice, I, hi*

Extra Materials

- Flashcards 1-4;
- a bag, slips of paper with words for the Ending the Lesson activity.

BEGINNING THE LESSON

(An activity to revise the English alphabet)

Write the letters of the alphabet on the board. Point to each letter and invite the students to say the sound of each letter, first chorally and then individually. If the students feel confident enough, ask them to produce both the sound of the letter and the word. Praise them each time they get it right, while helping them, if necessary, to remember the sounds and/or the words.

PRESENTATION & PRACTICE

(An activity to practise greetings.)

1 Play the How are you? game.



POSTER

Students' books closed. Approach a student, shake his/her hand and say: *Hello, (Mary). How are you?* Encourage the student to greet you in the same way and respond: *I'm fine, thank you.* Approach a different student and ask him/her the same question, this time eliciting the response *I'm fine, thank you.*

Students' books open. Say: *Open your books at page eight.* Write the number 8 on the board and hold up your book. Explain to the students that they are going to play the How are you? game. Point to the picture and read out the exchange. The students repeat after you, chorally and individually. Explain the game. Ask the students to sit in a circle and choose a student

(Student A) to stand/sit in the middle of the circle. Choose a student from the circle (Student B) to stand up, approach Student A, shake his/her hand and greet him/her. Student A responds. Now Student A returns to the circle, Student B stands in the middle and the game continues. Repeat the game until all the students have had a chance to play.

(Activities to help the students read and pronounce words with the /æ/ and /eɪ/ sounds.)

2 Listen, point and repeat the sounds and the words .



FLASHCARDS (1-2)

Students' books closed. Hold up the cat flashcard. Point to it and ask: *What's this?* Elicit: *cat.* Say the word. The students repeat after you. Write the word *cat* under the flashcard. Underline the letter **a**. Then point and say: /æ/, /kæt/. The students repeat after you. Repeat the same procedure with *cake*. If you wish, explain that **e** at the end of a word usually makes the vowel in the middle of the word say its name instead of its sound.

Extension

Write the following on the board:



Students say the sounds and the words.

e.g. /k/, /æt/ – /kæt/ etc.

Students' books open. Play the recording. The students listen, point to and repeat the sounds and the words chorally and/or individually.

3 Read the words to your friend.

Read the sounds and the words. The students follow in their books. Then the students work 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 words out loud.

4 Use the code and say what colour the pictures are.

Refer the students to the pictures and the words underneath and have students read them out loud. Point to the example and explain the activity. The

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students use the code to say what colour the pictures are according to the sound the words make. Then, hold up your book, point to each picture and ask individual students to say the word and what colour it is. Ask the rest of the class for verification.

e.g. *Teacher:* (points to ant)
Student 1: ant – blue etc.

Answers

blue: ant, hat, cat, bat, cap

red: cake, plane, plate

Extension

Allow the students some time to draw and colour the pictures in their notebooks. Check round the class offering any necessary help.

(Activities to help the students read and pronounce words with the /æ/ and /aɪ/ sounds.)

5 Listen, point and repeat the sounds and the words.



FLASHCARDS

Students' books closed. Hold up the *milk* flashcard. Point to it and ask: *What's this?* Say: *milk*. The students repeat after you. Write the word *milk* under the flashcard. Underline the letter *i*. Then point and say: /ɪ/, /milk/. The students repeat after you. Repeat the same procedure with *bike*. If you wish, remind the students that **e** at the end of a word usually makes the vowel in the middle of the word say its name instead of its sound.

Extension

Write the following on the board:



Students say the sounds and the words.

e.g. /sw/, /ɪm/ – /swɪm/ etc.

Students' books open. Play the recording. The students listen, point to and repeat the sounds and the words chorally and/or individually.

6 Read the words to your friend.

Read the sounds and the words. The students follow in their books. Then the students work 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 words out loud.

7 Say the words. Find the odd one out and write it in your notebook.

Explain the activity. The students read the words in each group and find the word whose sound is different from the rest. Allow the students some time to write the words in their notebooks. Check the students' answers.

Answers

1 five 2 listen 3 snake 4 cap

8 Listen and sing.

Point to the picture and ask: Where's the cat? Elicit: *The cat is in the hat*. Say: *The cat is in the hat, E-I-E-I-A!* The students repeat after you. Next, draw a simple sketch of a snake in the lake, a *kitten* in the *milk* and a *bike* in the *ice* and repeat the procedure. Play the recording as many times as you wish, inviting the students to sing along.

ENDING THE LESSON

(An activity to revise the **a** (/æ/, /eɪ/) and **i** (/ɪ/, /aɪ/) sounds.)

Before going into class

Prepare some slips of paper with the words in Exs 3 and 6 and put them in a bag. Bring in some blue tack.

Draw the following table on the board:

/æ/	/eɪ/	/ɪ/	/aɪ/

Place the bag with the slips of paper inside on your desk. Invite students, one by one, to come to your desk, pick a random slip of paper from the bag and read the word out loud. Provide the student with some blue tack and ask him/her to stick the word under the correct category according to the sound of letter **a** or **i**. Ask the rest of the class for verification. Repeat the procedure until all the words have been placed under the correct category.

WORKBOOK (Optional)

If you wish, you can do some of the exercises during this lesson or the next one.

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Lesson 4

Objectives

To practise greetings. To read and pronounce words with the /i:/, /e/, /ai/ and /ɪ/ sounds.

Language

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

- *Good morning, your Majesty!*

In this lesson the students will learn to **read** the following words:

- *we, me, be, he, she, Pete*
- *zebra, seven, desk, men, ten, pen, hen, red, bed, wet, egg, leg, dress, elf, Ken*
- *fly, sky, bye, my*
- *baby, teddy, pretty, family*

Extra Materials

- Flashcards 5-8.

BEGINNING THE LESSON

Write the following words on the board, one under the other: *cat, cake, bat, snake, ant, hat, plane, milk, kite, five, big, nine, sister, listen, bike, ride*. Underline the letters in bold. Write the phonetic symbols of the underlined letters next to the list. Ask students to come to the board, read the words and point to/write the phonetic symbol of the underlined letter. Ask the rest of the class for verification.

Play the song from the previous lesson. The students listen and sing along.

PRESENTATION & PRACTICE

(Activities to practise greetings.)

1 Play the *Good morning, your Majesty!* game.

Students' books closed. Draw a sun on the board. Point to it, mime waking up and say: *Good morning, everyone*. The students repeat after you. Explain that we use this greeting from morning to noon (12:00 pm). If you wish, you can use this opportunity to teach the rest of the greetings:

Good afternoon (from 12:00 pm till 5:00 pm)

Good evening (from 5 pm till midnight)

Good night (when we are leaving or going to bed)

Students' books open. Say: *Open your books at page ten*. Write the number 10 on the board and hold up your book. Explain to the students that they are going to play the *Good Morning, your Majesty!* game. Point to the picture and read out the exchange. The students

repeat after you, chorally and individually. Explain the game. Ask the students to sit in a circle and choose a student (Student A) to stand/sit in the middle of the circle with his/her eyes closed. Choose a student (Student B) from the circle to say the greeting. Student A tries to guess which student spoke and says his/her name, e.g. *Michael!* If Student A guesses correctly, he/she sits down, Student B stands in the middle of the circle and the game continues in the same way. If Student A fails to guess the correct student, he/she remains in the circle and it's another student's turn to say the phrase. Repeat the game as many times as you think is necessary.

(Activities to help the students read and pronounce words with the /i:/ and /e/ sounds.)

2 Listen, point and repeat the sounds and the words.

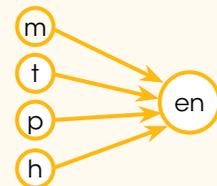
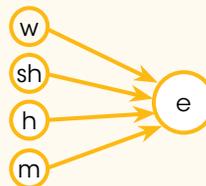


FLASHCARDS (5-6)

Students' books closed. Hold up the *we* flashcard. Point to it and say: *we*. Pin the flashcard on the board. Say the word again. The students repeat after you. Write the word *we* under the flashcard. Underline the letter **e**. Then point and say: /i:/, /wi:/. The students repeat after you. Repeat the same procedure with *zebra*.

Extension

Write the following on the board:



Students say the sounds and the words.

e.g. /w/, /i:/ – /wi:/ etc.

Students' books open. Play the recording. The students listen, point to and repeat the sounds and the words chorally and/or individually.

3 Read the words to your friend.

Read the sounds and the words. The students follow in their books. Then the students work 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 words out loud.

4 Say the words. Write the words with the /e/ sound in your notebook.

Explain the activity. Students read and then write the words with the /e/ sound in their notebooks. Allow the

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students some time to complete the activity. Check the students' answers.

Answers

ten, red, elf, pen, seven, bed, men, zebra

(Activities to help the students read and pronounce words with the /i/ and /æ/ sounds.)

5 Listen, point and repeat the sounds and the words.



FLASHCARDS (7-8)

Students' books closed. Hold up the *fly* flashcard. Point to it and say: *fly*. Pin the flashcard on the board. Say the word again. The students repeat after you. Write the word *fly* under the flashcard. Underline the letter **y**. Then point and say: /aɪ/, /flaɪ/. The students repeat after you. Repeat the same procedure with *baby*. If you wish, explain that **y** at the end of a one-syllable word is usually pronounced /aɪ/ whereas at the end of a longer word is usually pronounced /ɪ/.

Extension

Write the following on the board:



Students say the sounds and the words.

e.g. /fl/, /aɪ/ - /flaɪ/ etc.

Students' books open. Play the recording. The students listen, point to and repeat the sounds and the words chorally and/or individually.

6 Read the words to your friend.

Read the sounds and the words. The students follow in their books. Then the students work 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 words out loud.

7 Copy and complete the word pyramids in your notebook. Say the words.

Refer the students to the words and the pyramids. Read the words out loud and have the students

repeat after you. Explain the activity. The students copy and complete the pyramids with the correct words according to their sounds. Tell them that each cube of the pyramid corresponds to a letter. Allow them some time to complete the activity in their notebooks and check their answers. Individual students read out the words in the pyramids.

Answers

/æ/: a, an, and, have, black

/aɪ/: I, hi, ice, like, write

/ɪ/: in, sit, milk, drink, little

8 Listen and sing.

Point to the boy in the picture and say: *This is baby Ben*. The students repeat after you. Then point to the hen and say: *This is my red hen. She lays eggs for Baby Ben!* The students repeat after you. Play the recording. The students listen and follow in their books. Play the recording again. The students listen and sing along.

ENDING THE LESSON

(An activity to consolidate cvc words.)

Write a cvc (consonant-vowel-consonant) word on the board, e.g. *hen*. Allow the students some time to look at it before you cover it. The students write the word. Uncover the word for the students to check their spelling. Ask a student to read the word out loud.

Suggested words: cat, bat, can, mat, man, big, men, ten, pen, hen, red, leg, bed

WORKBOOK (Optional)

If you wish, you can do some of the exercises during this lesson or the next one.

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Lesson 5

Objectives

To practise offering things and saying thank you. To read and pronounce words with the /əʊ/, /ɒ/, /ju:/ and /ʌ/ sounds.

Language

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

- *Here you are.*
- *Thank you.*
- *You're welcome.*

In this lesson the students will learn to **read** the following words:

- *home, bone, rose, go, ghost, rope, nose, no, Tony*
- *frog, dog, stop, hot, got, on, Donna*
- *pupil, cute, computer, use, student, music*
- *nut, but, drum, sun, fun, run, bus, cup, jump, puppy, rubber, Russia*

Extra Materials

- *A soft ball for Let's play;*
- *Flashcards 9-12;*
- *a bag, slips of paper with the words in Exs 3 and 6 and some blue tack for the Ending the Lesson activity.*

BEGINNING THE LESSON

Write the following words on the board, one under the other: *cat, cake, men, snake, he, fly, sky, plane, milk, teddy, five, big, pen, sister, we, bike, ride*. Underline the letters in bold. Write the phonetic symbols of the underlined letters next to the list. Ask students to come to the board, read the words and point to/write the phonetic symbol of the underlined letter. Ask the rest of the class for verification.

Play the song from the previous lesson. The students listen and sing along.

PRESENTATION & PRACTICE

(Activities to practise offering things and saying thank you.)

1 Play the Thank you game.

Before going into class

Bring a ball into class.

Students' books closed. Say: Open your books at page twelve. Write the number 12 on the board and hold up your book. Refer the students to the picture. Read the speech bubbles. The students repeat after

you. Explain their meaning. Ask the students to sit in a circle. Stand in the middle of the circle. Give the soft ball to a student and say: (Tina), here you are. Encourage the student to say thank you when he/she receives it. Reply by saying You're welcome. Repeat with another student. If you wish, ask a student to stand in the centre and play your part:

Extension

The students work in pairs. They choose a school item to offer to their partner while acting out the exchange.

(Activities to help the students read and pronounce words with the /əʊ/ and /ɒ/ sounds.)

2 Listen, point and repeat the sounds and the words.



FLASHCARDS (9-10)

Students' books closed. Hold up the home flashcard. Point to it and say: home. Pin the flashcard on the board. Say the word again. The students repeat after you. Write the word home under the flashcard. Underline the letter o. Then point and say: /əʊ/, /həʊm/. The students repeat after you. If you wish, explain that e at the end of a word usually makes the vowel in the middle of the word say its name instead of its sound. Repeat the same procedure with frog.

Extension

Write the following on the board:

h	+	ome	fr	+	og
n	+	ose	d	+	og
r	+	ose	st	+	op
r	+	ope	g	+	ot

Students say the sounds and the words.

e.g. /h/, /əʊm/ – /həʊm/ etc.

Students' books open. Play the recording. The students listen, point to and repeat the sounds and the words chorally and/or individually.

3 Read the words to your friend.

Read the sounds and the words. The students follow in their books. Then the students work 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 words out loud.

4 Find and say the words with the /əʊ/ sound. Write them in your notebook. Then answer.

Point to the picture and the words and have the students read them out loud. Allow the students some time to

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write the words with the /əʊ/ sound in their notebooks. Then, ask the students to look at the picture. Point to the shape outlined by the words with the /əʊ/ sound and ask: *What is it?* Elicit the response: *(A) home*. Ask the students to write the word *home* in their notebooks, too.

Answers

nose, go, rope, bone, no, yo-yo, home

Extension

Allow the students some time to draw the picture in their notebooks and colour it. Check round the class offering any necessary help.

(Activities to help the students read and pronounce words with the /ju:/ and /ʌ/ sounds.)

5 Listen, point and repeat the sounds and the words.



FLASHCARDS (11-12)

Students' books closed. Hold up the *pupil* flashcard. Point to it and say: *pupil*. Pin the flashcard on the board. Say the word again. The students repeat after you. Write the word *pupil* under the flashcard. Underline the letter **u**. Then point and say: /ju:/, /'pjʊ:pəl/. The students repeat after you. Repeat the same procedure with *nut*.

Extension

Write the following on the board:

pu	+	pil	n	+	ut
u	+	se	dr	+	um
cu	+	te	b	+	us
mu	+	sic	s	+	un

Students say the sounds and the words.

e.g. pjʊ:/, /pəl/ – /'pjʊ:pəl/ etc.

Students' books open. Play the recording. The students listen, point to and repeat the sounds and the words chorally and/or individually.

6 Read the words to your friend.

Read the sounds and the words. The students follow in their books. Then the students work 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 words out loud.

(Activities to consolidate the vowel sounds.)

7 Complete the words in your notebook. Read the words to your friend.

Explain the activity. The students complete the words with the correct vowels. Allow them some time to complete the activity in their notebooks and check their answers. The students, in pairs, read the words to each other. Individual students read out the words.

Answers

cute, nose, he, milk, cake, run, hi, frog, is, she, sister, kite, pen, sun, rose, baby, five, cat, black, use, hat, teddy, snake, fly

8 Listen and sing.

Point to the frog in the picture and say: *Go home, funny frog!* The students repeat after you. Then mime and say: *Hop and hop and don't you stop!* The students repeat after you. Play the recording. The students listen and follow in their books. Play the recording again. The students listen and sing along.

ENDING THE LESSON

(An activity to revise the o (/əʊ/, /ɒ/) and u (/ju:/, /ʌ/) sounds.)

Before going into class

Prepare some slips of paper with the words in Exs 3 and 6 and put them in a bag. Bring in some blue tack.

Draw the following table on the board:

/əʊ/	/ɒ/	/ju:/	/ʌ/

Place the bag, with the slips of paper inside, on your desk. Invite students, one by one, to come to your desk, pick a random slip of paper from the bag and read the word out loud. Provide the student with some blue tack and ask him/her to stick the word under the correct category according to the sound of letter **o** or **u**. Ask the rest of the class for verification. Repeat the procedure with as many students as you wish.

WORKBOOK (Optional)

If you wish, you can do some of the exercises during this lesson or the next one.

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Lesson 6

Objectives

To practise asking and answering questions. To revise key vocabulary from the previous level. To read and pronounce words with the /i:/, /ə/, /θ/, /w/ and /h/ sounds.

Language

In this lesson the students will learn to use:

- *What's this?*
- *It's (a pen).*

In this lesson the students will learn to read the following words:

- *bee, tree, feet, deep, feel, sweets, green, queen, eat, meat, team, read, jeans, peas, please*
- *mother, brother, with, this, they, then, that, the*
- *teeth, thanks, three, think*
- *whale, white, when, why, what*

Extra Materials

- *Flashcards 13-18;*
- *a bag, slips of paper with the words in Exs 3 and 6 and some blue tack for the Ending the Lesson activity.*

BEGINNING THE LESSON

Write the following words in random order on the board: *cat, bat, can, man, cake, snake, bike, like, we, me, ten, pen, fly, my, nose, rose, fun, run*. Allow the students some time to match the rhyming words. Ask students to come to the board, point to and say/write the rhyming words. Ask the rest of the class for verification.

Rhyming pairs: *cat – bat, can – man, cake – snake, bike – like, we – me, ten – pen, fly – my, nose – rose, fun – run.*

Play the song from the previous lesson. The students listen and sing along.

PRESENTATION & PRACTICE

(Activities to practise asking and answering questions, revising key vocabulary from the previous level.)

1 Play the Thank you game.

Students' books closed. Hold up a pen and ask: *What is it?* Elicit: *It's a pen.* Repeat with some other school items, e.g. *pencil, rubber, book, schoolbag*. Say: *Open your books at page fourteen.* Write the number 14 on the board and hold up your book. Refer the students to the picture. Read the speech bubbles. The students repeat after you. Explain the game. Put the school items on your desk. Ask two students, A and B, to come

to the front of the class. Allow Student B to look at the items for a minute before closing his/her eyes. Then Student A takes one of the school items and hides it behind his/her back. Student B opens his/her eyes and tries to guess the item behind Student A's back. If Student B guesses correctly, he/she takes Student A's role and the game continues with another student:

Note: The items used for the game can be flashcards of food items, toys, etc. In this way you can revise more vocabulary items.

(Activities to help the students read and pronounce words with the /i:/ sound.)

2 Listen, point and repeat the sounds and the words.



FLASHCARDS (13-14)

Students' books closed. Hold up the bee flashcard. Point to it and say: *bee*. Pin the flashcard on the board. Say the word again. The students repeat after you. Write the word *bee* under the flashcard. Underline the letters **ee**. Then point and say: /i:/, /bi:/. The students repeat after you. Repeat the same procedure with *jeans*.

Extension

Write the following on the board:.

b	+	ee	j	+	ears
tr	+	ee	t	+	team
gr	+	een	s	+	ea
f	+	eet	r	+	read

Students say the sounds and the words.

e.g. /b/, /i:/ – /bi:/ etc.

Students' books open. Play the recording. The students listen, point to and repeat the sounds and the words chorally and/or individually.

3 Read the words and the text to your friend.

Read the sounds and the words. The students follow in their books. Point to the boy and ask: *Who is this? How old is he? What has he got? What does his dog like?* Allow the students some time to read the text and answer your questions. Then the students work 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 words out loud.

4 Point to the words with the /i:/ sound. Write the words in your notebook.

Point to the words and have the students read them out loud. The students then point to the words with the

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/i:/ sound in order to get from 'start' to 'finish'. Allow the students some time to write the words in their notebooks. Individual students read out the words they wrote. Ask the rest of the class for verification.

Answers

tea, feet, eat, jeans, green, read, peas, sea

(Activities to help the students read and pronounce words with the /ð/, /θ/ and /w/ sounds.)

5 Listen, point and repeat the sounds and the words.



FLASHCARDS (15-18)

Students' books closed. Hold up the *mother* flashcard. Point to it and say: *mother*. Pin the flashcard on the board. Say the word again. The students repeat after you. Write the word *mother* under the flashcard. Underline the letters **th**. Then point and say: /ð/, /'mʌðə/. The students repeat after you. Repeat the same procedure with *teeth*, *whale* and *who*.

Extension

Write the following on the board:



Students say the sounds and the words.

e.g. /mʌ/, /ðə/ – /'mʌðə/ etc.

Students' books open. Play the recording. The students listen, point to and repeat the sounds and the words chorally and/or individually.

6 Read the words and the questions to your friend.

Read the sounds and the words. The students follow in their books. Point to the boy on the plane and ask: Who is that? etc. Read the text. Then the students work 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 words out loud.

(Activities to consolidate the vowel sounds.)

7 Use the code and say what colour the pictures are.

Refer the students to the pictures and the words. Read the words out loud and have the students repeat after

you. Read out the example and explain the activity. The students use the colour code to say what colour the pictures are, according to the sound the words make. Hold up your book. Point to each picture and ask individual students to say the word and what colour it is. Ask the rest of the class for verification.

Answers

/æ/: cat, bat – black

/ɒ/: dog – red

/ʌ/: sun – yellow

/i/: tree – green

/aɪ/: sky – blue

/əʊ/: rose – pink

Extension

Allow the students some time to draw and colour the pictures in their notebooks. Check round the class offering any necessary help.

8 Listen and sing.

Point to the bumblebee in the picture and say: *Bumblebee, one, two, three. Bumblebee, time for tea!* The students repeat after you. Play the recording. The students listen and follow in their books. Play the recording again. The students listen and sing along.

ENDING THE LESSON

(An activity to revise the **ee/ea** (/i:/), **th** (/ð/, /θ/) and **wh** (/w/) sounds.)

Before going into class

Prepare some slips of paper with the words in Exs 3 and 6 and put them in a bag. Bring in some blue tack.

Draw the following table on the board:

/t/	/ð/	/θ/	/w/	/h/

Place the bag with the slips of paper inside on your desk. Invite students, one by one, to come to your desk, pick a random slip of paper from the bag and read the word out loud. Provide the student with some blue tack and ask him/her to stick the word under the correct category according to the sound of letters **ee/ea** or **wh**. Ask the rest of the class for verification. Repeat the procedure with as many students as you wish, until all the words have been placed under the correct category.

WORKBOOK (Optional)

If you wish, you can do some of the exercises during this lesson or the next one.

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Lesson 7

Objectives

To practise making suggestions. To revise key vocabulary from the previous level. To read and pronounce words with the /j/, /f/, /tʃ/, /ŋ/ and /k/ sounds.

Language

In this lesson the students will learn to use:

- *Let's (fly a kite)!*

In this lesson the students will learn to **read** the following words:

- *ship, she, shell, shine, shop, fish, wish*
- *phone, dolphin, elephant*
- *cheese, chips, chimp, chin, cherry, chocolate, beach, teacher*
- *king, sing, ring, song, strong, long, going, jungle*
- *socks, clock, duck, crack, pack, quick, kick, Nick, chicken*

Extra Materials

- *Flashcards 19-23;*
- *photocopies of flashcards 1-23 for the Ending the Lesson activity.*

BEGINNING THE LESSON

(An activity to revise the **ee/ea** (/i:/), **th** (/ð/, /θ/) and **wh** (/w/) sounds.)

Write on the board: /i:/, /ð/, /θ/, /w/. Say a word, e.g. *python*. Ask a student to tell you which is the correct sound for the letters **th** (Answer: /θ/). Ask the rest of the class for verification. Repeat with as many words as you wish.

Play the song from the previous lesson. The students listen and sing along.

PRESENTATION & PRACTICE

(Activities to practise making suggestions/key vocabulary from the previous level.)

1 Play the *Let's ...* game.

Students' books closed. Draw a simple sketch of a kite on the board. Point to it, mime and say: *Let's fly a kite!* Encourage the students to repeat the sentence as they mime the action. Say: *Open your books at page sixteen.* Write the number 16 on the board and hold up your book. Refer the students to the picture. Read the speech bubbles. The students repeat after you. Explain the game. The students stand up, preferably in a line behind you. Start walking. Say and mime an action and the students have to repeat both the sentence and the action. Once the students are familiar, choose a student to be the leader:

Suggested cues: fly a kite, eat a sweet, ride a bike, phone home, make a cake, drink some milk

(Activities to help the students read and pronounce words with the /j/, /f/ and /tʃ/ sounds.)

2 Listen, point and repeat the sounds and the words.

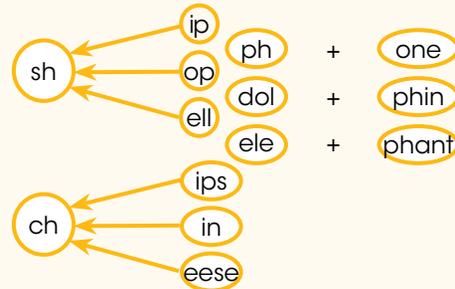


FLASHCARDS (19-21)

Students' books closed. Hold up the ship flashcard. Point to it and say: *ship*. Pin the flashcard on the board. Say the word again. The students repeat after you. Write the word *ship* under the flashcard. Underline the letters **sh**. Focus the students' attention on how **s** and **h** are voiced individually, e.g. *s - snail, h - hat*. Point out the difference in sound when both letters are joined. Then point and say: /ʃ/, /ʃɪp/. The students repeat after you. Repeat the same procedure with *phone* and *cheese*.

Extension

Write the following on the board:



Students say the sounds and the words.
e.g. /ʃ/, /ɪp/ - /ʃɪp/ etc.

Students' books open. Play the recording. The students listen, point to and repeat the sounds and the words chorally and/or individually.

3 Read the words and the text to your friend.

Read the sounds, the words and the sentences. The students follow in their books. Then the students work 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 words out loud. If you wish, you can ask students to say the sentences as fast as they can!

4 Complete the words in your notebook. Read them to your friend.

Point to the incomplete words in the box and to the missing letters above. Explain the activity. The students choose the correct letters to complete the words.

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Allow the students some time to complete the activity in their notebooks. Individual students read out the completed words.

Answers

whale, teeth, mother, dolphin, elephant, cheese, fish, chips, shop

(Activities to help the students read and pronounce words with the /ŋ/ and /k/ sounds.)

5 Listen, point and repeat the sounds and the words.



FLASHCARDS (15-18)

Students' books closed. Hold up the *king* flashcard. Point to it and say: *king*. Pin the flashcard on the board. Say the word again. The students repeat after you. Write the word *king* under the flashcard. Underline the letters **ng**. Then point and say: /ŋ/, /kɪŋ/. The students repeat after you. Repeat the same procedure with *socks*.

Extension

Write the following on the board:



Students say the sounds and the words.

e.g. /kɪ/, /ŋ/ – /kɪŋ/ etc.

Students' books open. Play the recording. The students listen, point to and repeat the sounds and the words chorally and/or individually.

6 Read the words and the text to your friend.

Read the sounds and the words. The students follow in their books. Point to the chicken and ask: *Who is that? Why does he pack?* Read the text. Then the students work 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 words and the story out loud.

(Activities to consolidate the vowel sounds.)

7 Read the words. Do they rhyme? Say Yes. If not, say No.

Refer the students to the pairs of pictures (1-4) and the words underneath. Read the words out loud and have the students repeat after you. Explain the activity. The students look at the pairs of pictures/words and decide whether they rhyme or not. If the words rhyme, they say *yes*. If not, they say *no*. Allow the students some time to complete the activity and check their answers.

Answers

1 yes 2 yes 3 yes 4 no

8 Listen and sing.

Point to the chicken in the picture and say: *Chick, chick, chick, chick, chicken, sing a little song for me!* The students repeat after you. Then point to the other animals and ask: *Where are they?* Point and say: *The dolphin is in the sea. The fish is in the sea. The chimp is in the jungle. Play the recording. The students listen and follow in their books.* Play the recording again. The students listen and sing along.

ENDING THE LESSON

Before going into class

Photocopy flashcards 1-23.

Divide the class into groups of 4. Give each group 3 flashcards cut into puzzle pieces. The first group to piece together and write the names of their flashcards is the winner.

WORKBOOK (Optional)

If you wish, you can do some of the exercises during this lesson or the next one.

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Lesson 8

Objectives

To consolidate key vocabulary. To review the upper case. To read and pronounce words with the /eɪ/, /ɔɪ/, /eə/ and /ɔɪ/ sounds.

Language

In this lesson the students will learn to **read** the following words:

- *play, grey, day, way, say, pay, away, today, Friday*
- *boy, toy*
- *where, there, pear, square, wear, bear, hare, share*
- *ball, call, fall, all, tall, wall, small*

Extra Materials

- *Pieces of paper with words for Ex. 1;*
- *Flashcards 24-30;*
- *cardboard paper, safety pins, sellotape for the Ending the Lesson activity.*

BEGINNING THE LESSON

(An activity to revise the **sh** (/ʃ/), **ph** (/f/), **ch** (/tʃ/), **ng** (/ŋ/) and **ck** (/k/) sounds.)

Write on the board: /ʃ/, /f/, /tʃ/, /ŋ/, /k/. Say a word, e.g. beach. Ask a student to tell you which is the correct sound for the letters **ch** (Answer: /tʃ/). Ask the rest of the class for verification. Repeat with as many words as you wish.

Play the song from the previous lesson. The students listen and sing along.

PRESENTATION & PRACTICE

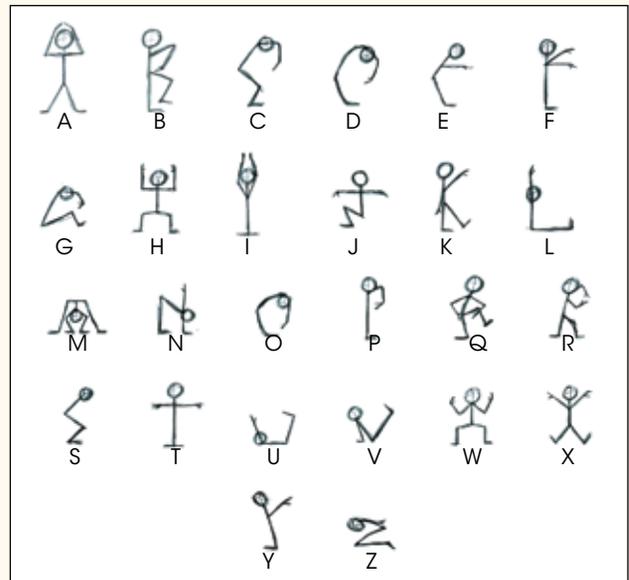
(Activities to consolidate key vocabulary. To review upper case.)

1 Play the *Body Words* game.

Before going into class

Prepare slips of paper with 4-letter words.

Students' books closed. Say: Open your books at page eighteen. Write the number 18 on the board and hold up your book. Refer the students to the children in the picture. Ask: Which word is it? Read the word. Divide the students into groups of four and explain the game. Hand each group a 4-letter word and ask them to make a body shape of the word, i.e. each student forms an upper case letter. Demonstrate some of the shapes yourself first.



Suggested words. BABY, BIKE, CAKE, DUCK, FROG, HOME, KING, KITE, LION, MILK, PUPIL, SHIP, YO-YO, etc.

(Activities to help the students read and pronounce words with the /eɪ/ and /ɔɪ/ sounds.)

2 Listen, point and repeat the sounds and the words.



FLASHCARDS (24-26)

Students' books closed. Hold up the play flashcard. Point to it and say: *play*. Pin the flashcard on the board. Say the word again. The students repeat after you. Write the word *play* under the flashcard. Underline the letters **ay**. Then point and say: /eɪ/, /pleɪ/. The students repeat after you. Repeat the same procedure with *grey* and *boy*.

Extension

Write the following on the board:.



Students say the sounds and the words.
e.g. /pl/, /eɪ/ - /pleɪ/ etc.

Students' books open. Play the recording. The students listen, point to and repeat the sounds and the words chorally and/or individually.

3 Read the words and the sentences to your friend.

Read the sounds and the words. The students follow in their books. Point to the girl holding the teddy and ask: What colour is the teddy? *What is his name?*

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Read the text. Then the students work 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 words and the story out loud.

4 Use the code to say what colour the words are.

Point to the words in the boxes and read them out, one by one. The students repeat after you. Then point to the colours above and read the names of the colours out loud. The students repeat after you, chorally and individually. Explain the activity. The students choose the correct colour code to say what colour the words in the boxes are, according to how they sound. Ask individual students to read out the words and say what colour they are. Ask the rest of the class for verification.

Answers

grey – day, say **red** – zebra, bed
green – bee, tea, cheese **pink** – milk, swim
black – cat **white** – kite, five

(Activities to help the students read and pronounce words with the /eə/ and /ɔ:ɪ/ sounds.)

5 Listen, point and repeat the sounds and the words.



FLASHCARDS (27-30)

Students' books closed. Hold up the where flashcard. Point to it and say: *where*. Pin the flashcard on the board. Say the word again. The students repeat after you. Write the word *where* under the flashcard. Underline the letters **ere**. Then point and say: /eə/, /weə/. The students repeat after you. Repeat the same procedure with *pear*, *square* and *ball*.

Extension

Write the following on the board:



Students say the sounds and the words.

e.g. /w/, /eə/ – /weə/ etc.

Students' books open. Play the recording. The students listen, point to and repeat the sounds and the words chorally and/or individually.

6 Read the words and the text to your friend.

Read the sounds and the words. The students follow in their books. Point to the boy and ask: Where is his teddy bear? Read the text. Then the students work 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 words and the story out loud.

7 Listen and repeat the numbers. Then match in your notebook.

Students' books closed. Write the numbers 1 to 10 on the board. Point to the numbers, one at a time, and say the words. The students repeat after you.

Students' books open. Play the recording. The students listen, point to and repeat the words chorally. Allow the students some time to match the numbers with the words in their notebooks. Check their answers.

8 Listen and sing.

If you wish, revise numbers 1-10. Point to the bears in the picture and say: Ten small bears sitting on a wall! The students repeat after you. Play the recording. The students listen and follow in their books. Play the recording again. The students listen and sing along.

AUDIOSCRIPT

Ten small bears sitting on a wall,
Ten small bears sitting on a wall.
Take one away, and now count them all,
Nine small bears sitting on a wall,
Nine small bears sitting on a wall,
Nine small bears sitting on a wall.
Take one away, and now count them all,
Eight small bears sitting on a wall.
.....
One small bear sitting on a wall,
One small bear sitting on a wall.
Take one away, and now count them all,
No small bears sitting on a wall.

ENDING THE LESSON

Children make badges with their whole name. Provide cardboard, a safety pin and some sellotape or a sticker.

WORKBOOK (Optional)

If you wish, you can do some of the exercises during this lesson or the next one.

Lesson 1

Objectives

To present family members.

Language

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

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

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

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

Extra Materials

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

BEGINNING THE LESSON

(An activity to consolidate the English Alphabet.)

Write the following words in random order on the board: *boy, toy, pear, square, say, pay, song, long, fish, wish, tea, sea, sun, run, dog, frog.* Allow the students some time to match the rhyming words. Ask students to come to the board, point to and say/write the rhyming words. Ask the rest of the class for verification.

PRESENTATION & PRACTICE

(Activities to present family members.)

★ Listen, point to the family members and say.



POSTER

Students' books closed. Pin up the *My Family* poster on the board. Point to Ronny and ask: *Who's this?* Say: *It's Ronny, Frosty and Woody's friend.* Point to the members of the family, one at a time, and present them. The students repeat after you. Point to the members in random order. Individual students name them. Ask the rest of the class for verification. Demonstrate this yourself first.

e.g. *Teacher: (pointing to mummy) Who's this?*
Student 1: Mummy.
Class: Yes! etc.

Students' books open. Say: *Open your books at page twenty.* Write the number 20 on the board and hold up your book. Play the recording. The students listen, point to the family members and repeat.

AUDIOSCRIPT

Mummy, daddy, brother, sister.

★ 1 Listen to the song and point to the family members.

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

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

AUDIOSCRIPT

*This is my mummy,
My mummy is cool.
This is my daddy –
My daddy is cool, too!
My family is wow,
My family is cool,
My family is Number One!
My family is wow,
My family is cool,
My family is Number One!
This is my brother,
My brother is cool.
This is my sister –
My sister is cool, too!*

★ 2 Listen and sing.

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

Extension

Before going into class

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

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

Module 1 – My Family

(Activities to practise family members.)

3 Match. Then say.

Refer the students to the picture and the example. Explain the activity. Allow the students some time to complete it in their notebooks. Check their answers. Then ask individual students to make sentences as in the example.

Answers

2 - C This is Ronny's mummy.

3 - D This is Ronny's brother.

4 - A This is Ronny's sister.

4 Draw a picture of your family. Present it to the class. Say: *This is my (mummy, Vicky).*

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

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

ENDING THE LESSON

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

The students, in pairs, take it in turns and say a family member's name and the other has to guess who it is. Demonstrate this yourself first.

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

WORKBOOK (Optional)

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

For the next lesson: If you wish, ask the students to bring in materials to make parts of a house (see Ex. 1, p. 22).

Lesson 2

Objectives

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

Language

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

- *What's this?*

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

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

Extra Materials

- Flashcards (31-35) for *Presentation & Practice*;
- 2-4 shoeboxes, glue, scissors, markers or paint, cardboard, pictures from magazines, scraps of paper, smaller boxes, thread spools, pieces of fabric, etc.;
- magazine pictures of pieces of furniture for the *Ending the Lesson* activity.

BEGINNING THE LESSON

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

PRESENTATION & PRACTICE

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

 **Listen, point to the parts of the house and say.**



FLASHCARDS (31-35)

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

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

Students' books open. Say: *Open your books at page twenty-two.* Write the number 22 on the board and hold up your book. Play the recording. The students listen, point to the parts of the house and repeat.

AUDIOSCRIPT

Bedroom, bathroom, living room, kitchen, garden.

 **1 Read the words and match them to the parts of the house. Then, in groups, choose and make a part of a house.**

Elicit the names of the parts of the house by pointing and asking: *What's this?* Explain the activity. The students read the words and match them to the parts of the house in their notebooks.

Answers

1 D 2 B 3 E 4 A 5 C

Divide the students into five groups. Have each group choose a part of the house to work on. Provide the students with the shoeboxes and related materials, e.g. *glue, scissors, pictures from magazines, cardboard, etc.* Alternatively, ask the students during the previous lesson to bring the materials needed.

Have a class discussion, in L1 if necessary, about how they can make the furniture. Refer the students to the picture in the Student's Book for ideas (*i.e. they draw windows on the shoeboxes, they can use straws for taps, empty boxes for furniture, tissues for curtains, tea bags for cushions, etc.*). Go around the class and guide them through the making of the furniture and the decorating of their part of the house. Once they finish, have each group present their model to the class. Make sure you display their work somewhere in the classroom.

Variation

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

Module 1 – My Family

2 Play the *Where's Alvin?* game.

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

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

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

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

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

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

3 Listen and sing.

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

AUDIOSCRIPT

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

Where's Alvin?

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

He's in the kitchen.

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

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

Where's Erlina?

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

She's in the bedroom.

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

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

Where's Woody?

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

He's in the bathroom.

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

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

Where's Frosty?

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

He's in the living room.

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

ENDING THE LESSON

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

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

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

WORKBOOK (Optional)

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

Lesson 3

Objectives

To listen to a story about Frosty and Alvin looking for Ronny. To develop listening comprehension skills through a dialogue. To consolidate the language used in the module.

Language

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

- *Who's this?*
- *Where is (Ronny)?*

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

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

Extra Materials

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

BEGINNING THE LESSON



POSTER

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

PRESENTATION & PRACTICE

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

1 Listen to the dialogue and point to the pictures.



POSTER

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

Students' books open. Say: *Open your books at page twenty-four.* Write the number 24 on the board and hold up your book. Ask students to identify the parts of the house.

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

Student 1: He's in the living room! etc.

Play the recording and ask the students to point to each picture in their book in turn. Show them what to do by holding up your book and pointing. Play the recording again with pauses for the students to listen and follow with their fingers in the book. Play the recording again. The students listen and repeat, chorally and/or individually. Then individual students take roles and read out the dialogue.

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

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

Class: good! etc.

Extension

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

Module 1 – My Family

Read the question at the bottom of p. 25. Ask the students to say whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Ask the students to draw a new nose for Frosty. They can decorate it with a ribbon and/or attach a short message.

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

Make sure you display their work somewhere in the classroom.

WORKBOOK (Optional)

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

Lesson 4

Objectives

To talk about baby animals and their mummies. To talk about a big/small family. To consolidate the language learnt in the module.

Language

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

- *This is a big/small family.*

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

- *lamb, puppy, kitten, foal*
- *horse, cat, dog, sheep*
- *A (lamb) is a baby (sheep).*
- *Have you got a big or a small family?*

Extra Materials

- Slips of paper with the words *lamb, puppy, kitten, foal, horse, sheep, dog, cat* for Ex. 1.

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The students listen and follow in their books. Assign roles. Students read out the dialogue.

PRESENTATION & PRACTICE

(Activities to talk about baby animals and their mummies.)

- 1 **Help the babies find their mummies. Then say: *A (lamb) is a baby (sheep).***

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

Students' books open. Say: *Open your books at page twenty-six.* Write the number 26 on the board and hold up your book. Ask the students to follow the lines with their fingers so the baby animals can find their mummies. Then have them say, e.g. *A lamb is a baby sheep. etc.*

Answers

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

Extension

Before going into class

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

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

Module 1 – My Family

2 Look at the pictures, count the family members and complete the sentences. Have you got a *big* or *small* family?

(An activity to talk about a small/big family.)

Point to the first picture and ask the students to count the family members. Ask: *Is this a big or a small family?* Read out the example: *This is a small family.* Explain to the students, in L1 if necessary, that when a family consists of up to four members, i.e. mummy, daddy and two children, it is a small family. On the other hand, a big family consists of more than two children and/or grandparents. Allow the students some time to complete the sentences in their notebooks. Check their answers.

Answers

2 big **4** small **6** small
3 big **5** big

Ask students to talk about their families.

e.g. *Teacher: Have you got a big or a small family?*
Student 1: A small family. etc.

ENDING THE LESSON

Ask the students to draw pictures of their families and present them to the class.

e.g. *This is my family. My mummy, my daddy, my sister and me. It's a small family.*

WORKBOOK (Optional)

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

Lesson 5

Objectives

To consolidate the language learnt in the module. To develop writing skills: to write about themselves and their house.

Language

Consolidation.

Extra Materials

- Flashcards 31-35 for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Ask the students to name the members of their families, e.g. *In my family, there's my mummy, my daddy, my sister and me. We are a small family.*

PRESENTATION & PRACTICE

1 Look and choose the right words.

Students' books open. Say: *Open your books at page twenty-eight.* Write the number 28 on the board and hold up your book.

Point to the characters in the picture and elicit their relationship: *They are a family.* Explain the activity. Allow the students some time to choose the right words and write them in their notebooks. Check the students' answers.

Answers

sister, brother, mummy, daddy

2 Listen to the sounds and choose the correct picture. Then talk with your friend: *Is Ronny's mummy in the living room? Yes, she is. or No, she isn't.*

(An activity to consolidate talking about location.)

Point to the first set of pictures and ask: *Where's Ronny's mummy?* Elicit the possible answers: *(she's in the) living room, (she's in the) kitchen.* Repeat with the remaining pictures. Play the recording, twice if necessary. The students listen to the sounds and choose the correct picture. Allow them some time to write the answers in their notebooks. Check their answers.

Answers

- | | |
|-----|-----|
| 1 B | 3 B |
| 2 B | 4 B |

Then, in pairs, the students ask and answer questions.

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

Module 1 – My Family

(Activities to practise writing skills.)

3 Look at the pictures and complete the sentences.

Refer the students to the pictures. Elicit the parts of the house. Allow the students some time to read and complete the sentences in their notebooks. Check the students' answers.

Answers

- | | |
|------------|---------------|
| 2 bathroom | 4 living room |
| 3 kitchen | 5 garden |

4 Portfolio: Draw and write. Present your picture to the class.

Point to the picture and ask: *Where is the child?* Elicit: *In the bedroom.* Then point to the picture again and read: *This is my house. Can you see me? I'm in my bedroom.* Ask the students to draw a similar picture of themselves somewhere in their house then present it to the classroom. Make sure you display their work somewhere in the classroom. Then help them file their drawings in their *Junior Language Portfolios*.

ENDING THE LESSON



FLASHCARDS (31-35)

Write the numbers 1-5 on the board. Below each number put a flashcard, e.g. *1 - bedroom, 2 - bathroom, etc.* Allow the students some time to look at the flashcards and then remove them. Ask a student to tell you where each flashcard was. Ask the rest of the class for verification. Repeat with as many students as you think is necessary.

Lesson 6 - Grammar Land

Objectives

To present and practise the verb 'to be', possessive adjectives and the possessive case ('s).

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

★ The verb 'to be'

PRESENTATION

Students' books closed. Say then write on the board: **I am** (*Mrs 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 grammar box on p. 30 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.

PRACTICE

1 Ask and answer. Then write in your notebook.

Point to the mouse and explain that he is presenting his family. Elicit the members of his family (*daddy, mummy, brother, sister*). Read the example and explain the activity. The students, in pairs, ask and answer. Check round the class. Allow time for the students to write the questions and answers in their notebooks. Check the students' answers.

Answers

2 Who is she?
She's my mummy.

4 Who is she?
She's my sister.

3 Who is he?
He's my brother.

Module 1 – My Family

2 Look at the picture and complete the sentences. Then play the Game.

Refer the students to the picture. Ask: *Where's (the dog)?* Elicit: *In the (bathroom).* Do the same with the rest of the characters. Read the instructions and explain the activity. Allow the students some time to complete the sentences in their notebooks. Check the students' answers.

Answers

- 1 isn't 3 aren't 5 isn't
2 isn't 4 isn't

3 Game

Explain the game. The students look at the picture in Ex. 2 for one minute and close their books. The students, in two teams, answer your questions. Each correct answer gets 1 point. The team with the most points is the winner.

- e.g. Teacher: *Is Roy in the house?*
Student 1 Team 1: *No, he isn't. He's in the garden.*
Teacher: *Correct! One point. etc.*

3 Write the questions. Then look at the pictures and choose the right answers.

Refer the students to the first picture. Ask: *What is it?* Elicit: *A mouse.* Follow the same procedure with the rest of the pictures. Read the instructions and explain the activity. Allow the students some time to complete the task in their notebooks. Check the students' answers.

Answers

- 1 a 4 Is he ..., a
2 b 5 Are they ..., a
3 Is it ..., b 6 Is she ..., a



- *Are you ...?*

Explain the game. Blindfold a student. Ask another student to say hello. The blindfolded student tries to guess who the student saying hello is. If he/she guesses correctly, the student who said hello is blindfolded and the game continues.

- e.g. Student 2: *Hello!*
Student 1: *Are you Paul?*
Student 2: *Yes, I am! etc.*

- *Are you ...?*

Elicit the names of various animals the students know and write them on the board (e.g. *ant, bat, duck,*

iguana, jaguar, koala, lion, mouse, rabbit, snail, fox, zebra). Write the name of an animal on a post-it note and stick it on a student's back. The student with the post-it note asks questions, e.g. *Am I a (dog)?* and imitates the sound the animal makes or mimes an action related to the animal, etc. The rest of the class answers *Yes, you are.* or *No, you aren't.*

e.g. Teacher: *(pins the word 'bat' on Student's 1 back)*

Student 1: *Am I a duck? (makes a quacking sound)*

Class: *No, you aren't.*

Student 1: *Am I a bat? (mimes flying)*

Class: *Yes, you are. etc.*

- *Animal pictures*

A student comes to the board and starts drawing an animal. The rest of the class tries to guess the animal as quickly as possible. Whoever guesses correctly comes to the board and the game continues.



The students find pictures of their favourite cartoon characters, stick them on a piece of paper, and write about them. Make sure you display their work somewhere in the classroom.

e.g. *Hi, I'm Mickey Mouse and this is Pluto. We are friends.*

WORKBOOK (Optional)

If you wish, you can do Exs 9, 10, 11 and 12 during this lesson or the next one.

★ Possessive adjectives

PRESENTATION

Students' books closed. Show the students your pen and say: *That's **my** pen.* Emphasise the word **my**. Students repeat after you. Write **my** on the board. Approach a student, point to his/her pen and say: *That's **your** pen.* Students repeat after you. Write **your** on the board. Do the same to present all possessive adjectives.

Drill your students.

e.g. Teacher: *He*
Student 1: *His*
Teacher: *They*
Student 2: *Their etc.*

Students' books open. Read through the grammar box on p. 32 and draw the students' attention to the words in bold. Ask the students to make sentences about themselves and their classmates using possessive adjectives.

PRACTICE

★ 4 Look at the picture and ask and answer. Then write.

Point to the picture of Larry and ask: *What's his name?* Elicit: *His name is Larry.* Follow the same procedure with the rest of the children. Read the example and explain the activity. Allow the students some time to complete the activity in their notebooks. Check the students' answers.

Answers

- 2 ... her ...
Her ... Emma
- 3 ... their ...
Their ... Amy and Claire
- 4 ... his ...
His ... Harry

★ 5 Read the sentences and choose the right words.

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

Answers

- 2 Our 3 your 4 my

Module 1 – My Family

★ Possessive case

PRESENTATION

Students' books closed. Write: *This is Ben's bike.* on the board and underline 's. Explain that this shows that something belongs to somebody.

Drill your students using the possessive case.

e.g. *Teacher: (pointing to a student's pencil case)*
Student 1: It's Mark's pencil case. etc.

Students' books open. Read through the grammar box on p.33 and draw the students' attention to 's. Ask the students to make sentences about their classmates using the possessive case.

PRACTICE

★ 6 Look at the pictures and complete the sentences.

Read the instructions and the example, and explain the activity. Elicit the items. Allow the students some time to complete the activity in their notebooks. Check the students' answers.

Answers

- | | | |
|-----------|------------|----------|
| 2 Paul's | 4 Philip's | 6 John's |
| 3 Linda's | 5 Peter's | |

Extension

Ask the students to look at the pictures for one minute before they close their books. Ask: *Whose (yo-yo) is it?* Elicit: *It's (Helen's yo-yo).*



• Feely Bag

Bring a bag to class. Go around and ask the students to put an item of theirs into the bag, e.g. *a pen, a pencil, a rubber,* etc. Choose a student to take an item out of the bag. Ask: *Whose is it?* Elicit a response from the same student: *It's (Jack's).* Ask for verification from the student the item belongs to.

WORKBOOK (Optional)

If you wish, you can do Exs 13 and 14 during this lesson or the next one.

Lesson 8 – Our World/My World

Objectives

- To consolidate the language of the module. To familiarise students with British and Mexican culture.
- To explore their own culture. To talk about family and houses in Great Britain, Mexico and Russia.

Language

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

- Great Britain, Mexico, Russia.*

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

- This is Karen. She is from Great Britain. Look at Karen's family. This is Karen's daddy.*
- I'm Isabel. I'm from Mexico. This is my mummy and daddy.*
- My name is Maxim. I'm from Russia.*

Extra Materials

- A map of the world for Ex. 1 (*Optional*);
- a map of the students' country for the *Ending the Lesson* activity.

Before going into class

Ask the students to bring in pictures of their families and homes.

OUR WORLD

(Activities to familiarise students with aspects of British and Mexican culture.)

1 Read the texts and answer the questions.

Students' books open. Say: *Open your books at page thirty-six.* Write the number 36 on the board and hold up your book. Point to the British flag and say: *Great Britain.* If you have a map of the world, put it up on the board and show where Great Britain is. Ask the students if they know anything about Great Britain and have a class discussion in L1 (e.g. *famous people, cities, houses, etc.*). Explain to the students that in this section they will be learning a lot of interesting things about this country. Point to Karen and her family. Read the text, one sentence at a time. The students repeat after you.

Read the questions and elicit the answers from individual students.

Answers

- 1 She is from Great Britain.
- 2 She's six years old.
- 3 Rose is her mummy.
- 4 Harry is her brother.

Point to the Mexican flag and say: *Mexico.* If you have a map of the world, put it up on the board and show where Mexico is. Point to Isabel and say: *This is Isabel.* Ask individual students to read the text. Read the questions and elicit the answers.

Answers

- 5 She is from Mexico.
- 6 Dora is her mummy.
- 7 Carlos is her daddy.
- 8 Pedro is her little brother.

Optional Activity

Ask the students to take out the pictures of their families and homes. Have a class discussion.

Module 1 – My Family

MY WORLD

(Activities to familiarise students with aspects of their own culture.)

2 Read Maxim's family tree and complete the text.

Refer the students to the picture of Maxim and his family tree. Point to the first name on the family tree and ask: *Who is Andrei?* Elicit: *Maxim's daddy.* Follow the same procedure with the rest of the family members. Then focus the students' attention on the picture of Maxim's parents. Point and say: *This is his mummy and daddy.* Ask: *What's his mummy's name?* Elicit: *Natalia.* Repeat for the remaining pictures. Point to the speech bubble and ask the students to read it and complete the text in their notebooks. Check their answers.

Answers

- 1 Natalia 2 Andrei 3 Vlad

3 Make your family tree. Talk with your friend.

Tell the students they are going to make their family trees. Go around the class as the students complete the activity, providing any necessary help with the spelling of the family names. Then, in pairs, they use the model from Ex. 2 and talk about their families. Have some pairs talk about their families in front of the class.

4 Write about your family. Use Maxim's text as a model.

Explain the activity. Ask the students to write about their family using Maxim's text as a model. Make sure you display their work somewhere in the classroom. Then help them file their drawings in their *Junior Portfolios*.

ENDING THE LESSON

Bring in a map of your country. Ask the students to draw a picture of their house and to pin it around the map. As an extension, the students can pin up on other parts of the map slips of paper with the names of relatives who live elsewhere.

Lesson 9 - Storyland

Objectives

To practise reading for pleasure.

Language

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

- *Who is in the boat?*
- *What does he catch?*
- *Is he poor?*
- *Who is the old woman?*

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

- *fisherman, catch, poor, a golden fish, wife*

Extra Materials

- Flashcards (36-39) for *Presentation & Practice* and Ex. 3 (*Extension*);
- template of the fisherman from the *Teacher's Book* for Ex. 3 (*Extension*);
- paper plates (one per student), scissors, glue, gold paint, markers or crayons for the *Ending the Lesson* activity.

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 Fisherman and the Fish*, an old Russian tale, written by Alexander Pushkin. The tale is about a poor fisherman who catches a golden fish which promises to grant any wish of his in exchange for letting it go. 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 Fisherman and the Fish'.)

★ Listen, point to the pictures and say.



FLASHCARDS (36-39)

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

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

Class: It's the fisherman. etc.

Students' books open. Say: *Open your books at page thirty-eight.* Write the number 38 on the board and hold up your book. Play the recording. The students listen, point and repeat.

AUDIOSCRIPT

Fisherman, catch, poor, a golden fish.



Listen and read the story.



FLASHCARDS (36-39)

Students' books open. Use the flashcards to present the story. Pin the flashcards on the board in the following order (*poor, fisherman, catch, a golden fish*) and say, e.g. *A poor fisherman catches a golden fish.* Ask individual students to repeat.

Direct the students' attention to the picture. Point to the old woman and teach the word *wife*. Then ask questions.

e.g. *Teacher: Who is in the boat?*

Student 1: The fisherman.

Teacher: What does he catch?

Student 2: A golden fish.

Teacher: Is he poor?

Student 3: Yes, he is.

Teacher: Who is the old woman?

Student 4: His wife. 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 the fish and the fisherman. Ask the students to complete your sentences.

e.g. *Teacher: Oh please let me ...*

Class: go!

Teacher: And you can have anything you ...

Class: wish! etc.

Extension

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

Module 1 – My Family

1 Read the story again and complete the sentences.

Explain the activity. The students read the story again and complete the sentences in their notebooks.

Answers

1 very small 2 poor 3 fish

2 Copy the word pyramid in your notebook. Complete it using any words you like from the story.

Explain the activity. Allow the students some time to copy the word pyramid in their notebooks. Tell the students to choose any words they like from the story and complete the pyramid. Check their answers.

(Suggested answers)

i	s						
a	g	o					
k	i	n	d				
h	o	u	s	e			
g	o	l	d	e	n		
c	a	t	c	h	e	s	
a	n	y	t	h	i	n	g

3 Imagine you've got the fish. Think and write your three wishes. Present them to your class.

Ask individual students to tell you what they would ask for if they had three wishes. Would they ask for toys, games, money, good marks, or maybe nothing? Elicit their answers.

e.g. Student 1: I wish for a new bike, a computer and an MP3. etc.

Allow the students some time to complete the written task in their notebooks and check their answers. Have individual students read their wishes to the class.

(Students' own answers)

Extension

Before going into class

Photocopy and enlarge (A3 size) the template of the fisherman from the *Teacher's Book* [p. 132(T)]. Glue the enlarged template onto a piece of cardboard paper and pin it up somewhere in the front of the classroom to be used throughout the lessons of the story.

Use the *Fisherman* poster. Stick the flashcards of the lesson around the boat 'in' the sea. Explain to the students that the fisherman is going fishing. Say: *The fisherman catches the golden fish.* Ask a student to go to the board and take down the corresponding flashcard and stick it onto the boat. If a student makes a mistake then the flashcard remains in the sea to be 'fished out' next time.

Note: If you wish, in addition to the flashcards, you can prepare rough sketches or cut out pictures from magazines of all the new vocabulary items the students learn in every module.

4 Listen and sing.

Ask the students to look at the picture. Ask: *Does the fisherman let the fish go?* Elicit the answer (*Yes*).

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

Extension

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

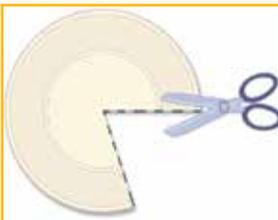
ENDING THE LESSON

Tell the students they are going to make their own golden fish.

Before going into class

Bring the following materials to class:

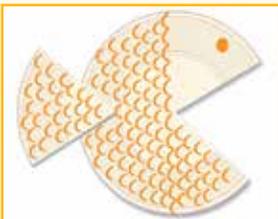
- paper plates (one per student)
- scissors
- glue
- gold paint, markers or crayons



Cut a wedge out of a paper plate. This will be the fish's tail.



Glue the tail to the end of the fish. Draw an eye.



Colour in the fish using gold paint, markers or crayons. Draw scales, lips, etc.

Guide the students through the cutting and colouring of their fish. Once they finish, they present their golden fish to the class.

e.g. *I'm a golden fish and I can give you three wishes.*

Module 1 – My Family

Lesson 10 - Phonics

Objectives

To read and pronounce words with the /ɔ:/ and /ɑ:/ sounds.

Extra Materials

- Flashcards 35, 40;
- sketches that represent the words in Ex. 2, a bag, blue tack for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Repeat the activity from *Storyland* Ex. 3 (*Extension*) to revise the vocabulary items learnt in the Modules thus far.

Play the song from the previous lesson. The students listen and sing along.

PRESENTATION & PRACTICE

1 Listen, point and repeat the sounds and the words.

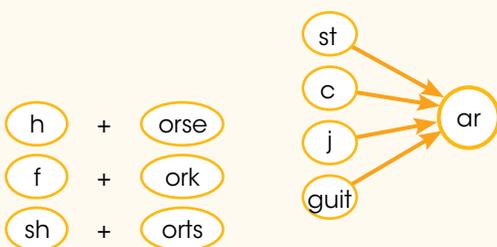


FLASHCARDS (35, 40)

Students' books closed. Hold up the *horse* flashcard (40). Point to it and ask: *What's this?* Elicit: *horse*. Say the word. The students repeat after you. Write the word *horse* under the flashcard. Underline the letters **or**. Then point and say: /ɔ:/, /hɔ:s/. The students repeat after you. Repeat the same procedure with *garden* (flashcard 35).

Extension

Write the following on the board:



Students say the sounds and the words.

e.g. /h/, /ɔ:s/ – /hɔ:s/ etc.

Students' books open. Play the recording. The students listen, point to and repeat the sounds and the words chorally and/or individually.

2 Read the words and the sentences to your friend.

Read the sounds, the words and the sentences. The students follow in their books. Then the students work 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 words out loud.

3 Complete the words. Read them to your friend.

Explain the activity. Allow the students some time to complete the words with either **or** or **ar** in their notebooks. Ask Individual students to read out the words. Check their pronunciation. Check their answers.

Answers

2 star 3 shorts 4 car

4 Listen and sing.

Point to the popcorn and the sun in the picture and say: *Popcorn in the morning!* The students repeat after you. Point to the popcorn in the jar and say: *Popcorn in a jar!* The students repeat after you. Play the recording. The students listen and follow in their books. Play the recording again. The students listen and sing along.

ENDING THE LESSON

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

Before going into class

On individual pieces of paper, prepare simple sketches that represent the words in Ex. 2. Put them in a bag. Bring in some blue tack.

Draw the following table on the board:

/ɔ:/	/ɑ:/
e.g. 40	

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 blue tack and ask him/her to stick the sketch under the correct heading. Ask the rest of the class for verification. Repeat the procedure for the remaining sketches.

WORKBOOK (Optional)

If you wish, you can do Ex. 15 during this lesson or the next one.

Lesson 1

Objectives

To present and practise the names of different presents.

Language

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

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

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

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

Extra Materials

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

PRESENTATION & PRACTICE

(An activity to present toys.)

★ Listen, point to the presents and say.



POSTER

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

Students' books open. Say: *Open your books at page forty-four.* Write the number 44 on the board and hold up your book. Play the recording. The students listen, point and repeat.

AUDIOSCRIPT

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

Extension

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

e.g. *Teacher: bi /baɪ/
Student 1: bike etc.*

★ 1 Look at the picture. Count the candles and complete. Then sing.

Ask the students to look at the picture. Say: *It's Woody and Frosty's birthday!* Read the incomplete sentences. Tell the students to count the candles and complete the sentences in their notebooks. Then ask: *How old is Woody? How old is Frosty?* Elicit: *Seven.* Then say: *Happy Birthday! Have a happy day!* The students repeat after you. Then mime as you say: *Make a birthday wish. Blow out the candles. Blow a birthday kiss.* The students repeat after you.

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

AUDIOSCRIPT

Have a Happy Birthday, (wave arms in air)

Have a happy day!

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

How old are you?

How old are you today?

Have a Happy Birthday,

Make a birthday wish, (close eyes)

Blow out the candles, (mime blowing candles)

Blow a birthday kiss! (blow a kiss)

★ 2 Colour the presents/ Then say: *It's a (blue) bike.*

(An activity to practise toys and revise colours.)

Point to the presents and elicit their names and colours. Explain the activity. Then individual students point to and present the toys.

Answers

It's a red lamp.

It's an orange clock.

It's a green computer.

It's a yellow TV.

It's a pink robot.

It's a blue bike.

Module 2 – My Birthday

(An activity to practise talking about age.)

3 Listen and match. Then play with your friend: *How old are you? I'm (six). You're ...!*

Revise numbers 1-10. Say a number, e.g. *one*. Ask the students to hold up a corresponding number of fingers. Point to the pictures of the children and the birthday cakes. Point to the candles and elicit the numbers. Explain the activity. Play the recording, twice if necessary. The students listen and complete the task in their notebooks.

Answers

A 4, B 2, C 1, D 3

AUDIOSCRIPT

A: *How old are you today, Sam?*

Sam: *I'm six.*

A: *Six?*

Sam: *Yes. I'm six.*

A: *Happy Birthday, Sam.*

A: *How old are you today, Anna?*

Anna: *I'm ten.*

A: *Ten?*

Anna: *Yes. I'm ten.*

A: *Happy Birthday, Anna.*

A: *How old are you today, Lucy?*

Lucy: *I'm seven.*

A: *Seven?*

Lucy: *Yes. I'm seven.*

A: *Happy Birthday, Lucy.*

A: *How old are you today, Tom?*

Tom: *I'm nine.*

A: *Nine?*

Tom: *Yes. I'm nine.*

A: *Happy Birthday, Tom.*

Then, in pairs, the students play a guessing game. Demonstrate this yourself first.

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

Student 2: I'm six.

Student 1: You're Sam. etc.

4 Make a present for your friend and give it to him/her.

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

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

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

e.g. *Student 1: Happy Birthday! This is for you.*

Student 2: Wow! A robot. Thank you.

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

ENDING THE LESSON

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

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

e.g. *Student 1: Wow! A birthday cake!*

Student 2: It's for (Kate's) birthday.

Student 1: How old is Kate?

Student 2: Eight.

WORKBOOK (Optional)

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

Lesson 2

Objectives

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

Language

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

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

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

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

Extra Materials

- A set of cards for the *Ending the Lesson* activity.

BEGINNING THE LESSON

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

PRESENTATION & PRACTICE

(Activities to present shapes.)

★ Listen, point to the shapes and say.

Students' books closed. Draw a square on the board. Point to it and say: *square*. The students repeat chorally and/or individually. Follow the same procedure and present the rest of the shapes (*circle, triangle and rectangle*). Point to the shapes in random order and ask questions. Elicit responses from different students. Demonstrate this yourself first.

e.g. *Teacher: (pointing to the square) What's this?*
Class: (It's a) square. etc.

Students' books open. Say: *Open your books at page forty-six*. Write the number 46 on the board and hold up your book. Play the recording. The students listen, point to the shapes and repeat.

AUDIOSCRIPT

Square, circle, triangle, rectangle.

(An activity to practise shapes.)

★ 1 Copy the names of the shapes in your notebook. Count the shapes and write the numbers.

Tell the students to look at the picture of the clock. Point to a square in the picture and ask: *What's this?* Elicit the shape. Then point to the word square as you read it. Follow the same procedure with the rest of the shapes. Allow the students some time to copy the names of the shapes in their notebooks. Then the students count the shapes in the picture and write the correct number in their notebooks.

Answers

square: 4

rectangle: 10

circle: 8

triangle: 5

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

I can see eight circles.

I can see ten rectangles.

I can see five triangles.

Module 2 – My Birthday

2 Trace the shapes and colour the pictures.

Ask the students to look at the pictures. Elicit the items and the shapes (*ball – circle, box – square, roof – triangle, door – rectangle*). Then perform the action as you say: *I'm a circle like a ball*. The students repeat after you. Point to the second picture and say: *I'm a square like a box*. The students repeat after you. Repeat with the rest of the items. Point to the pictures in random order. Individual students name the item and the shape. Ask the rest of the class for verification. Demonstrate this yourself first.

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

Student 1: *A ball*

Class: *Yes!*

Teacher: (pointing to the outline) *What shape is it?*

Student 2: *Circle.*

Class: *Yes! etc.*

3 Sing and do.

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

AUDIOSCRIPT

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

Like a ball, like a ball.

I'm a circle like a ball,

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

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

Like a box, like a box.

I'm a square like a box,

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

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

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

I'm a triangle like a roof,

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

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

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

I'm a rectangle like a door,

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

Extension

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

ENDING THE LESSON

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

Before going into class

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

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

WORKBOOK (Optional)

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

Lesson 3

Objectives

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

Language

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

- *Whose birthday is it?*

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

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

Extra Materials

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

BEGINNING THE LESSON

Point to different objects in the classroom and ask students to name their shape. Alternatively, draw the shapes on the board and ask individual students to name them.

PRESENTATION & PRACTICE

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

★ Listen to the dialogue and point to the pictures.



POSTER

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

Students' books open. Say: *Open your books at page forty-eight.* Write the number 48 on the board and hold up your book. Ask students to name their presents.

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

Student 1: *It's a clock! etc.*

Play the recording and ask the students to point to each picture in their book in turn. Show them what to do by holding up your book and pointing. Play the recording again with pauses for the students to listen and follow with their fingers in the book. Play the recording again. The students listen and repeat, chorally and/or individually. Then individual students take roles and read out the dialogue.

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

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

Class: *Birthday! etc.*

Extension

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

Module 2 – My Birthday

Read the question at the bottom of p. 49. Ask the students to say whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

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

WORKBOOK (Optional)

If you wish, you can do Exs 6 and 7 during this lesson or the next one.

Lesson 4

Objectives

To talk about how old trees are. To consolidate the language learnt in the module.

Language

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

- *Let's count the rings!*

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

- *How old are the trees?*

Extra Materials

- None.

Extension

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

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The students listen and follow in their books. Assign roles. Students read out the dialogue.

PRESENTATION & PRACTICE

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

★ Count the circles and say how old the trees are.

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

Students' books open. Say: *Open your books at page fifty.* Write the number 50 on the board and hold up your book. Point to the picture of Woody and read the speech bubble. Explain the activity. Allow some time for the students to count the rings and say how old the trees are. Verify their answers by pointing to the first trunk and asking: *How old is this tree? Let's count the rings!* Elicit: *(It's) 6 years old.* Repeat for the second tree (*4 years old*) and the third one (*8 years old*).

Module 2 – My Birthday

★ 2 Look at the picture, read the sentences and write *yes* or *no*.

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

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

Students' books open. Ask the students to look at the picture, point to the objects and elicit their names. Read the sentences as you follow with your fingers in the book. Allow some time for the students to answer them by writing *yes* or *no* in their notebooks. Check their answers.

Answers

2 yes 3 no 4 yes 5 yes 6 no

ENDING THE LESSON

Ask the students to look at the picture in Ex. 2 for one minute and close their books. Divide the class into two teams and ask questions. Each correct answer gets one point. The team with the most points wins.

e.g. *Teacher: Where's the red square?*
Team A Student 1: It's in the tree.
Teacher: 1 point. What colour is the girl's teddy?
Team B Student 1: Yellow.
Teacher: Wrong. No point. etc.

WORKBOOK (Optional)

If you wish, you can do Exs 8 and 9 during this lesson or the next one.

Lesson 5

Objectives

To consolidate the language learnt in the module. To develop writing skills: to make a birthday card.

Language

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

- *Who is this card for?*
- *Who is this card from?*

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

- *Where's the (yellow clock)?*
- *It's (on) the (table).*

Extra Materials

- None.

BEGINNING THE LESSON

Point to different items in the classroom and ask the students to name the items and talk about their location.

e.g. *Teacher: (pointing to the black clock on the wall)*
Student 1: The black clock is on the wall. etc.

PRESENTATION & PRACTICE

★ Look at the picture and complete the sentences. Then talk with your friend: *Where's the yellow clock? It's in the cupboard.*

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

Students' books open. Say: *Open your books at page fifty-two.* Write the number 52 on the board and hold up your book. Refer the students to the picture, point to the objects and elicit their names and colours. Explain the activity. Allow the students some time to complete the sentences in their notebooks. Check their answers.

Answers

1 yellow 2 blue 3 green

Then, in pairs, the students ask and answer. Demonstrate this yourself first.

Answers

A: Where's the yellow clock?

B: It's in the cupboard.

A: Where's the blue robot?

B: It's on the table.

A: Where's the green lamp?

B: It's on the chair.

★ 2 Play the *Guess the Shape* game.

Tell the students they are going to play the *Guess the shape* game. Explain the game. The students work in pairs. One student draws an imaginary shape with his/her finger on his/her partner's back who, in turn, guesses the name of the shape and writes it on the board. The game continues with more pairs.

Module 2 – My Birthday

(Activities to develop writing skills.)

3 Read the texts and choose the right name.

Allow the students time to read the cards and ask them what kind of cards they are. Elicit the answer (*birthday cards*). Point to the first card and ask the students: *Who is this card for?* Elicit the answer (Ron). Then ask: *Who is this card from?* Elicit (Mark). Repeat for the remaining cards.

Explain the activity and allow the students time to complete it in their notebooks. Check their answers.

1 Ron 2 Sam 3 Stella 4 Jack

4 Portfolio: Make a birthday card for your friend.

Point to the picture of the birthday card. Ask: *What is it?* Elicit: *It's a birthday card.* Read the card aloud. Ask the students to make a similar birthday card for a friend. Once they finish, the students present their cards to the class. Make sure you display their work somewhere in the classroom. Then help them file their drawings in their *Junior Language Portfolios*.

ENDING THE LESSON

Ask the students to take out a piece of paper. Explain the activity. The students will follow your instructions and draw a picture. Say the following instructions as many times as you think is necessary for the students to follow them:

Draw a table. Colour the table yellow.

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

Lesson 6 – Grammar Land

Objectives

To present and practise the articles 'a-an' and prepositions of place.

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

★ A-An

PRESENTATION

Students' books closed. Draw sketches of an *umbrella* and a *flower* on the board. Write on the board and say: *an umbrella, a flower*. 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.

Drill your students.

e.g. *Teacher: Rubber*
Student 1: A rubber
Teacher: Apple
Student 2: An apple etc.

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

Students' books open. Read through the grammar box on p. 54 and draw the students' attention to the words in bold. Make sure the students have understood when to use **a/an**.

PRACTICE

★ 1 Write the vowels in your notebook.

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

Answers

a i e o u

★ 2 Write the words on the right lists.

Go through the words and elicit their meaning. Read the instructions and explain the activity. Allow the students some time to complete the activity in their notebooks. Check the students' answers.

Answers

An: orange, umbrella, iguana

A: fox, triangle, robot, cupboard

Game

• What's this?

Find pictures of items the students know, e.g. *an umbrella, a bike*, etc. or draw simple sketches on pieces of paper. Divide the class into two teams, A and B. Partly cover the pictures and show them to the students, one at a time. The students, in teams, try to guess what the item is. Each correct answer wins a point. The team with the most points wins.

e.g. *Teacher: (shows picture of umbrella)*
What's this?

Team A Student 1: An umbrella! etc.

Project

• My List Dictation

Prepare lists with words from previous lessons (one list per group of five to six students). Write each list on a separate piece of paper.

e.g. Group A	Group B
1 An ant	1 An umbrella
2 A bat	2 A violet
3 A duck	3 A yo-yo
4 An iguana	4 A puppet
5 A jaguar	5 An orange
6 A koala	6 A hat
7 A lion	7 A computer
8 A mouse	8 A flower
9 A rabbit	9 A cap
10 A snail	10 A bike

Divide the class into groups of five to six students each. Pin up the lists around the class. Each group designates a student who will be the 'writer'. Set a time limit, e.g. three minutes. The students of each group have to go to the lists, read the words and report them to the writer who writes them down. When the time is up, the groups read out their lists. Check if they are correct and the items are in the right order.

Module 2 – My Birthday

★ Prepositions of place

PRESENTATION

Students' books closed. Put your book in your bag and ask the students: *Where's my book?* Answer: **In** my bag. Write the exchange on the board and underline **in**. Read the exchange again. The students repeat after you. Put the book on the desk and repeat the same question. Answer: **On** the desk. Put the book near the bag and repeat the same question. Answer: **Near** the bag. Finally, put the book **under** the desk and repeat the exchange. Explain that **where** is used when we ask the location of something or the whereabouts of somebody.

Drill your students.

e.g. Teacher: (putting a pen in a book) *Where's the pen?*

Student 1: *In the book.*

Teacher: (putting a pen under a book) *Where's the pen?*

Student 2: *Under the book. etc.*

Students' books open. Read through the grammar box on p. 55 and draw the students' attention to the words in bold. Ask the students to look around the classroom and talk about the location of various objects using the prepositions of place.

e.g. Student 1: *The pencil case is on the desk.*

Student 2: *The bag is under the desk. etc.*

PRACTICE

★ Look at the picture and ask and answer.

Point to Natalie and ask: *Where's Natalie?* Elicit the answer: *She's in the garden.* Read the instructions and the example, and explain the activity. Allow the students some time to complete the activity in their notebooks. Check the students' answers.

Answers

2 Where's Roy?
He's in the kitchen.

3 Where's William?
He's in the living room.

4 Where's Rose?
She's in the bedroom.

5 Where's Kevin?
He's in the bathroom.

Extension

Ask students to look at the picture for one minute before they close their books. Say, e.g. *Natalie is in the bedroom.* Ask the students to say if your sentence is correct or incorrect. Ask them to correct the wrong ones.

e.g. Teacher: *Natalie is in the bedroom.*

Student: *No, she isn't. She's in the garden.*

Teacher: *Kevin is in the bathroom.*

Student: *Yes, he is. etc.*

★ Look at the picture and complete the sentences.

Refer the students to the picture and elicit the location of the items. Read the instructions and explain the activity. Allow the students some time to complete the activity in their notebooks. Check the students' answers.

Answers

2 under 3 under 4 on 5 in 6 near



• Hide and seek

Explain the game. Ask a student to go out of the class. Hide an item, e.g. *a pen*, somewhere in the class, e.g. *under your desk*. Ask the student to come back into the classroom. The student can ask up to eight questions to find the item.

e.g. Student: *Is it in John's bag?*

Teacher: *No, it isn't. etc.*



• Picture this

Students think of an item, e.g. *a hat*, and draw a black and white picture of it. Underneath the picture they write a sentence, e.g. *The blue hat is on the table.* After they finish, the students swap their projects and colour their partner's picture.

WORKBOOK (Optional)

If you wish, you can do Exs 10, 11 and 12 during this lesson or the next one.

Lesson 8 – Our World/My World

Objectives

- To consolidate the language of the module. To familiarise students with British and Spanish culture.
- To explore their own culture. To talk about birthdays in Great Britain, Spain and Russia.

Language

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

- Great Britain, Spain

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

- It's my birthday today.*
- My family and friends are here.*
- I'm Ellen. It's my birthday today. I'm seven. My friends are here to wish me Happy Birthday.*

Extra Materials

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

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

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

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

Optional Activity

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

Before going into class

Ask the students to bring in pictures of past birthday parties.

OUR WORLD

(Activities to familiarise students with aspects of British and Spanish culture.)

★ Read, then sing the Happy Birthday song to Amy and Maria.

Students' books open. Say: *Open your books at page fifty-eight*. Write the number 58 on the board and hold up your book. Point to the British flag and say: *Great Britain*. Point to the first picture of Amy and read the sentences. Then ask: *How old is Amy?* Elicit: *Five*. Next, ask the students to tell you what they see in the picture and what they usually do on their birthdays. Elicit relevant vocabulary (*birthday cake, hat, candles, balloons, streamers, presents, etc.*).

Module 2 – My Birthday

MY WORLD

(Activities to familiarise students with aspects of their own culture.)

2 ★ Read the text and find the words that appear in it.

Refer the students to the pictures and ask for volunteers to read out the text. Explain the activity. Allow the students some time to find the words that appear in the texts and write them in their notebooks. Check their answers.

Answers

day off, presents, zoo ticket, cinema ticket, animals, film.

3 ★ Talk with your friend about your day off. Then write about it.

Ask the students to use the text in Ex. 2 as a model. Then the students, in pairs, talk about their days off. Allow the students time to write short texts in their notebooks. Once they finish, help them file their projects in their *Junior Portfolios*.

ENDING THE LESSON

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

Ask the students to pretend that a friend of theirs has a birthday. They have to wish him/her a *Happy Birthday* and offer their friend a present. (Ask them to draw a picture of the present).

e.g. *Student 1: Happy Birthday, Karen! This present is for you.*

Student 2: Wow! A computer game! Thank you!

Lesson 9 – Storyland

Objectives

To practise reading for pleasure.

Language

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

- *What does the fisherman's wife want?*
- *Does she get her wish?*
- *Is the fisherman happy?*

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

- *Shout, bucket, old, new, dirty, The sun is shining, swim, happy.*

Extra Materials

- Flashcards (41-48) for *Presentation & Practice* and Ex. 3 (*Extension*);
- The *Fisherman* poster for Ex. 3 (*Extension*).

BEGINNING THE LESSON

Ask the students if they remember what the previous episode of the story was about. Ask them if they remember the story/dialogue they acted out in the previous episode. If not, ask them to go to the respective page (38) and read the story again. Allow the students some time to rehearse. The students, in groups of three, act out the story/dialogue.

PRESENTATION & PRACTICE

(Activities to present the tale of 'The Fisherman and the Fish'.)

★ Listen, point to the pictures and say.



FLASHCARDS (41-48)

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

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

Students' books open. Say: *Open your books at page sixty.* Write the number 60 on the board and hold up your book. Play the recording. The students listen, point and repeat.

AUDIOSCRIPT

Shout, bucket, old, new, dirty, The sun is shining, swim, happy.



Listen and read the story.



FLASHCARDS (41-48)

Students' books open. Pin the flashcards on the board and present the story. Then direct the students' attention to the pictures and ask them to tell you what's different. (*In the first picture the bucket is old, but in the inset picture the bucket is new.*)

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.

Ask the students questions.

e.g. *Teacher: What does the fisherman's wife want?*
Student: A new bucket.
Teacher: Why?
Student: Because the other one is old and dirty.
Teacher: Does she get her wish?
Student: Yes, she does.
Teacher: Is the fisherman happy?
Student: Yes, he is. etc.

Next, point to the fisherman and his wife. Ask the students to complete your sentences.

e.g. *Teacher: We need a new ...*
Class: bucket.
Teacher: The sun is ...
Class: shining.
Teacher: Don't worry. You can have your ...
Class: wish. etc.

Extension

Ask for a volunteer to be the narrator, and three more volunteers to read the roles of the fisherman, his wife and the fish. Repeat with different students.

Module 2 – My Birthday

1 Read and write **F** for fisherman, **W** for wife and **G** for the golden fish.

Explain the activity. The students read the story again to find out who said each sentence. Allow them some time to complete the task in their notebooks. Check their answers.

Answers

1 W 3 G 5 W
2 F 4 G 6 G

2 Count the letters and say the words. Write them in your notebook.

Explain the activity. The students count the letters and say the words from the story. Allow the students some time to write the words in their notebooks. Check their answers.

Answers

ACROSS: 1 WIFE 4 SHOUT 6 GOLDEN
DOWN: 2 FISH 3 BUCKET 5 FOOL

3 Play the *I want* game.

Tell the students they are going to play the *I want* game. Pin up pictures or draw simple sketches of items the students already know, e.g. *a bike, a game*, etc. on the board. Direct the students' attention to the speech bubbles in their books and read them aloud. Explain the game. In pairs, the students choose items from the pictures on the board and act out exchanges similar to the one in their books.

Extension

Use the *Fisherman* poster. Stick the flashcards of the lesson, as well as the flashcards from the previous episode of the story around the boat 'in' the sea. Explain to the students that the fisherman is going fishing. Say: *The fisherman catches the golden fish.* Ask a student to go to the board and take down the corresponding flashcard and stick it onto the boat. If a student makes a mistake then the flashcard remains in the sea to be 'fished out' next time.

Note: If you wish, in addition to the flashcards, you can prepare rough sketches or cut out pictures from magazines of all the new vocabulary items the students learn in every module.

4 Listen and sing.

Ask the students to look at the picture. Ask: *Who wants a new bucket?* Elicit the answer: *The fisherman's wife.*

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

Extension

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

ENDING THE LESSON

Ask the students to think of something they really want. Tell the students they are going to draw a picture of that item and present it to the class, e.g. *I want a computer. That's my wish!*

Module 2 – My Birthday

Lesson 10 - Phonics

Objectives

To read and pronounce words with the /ɜ:/ and /aʊ/ sounds.

Extra Materials

- Flashcards 49-52;
- pictures of the following: *bird, birthday, girl, thirteen, shirt, mouse, cow, house, flower, town, mouth, clown.*

BEGINNING THE LESSON

Repeat the activity from *Storyland Ex. 3 (Extension)* to revise the vocabulary items learnt in the modules thus far.

Play the song from the previous lesson. The students listen and sing along.

PRESENTATION & PRACTICE

1 Listen, point and repeat the sounds and the words.



FLASHCARDS (49-52)

Students' books closed. Hold up the *bird* flashcard. Point to it and ask: *What's this?* Elicit: *bird*. Say the word. The students repeat after you. Write the word *bird* under the flashcard. Underline the letters **ir**. Then point and say: /ɜ:/, /bɜ:d/. The students repeat after you. Repeat the same procedure with *her, mouse* and *cow*.

Extension

Write the following on the board:

b + ird m + ouse
g + irl c + ow
h + er t + own
h + ouse

Students say the sounds and the words.

e.g. /b/, /ɜ:d/ – /bɜ:d/ etc.

Students' books open. Play the recording. The students listen, point to and repeat the sounds and the words chorally and/or individually.

2 Read the words and the sentences to your friend.

Read the sounds, the words and the sentences. The students follow in their books. Then the students work in pairs. One reads while the other checks and then they swap roles. During this stage, check round the class offering any necessary help. Finally, ask some students to read the sentences out loud.

3 Choose and complete the words. Then say the words.

Explain the activity. The students complete the words with either **ir**, **er**, **ou** or **ow**. Ask individual students to read out the words. Check their pronunciation. Check their answers.

Answers

1 girl 2 house 3 shirt 4 clown

4 Listen and sing.

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

Extension

Write the song on the board and omit the words *girl, count, now, birthday, shout*. Sing the song without the audio track this time. Pause and point to the missing words and invite the students to say the missing words.

ENDING THE LESSON

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

Draw the following table on the board:

ir	er	ou	ow

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

WORKBOOK (Optional)

If you wish, you can do Ex. 13 during this lesson or the next one.

Lesson 1

Objectives

To present and practise parts of the body.

Language

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

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

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

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

Extra Materials

- The My Body poster for Presentation & Practice.

PRESENTATION & PRACTICE

(Activities to present parts of the body.)

★ Listen, point to the parts of the body and say.



POSTER

Students' books closed. Pin up the My Body poster on the board. Point to the parts of the body (head, arm, tummy, leg, foot), one at a time, and present them. The students repeat after you. Then point to the different parts of the body in random order. Students name the parts of the body.

Students' books open. Say: Open your books at page sixty-six. Write the number 66 on the board and hold up your book. Play the recording. The students listen, point and repeat.

AUDIOSCRIPT

Head, arm, tummy, leg, foot.

(Activities to practise parts of the body.)

★ Listen to the song and point to the parts of the body mentioned. Then sing.

Look concerned as you ask: What's the matter? Then hold your head and as if you are in pain say: My head hurts, right here. Ask the students to do the same and repeat after you. Follow the same procedure with: My arm hurts. My leg hurts. Explain the activity. Play the recording. The students listen to the song and point

to the parts of the body mentioned (head, arm, leg). Check round the class.

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

AUDIOSCRIPT

What's the matter?

My head hurts! (hold head)

My head hurts!

Oh dear! Let me see.

My head hurts!

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

What's the matter?

My arm hurts! (hold arm)

My arm hurts!

Oh dear! Let me see.

My arm hurts!

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

What's the matter?

My leg hurts! (hold leg)

My leg hurts!

Oh dear! Let me see.

My leg hurts!

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

Extension

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

★ Find the parts of the body, mime and say: *My (tummy) hurts.*

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

Answers

My tummy hurts.

My head hurts.

My leg hurts.

My arm hurts.

My foot hurts.

Module 3 – My Body

3 Look, read and choose the right words.

Point to the pictures and the sentences. The students look at the pictures, read the sentences and choose the right words. Allow them some time to complete the activity in their notebooks. Check their answers and write them on the board.

Answers

- 1 arm 3 foot
2 head 4 leg

4 Look at the pictures and act out.

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

(Suggested answers)

- A:** (holding his/her foot) Ouch!
B: What's the matter?
A: My foot hurts!
B: (holding the other student's foot) Let me see!
- A:** (holding his/her tummy) Ouch!
B: What's the matter?
A: My tummy hurts!
B: (holding the other student's tummy) Let me see!
- A:** (holding his/her head) Ouch!
B: What's the matter?
A: My head hurts!
B: (holding the other student's head) Let me see!
- A:** (holding his/her leg) Ouch!
B: What's the matter?
A: My leg hurts!
B: (holding the other student's leg) Let me see!

ENDING THE LESSON

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

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

WORKBOOK (Optional)

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

Lesson 2

Objectives

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

Language

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

- Simon says, (clap your hands)!

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

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

Extra Materials

- None.

BEGINNING THE LESSON

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

PRESENTATION & PRACTICE

(Activities to present and practise commands.)

★ Listen, point to the actions and say.

Students' books closed. Say: Clap your hands while doing it. Invite the students to copy you. Say the command for the students to perform it. Repeat with the rest of the commands (nod your head, stamp your feet, wave your arms).

Ask a student to come to the board. Name a command. The student carries out the command. Ask the rest of the class for verification. Repeat with as many students as you think is necessary.

Students' books open. Say: Open your books at page sixty-eight. Write the number 68 on the board and hold up your book. Play the recording. The students listen, point and repeat.

AUDIOSCRIPT

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

★ Listen and point. Then sing and do.

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

AUDIOSCRIPT

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

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

If you're happy and you know it,

And you really want to show it,

If you're happy and you know it,

Clap your hands!

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

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

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

Module 3 – My Body

★ Listen and number in your notebook.

Explain the listening activity. The students listen and number the commands in their notebooks. Play the recording as many times as you feel is necessary for the students to complete the activity. Check the students' answers.

Answers

1 d 2 b 3 a 4 c

AUDIOSCRIPT

One: Clap your hands.

Two: Wave your arms.

Three: Stamp your feet.

Four: Nod your head.

★ Play the *Simon says* game.

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

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

Class: (students wave their arms)

Teacher: Nod your head!

Class: (students remain still) etc.

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

ENDING THE LESSON

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

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

e.g. Teacher: three

Class: (they start stamping their feet) etc.

WORKBOOK (Optional)

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

Lesson 3

Objectives

To listen to a story about the animals going to the doctor's. To develop listening comprehension skills through a dialogue. To consolidate the language used in the module.

Language

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

- Oh dear!
- Sorry, doctor!

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

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

Extra Materials

- The My Body poster for Presentation & Practice.

each picture in their book in turn. Show them what to do by holding up your book and pointing. Play the recording again with pauses for the students to listen and follow with their fingers in the book. Play the recording again. The students listen and repeat, chorally and/or individually. Then individual students take roles and read out the dialogue.

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

e.g. Teacher: What's the ...
Student 1: matter? etc.

Extension

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

BEGINNING THE LESSON

Play the game from the previous lesson again.

PRESENTATION & PRACTICE

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

★ Listen to the dialogue and point to the pictures.



POSTER

Students' books closed. Use the My Body poster to present the story. Explain to the students, in L1 if necessary, that the forest animals go to the doctor to make them well. Point to the owl in the first picture and say: This is the doctor. Point to the doctor in the first picture and ask: What's the matter? The students repeat after you. Point to the deer in the first picture and say: My head hurts! The students repeat after you. Repeat with the rest of the pictures.

Students' books open. Say: Open your books at page seventy. Write the number 70 on the board and hold up your book. Tell the class to look at the story and talk about it with them.

Play the recording and ask the students to point to

Module 3 – My Body

Read the question at the bottom of p. 71. Ask the students to say whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

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

WORKBOOK (Optional)

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

Lesson 4

Objectives

To talk about animals with paws/hooves. To consolidate the language learnt in the module.

Language

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

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

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

- A (cat) has got (paws).

Extra Materials

- Pictures of a cow, a dog, a cat and a horse.

Students' books open. Say: Open your books at page seventy-two. Write the number 72 on the board and hold up your book. Point to the pictures and elicit the names of the animals. Read sentences A and B and allow the students some time to choose A or B depending on whether the animals shown have got hooves or paws. Allow the students some time to complete the activity in their notebooks and check their answers.

Answers

1 B 2 A 3 A 4 B

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

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The students listen and follow in their books. Assign roles. Students read out the dialogue.

PRESENTATION & PRACTICE

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

 **Look and choose A or B. Then point and say: A (cow) has got ...**

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

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

Module 3 – My Body

2 Read the text, choose from the words below the text and complete it.

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

Point to the picture of the dog and ask a student to describe its appearance. (It has got two ears, two eyes, etc.) Direct the students' attention to the incomplete text. Read through it as students follow along. Then point to the pictures below and go through the items. Explain the activity. Allow the students time to complete the text in their notebooks. Check their answers.

Answers

2 nose **3** house **4** meat **5** park

ENDING THE LESSON

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

WORKBOOK (Optional)

If you wish, you can do Exs 9 and 10 during this lesson or the next one.

Lesson 5

Objectives

To consolidate the language of the module. To practise writing skills: to draw a picture of one's body and identify parts of the body.

Language

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

- How many (legs)?

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

- I've got two heads, four arms and two legs.
- Yes, she is./No, she isn't.

Extra Materials

- None.

★ Read and match.

Refer the students to the pictures and the half-finished sentences. Allow the students some time to complete the activity in their notebooks. Check their answers.

Answers

2 d 3 a 4 b

BEGINNING THE LESSON

Ask the students to choose an animal and describe it to the class without telling them its name. The rest of the students listen to the description and say which animal they think is being described. Ask them to model their description after Ex. 2, p. 73.

PRESENTATION & PRACTICE

★ Look, read and write.

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

Point to the pictures and elicit the parts of the body of each creature depicted. Ask: How many (legs)? and elicit the answers. Point to the speech bubbles and read them out loud, focusing the students' attention on the missing words. Then point to the words in the box and tell the students to select the right word to complete the sentences. Allow the students some time to complete the activity in their notebooks. Check their answers by having some students read out the speech bubbles. Ask the rest of the class for verification.

Answers

1 heads 2 arms 3 tummy

Module 3 – My Body

(Activities to develop writing skills.)

3 Read Roy's text and choose the right picture.

Point to the children in the pictures and say: They've got fair hair. etc. The students read Roy's text and choose the correct picture.

Answer: B

4 Portfolio: Draw your body. Present it to the class. Say: *This is me. Look! My ...*

Point to the picture and ask a student to read the words. Explain the activity. Ask the students to draw a similar picture of their body, label the different parts of their body, and present it to the class.

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

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

ENDING THE LESSON

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

Lesson 6 – Grammar Land

Objectives

To present and practise the imperative and the verb 'have got'.

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

★ Imperative

PRESENTATION

Students' books closed. Look at the class and say: Open your books! Ask them to perform the action. Then say: Close your books! Point to a student and say: Don't stand up! Write the sentences on the board. Tell the students that we use the imperative to give orders. Explain that the negative imperative is formed using **don't**.

Drill your students. Students in teams or open pairs tell each other to do something. One student says what to do, the other performs the action.

e.g. Student 1: Angie, clap your hands!
 Student 2: (Angie claps her hands) Peter, close your eyes!
 Student 3: (Peter closes his eyes) etc.

Students' books open. Read through the grammar box on p. 76 and draw the students' attention to the words in bold. Make sure the students have understood how the imperative is formed and used.

PRACTICE

★ Complete the sentences.

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

Answers

- | | |
|-------------------|-------------------|
| 2 Don't close ... | 5 Don't stand ... |
| 3 Don't sit ... | 6 Don't come ... |
| 4 Don't stamp ... | |

★ Match the pictures with the sentences.

Go through the pictures and elicit the actions. Read the instructions and explain the activity. Allow the students some time to complete the activity in their notebooks. Check the students' answers.

Answers

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

Game

- 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, clap your hands!
 Students: (students clap their hands)
 Teacher: Wave your arms!
 Students: (students remain still) etc.

Project

- My Daily Rules

Ask students to make a list of all the rules they hear every day (at home, at school, etc.). Provide any help with the vocabulary.

e.g. Don't talk.
 Eat your food.
 Do your homework.
 Wash your hands.
 Go to bed.

Module 3 – My Body

★ The verb 'have got'

PRESENTATION

Students' books closed. Say then write on the board: I **have got** green eyes. The students repeat after you. Underline **have got** and explain the meaning. Say and write: I **ve got** green eyes. Underline the short form and explain how it is formed. Point to a student and say: She **has got** dark hair. The students repeat after you. Underline the words in bold. Say then write: She's **got** dark hair. Underline the short form and explain how it is formed. Stress that **has got** is only used in the third person singular. Elicit the affirmative, negative and interrogative forms, as well as short answers of the verb **have got** and write them on the board.

Drill your students.

e.g. Teacher: You/bike
Student 1: You've got a bike.
Teacher: He
Student 2: He's got a bike.
Teacher: They
Student 3: They've got a bike. etc.

Students' books open. Read through the grammar box on p.77 and draw the students' attention to the words in bold. Ask students to make sentences about themselves and their classmates, practising these forms.

e.g. Student 1: I have got brown eyes. John has got blue eyes. etc.

PRACTICE

★ 3 Read and complete the sentences.

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

Answers

- 3 I've got ...
- 4 They haven't got ...
- 5 I have got ...
- 6 She hasn't got ...
- 7 They've got ...
- 8 ... have not got ...

4 Look and complete the sentences.

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

Answers

- 2** She's got ... **4** They've got ...
3 It's got ...

5 Look at the pictures and complete the sentences. Use *has got/hasn't got* or *have got/haven't got*.

Refer the students to the pictures and have a class discussion about the items Yuri and Masha have got in their rooms. Read the instructions and the example, and explain the activity. Allow the students some time to complete the activity in their notebooks. Check the students' answers.

Answers

- 2** have got **6** have got
3 hasn't got **7** hasn't got
4 hasn't got **8** hasn't got
5 has got

Module 3 – My Body

6 Look at the pictures and ask and answer. Then write.

Read the instructions and the example, and explain the activity. Point to the pictures and ask the students to describe them. Allow the students some time to write the activity in their notebooks. Check the students' answers.

Answers

- 2 Have they got ... Yes, they have.
3 Have they got ... No, they haven't.
4 Has she got ... No, she hasn't.
5 Has he got ... Yes, he has.

7 How many points have they got? Talk with your friend.

Read the instructions and the example, and explain the activity. The students, in pairs, ask and answer as in the example. Check round the class. Ask some pairs to report back to the class.

Answers

- 1 seven points 3 nine points
2 seven points 4 six points

A: I've got four squares and one circle.

B: You've got seven points.

A: I've got two squares, one triangle and one circle.

B: You've got seven points.

A: I've got two circles, one square and one triangle.

B: You've got nine points.

A: I've got one circle, one square and one triangle.

B: You've got six points.

Extension

The students draw the shapes they want on a piece of paper and repeat the activity.



• Endless Story

Explain the game. A student starts by saying what he/she has got, e.g. a bike. The student next to him/her repeats what the first student said and adds what he/she has got, etc.

e.g. Student 1: I've got a bike.

Student 2: He's got a bike and I've got a doll.

Student 3: He's got a bike, she's got a doll and I've got a computer. etc.



• Wanted Poster

Explain the project. Tell the students that the police are looking for an alien. They have to draw a picture of the alien and write a short description. If you wish, you can write the following text on the board so that the students can use it as model for their own writing.

e.g. **WANTED**

His name is Zogg. He has got five heads and pink hair. He's got ten eyes and two mouths. He's got five big feet, too.

WORKBOOK (Optional)

If you wish, you can do Exs 11, 12 and 13 during this lesson or the next one.

Lesson 8 - Our World/My World

Objectives

To consolidate the language of the module. To familiarise students with British and Nepali culture. To explore their own culture. To talk about strange/fairytale creatures in Great Britain, Nepal and Russia.

Language

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

- Great Britain, Nepal

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

- big/small
- Hello, I'm (Nessie). I've got a (small) head and a (big) body.
- This is Indrik. It is the King of all animals.

Extra Materials

- A map of the world for Ex. 1 (Optional);
- templates of Nessie and Yeti masks from the Teacher's Book for Ex. 1 (Craftwork).

Before going into class

For the next lesson, you can ask the students to bring pictures of unusual creatures that are said to exist/have existed in their country.

OUR WORLD

(Activities to familiarise students with aspects of British and Nepali culture.)

★ Read about Nessie and Yeti. Then make a Nessie/Yeti mask in pairs. Introduce yourselves to each other.

Students' books open. Say: Open your books at page eighty-two. Write the number 82 on the board and hold up your book. Point to the British flag and elicit the country's name: Great Britain. Point to the Nepali flag and say: Nepal. If you have a map of the world, put it up on the board and show where Nepal is. Ask the students if they know anything about this country (e.g. stories, animals, etc.). Explain to the students that in this section they will learn about strange creatures that are said to exist/have existed in these countries. Tell the students to look at the picture of the strange British creature. Tell them that this is **Nessie**, a creature

that is said to live in Loch Ness, a lake in Scotland. Ask a student to read the text about Nessie.

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

Before going into class

Photocopy the mask templates of Nessie and Yeti from the Teacher's Book [pp. 123–124], one per student.

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

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

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

Module 3 – My Body

MY WORLD

(Activities to familiarise students with aspects of their own culture.)

2 Read the text and find the words for the pictures.

Refer the students to the picture of Indrik. Ask them if they are familiar with this fairy tale character. What do they know about it? Ask the students to say which animal he resembles. Elicit: a horse. Read the text aloud and pause for the students to repeat. Explain any new words at this time. Explain the task. The students find and write the words in their notebooks. Check their answers.

Answers

2 horn 3 king 4 bull

3 Draw a fairy tale character. Talk with your friend about it.

Refer the students to the drawing of Baba Yaga. Tell them they are going to draw their own fairy tale character. Allow the students some to finish their drawings. In pairs, the students use the text in Ex. 2 as a model to present their drawings.

4 Write about your fairy tale character.

Tell the students that they are going to write about their fairy tale character. Ask them to use the text in Ex. 2 as a model. Allow the students time to complete the task. Once they finish, help them file their projects in their Junior Portfolio.

ENDING THE LESSON

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

Lesson 9 - Storyland

Objectives

To practise reading for pleasure.

Language

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

- Is the fisherman's wife happy?
- What's the weather like?
- Is their new cottage beautiful?

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

- Angry, cloud, sky, cottage.

Extra Materials

- Flashcards (53-56) for Presentation & Practice and Ex. 3 (Extension);
- The Fisherman poster for Ex. 3 (Extension).

BEGINNING THE LESSON

Ask the students if they remember what the previous episode of the story was about. Ask them if they remember the story/dialogue they acted out in the previous episode. If not, ask them to go to the respective page (60) and read the story again. Allow the students some time to rehearse. The students, in groups of four, act out the story/dialogue.

PRESENTATION & PRACTICE

(Activities to present the tale of 'The Fisherman and the Fish'.)

Listen, point to the pictures and say.



FLASHCARDS (53-56)

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

e.g. Teacher: (pointing to the flashcard of angry) Is she happy?
Class: No, she's angry. etc.

Student's books open. Say: Open your books at page eighty-four. Write the number 84 on the board and hold up your book. Play the recording. The students listen, point and repeat.

AUDIOSCRIPT

Angry, cloud, sky, cottage.

Listen and read the story.



FLASHCARDS (53-56)

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

e.g. Teacher: Is the fisherman's wife happy?

Student: No, she's angry.

Teacher: What's the weather like?

Student: The sun is shining, but there are clouds in the sky.

Teacher: (pointing to the inset picture) Is their new cottage beautiful?

Student: Yes, it is. etc.

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 the fisherman and his wife. Ask the students to complete your sentences.

e.g. Teacher: You are a fool, she ...

Class: shouts.

Teacher: There are clouds in the ...

Class: sky.

Teacher: The fisherman goes home and sees a beautiful, new ...

Class: cottage. etc.

Extension

Ask for a volunteer to be the narrator, and three more volunteers to read the roles of the fisherman, his wife and the fish. Repeat with different students.

Module 3 – My Body

1 Read and say *yes or no*.

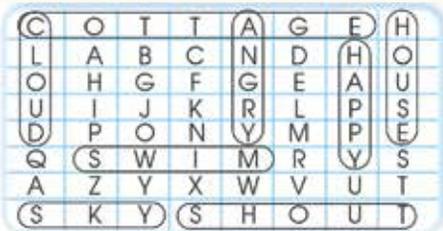
Explain the activity. The students read the story again and answer.

Answers

1 no 2 yes 3 yes 4 no 5 no

2 Find eight words from the story and write them in your notebook.

Explain the activity. The students go through the story and find the words. Allow the students some time to write the words in their notebooks. Check their answers.



3 Play the *Spot the Mistake* game.

Tell the students they are going to play the Spot the Mistake game. Explain the game. Tell them you are going to narrate the story of The Fisherman and the Fish, but with some mistakes. When they spot the mistake they raise their hands to correct you.

e.g. Teacher: The fisherman and his wife live in a very big house.

Student 1: No, the fisherman and his wife live in a very small house. etc.

Extension

Use the Fisherman poster. Stick the flashcards of the lesson, as well as the flashcards from previous lessons of the story around the boat 'in' the sea. Explain to the students that the fisherman is going fishing. Say: The fisherman catches the golden fish flashcard. Ask a student to go to the board and take down the corresponding flashcard and stick it onto the boat. If a student makes a mistake then the flashcard remains in the sea to be 'fished out' next time.

Note: If you wish, in addition to the flashcards, you can prepare rough sketches or cut out pictures from magazines of all the new vocabulary items the students learn in every module.

4 Listen and sing.

Revise the parts of the house. Ask the students to look at the picture and describe the fisherman's house. Ask: Are the windows old? Elicit the answer: No, they're new.

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

Extension

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

ENDING THE LESSON

Tell the students that they are going to ask the golden fish for a new house. Ask them to draw the house as they envision it and present it to the class.

e.g. This is my new house. It has got new windows and doors. It is very big and beautiful.

Module 3 – My Body

Lesson 10 - Phonics

Objectives

To read and pronounce words with the /ɜ:/, /wɜ:/ and /ɔ:/ sounds.

Extra Materials

- Flashcards 57-59.

BEGINNING THE LESSON

Repeat the activity from Storyland Ex. 3 (Extension) to revise the vocabulary items learnt in the modules thus far.

Play the song from the previous lesson. The students listen and sing along.

PRESENTATION & PRACTICE

1 Listen and repeat the sounds and the words.



FLASHCARDS (57-59)

Students' books closed. Hold up the surf flashcard. Point to it and say: surf. The students repeat after you. Write the word surf under the flashcard. Underline the letters **ur**. Then point and say: /ɜ:/, /sɜ:f/. The students repeat after you. Repeat the same procedure with worm and paw.

Extension

Write the following on the board:

h + urf p + aw
w + orm dr + aw
w + ork y + awn

Students say the sounds and the words.

e.g. /h/, /ɜ:t/ – /hɜ:t/ etc.

Students' books open. Play the recording. The students listen, point to and repeat the sounds and the words chorally and/or individually.

2 Read the words and the sentences to your friend.

Read the sounds, the words and the sentences. The students follow in their books. Then the students work 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.

3 Copy the table in your notebook and complete it. Then read the words to your friend.

Refer the students to the words. Ask individual students to read them. Check their pronunciation. Explain the activity. The students copy the table in their notebooks and write the words under the correct heading. Check their answers. Students, in pairs, read their lists to each other.

/ɜ:/	/ɔ:/
her	ball
nurse	draw
bird	shorts
girl	wall
work	horse
	paw
	small

4 Listen and sing.

Point to the picture of the worm and the turtle and ask: What do the worm and the turtle do every day? Answer: The worm and the turtle surf to work every day at dawn! The students repeat after you. Play the recording. The students listen and follow in their books. Play the recording again. The students listen and sing along.

ENDING THE LESSON

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

Draw the following table on the board:

/ɜ:/	/wɜ:/	/ɔ:/

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

Suggested cues: hurt, worm, surf, work, nurse, purple, turtle, paw, draw, strawberry, yawn, dawn

WORKBOOK (Optional)

If you wish, you can do Exs 14, 15 and 16 during this lesson or the next one.

Lesson 1

Objectives

To present and practise actions. To talk about ability.

Language

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

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

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

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

Extra Materials

- The *I Can Sing!* poster for *Presentation & Practice*.

BEGINNING THE LESSON

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

- e.g. *Teacher: Simon says, clap your hands.*
Class: (students clap their hands) etc.

PRESENTATION & PRACTICE

(Activities to present actions.)

★ Listen, point to the actions and say.



POSTER

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

Extension

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

Students' books open. Say: *Open your books at page ninety.* Write the number 90 on the board and hold up your book. Play the recording. The students listen, point and repeat.

AUDIOSCRIPT

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

(Activities to practise actions.)

★ 1 Listen and point. Then sing.

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

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

AUDIOSCRIPT

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

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

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

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

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

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

★ 2 Read and match. Then say: Number (3). (He) can (sing).

Ask students to read the words/phrases aloud. Explain the activity. Allow the students some time to complete the task in their notebooks. Check their answers.

Answers

a 1 b 2 c 4 d 4

Point to the child singing and say: *Number 3. He can sing.* The students repeat after you. Remind the students that we use **he** for boys/men and **she** for girls/women. Invite individual students to point to the children, say the number, and what the child can do.

Answers

Number 1. She can dance.

Number 2. He can ride a bike.

Number 4. He can draw.

Module 4 – I Can Sing!

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

3 Listen and choose. Then say: *She can ... and she can ...!* (TRACK 14 CD2)

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

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

Point to the children and read their names. Point to the pictures and elicit the actions (*ride a bike, sing, dance, play football*). Explain the activity. Say: *What can Sally do? What can Roy do? Let's listen!* Play the recording, twice if necessary. The students listen and choose. Allow them some time to write the answers in their notebooks. Check their answers.

Answers

Sally: a, c
Roy: b, d

Point to Sally and encourage students to complete your sentence:

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

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

AUDIOSCRIPT

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

Extension

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

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

4 Play the *Follow the Leader* game.

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

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

ENDING THE LESSON

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

Ask a 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*) *sing*
Student 1: (*mimes singing*)
Student 2: (*You can*) *sing!*
Teacher: *That's right. Your turn! etc.*

WORKBOOK (Optional)

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

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

Lesson 2

Objectives

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

Language

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

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

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

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

Extra Materials

- Flashcards (60-65) for *Presentation & Practice*;
- some rubber bands, empty tissue boxes, Sellotape and cardboard for Ex. 4 (*Craftwork*).

BEGINNING THE LESSON

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

PRESENTATION & PRACTICE

(Activities to present and practise musical instruments.)

★ Listen, point to the musical instruments and say.



FLASHCARDS (60-65)

Students' books closed. Pin up the flashcards 60-65 on the board, one at a time. Point to the musical instruments (*piano, guitar, triangle, drum, tambourine, recorder*), one at a time, and present them. The students repeat after you.

Students' books open. Say: *Open your books at page ninety-two*. Write the number 92 on the board and hold up your book. Play the recording. The students listen, point and repeat.

AUDIOSCRIPT

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

★ 1 Listen and number in your notebook. Then say: *One. I can hear the piano.*

Point to the different musical instruments in the picture and elicit their names. Explain the listening activity to the students, telling them they are going to listen to some sounds and number the musical instruments accordingly. Play the recording as many times as you feel is necessary for the students to complete the activity in their notebooks. Check the students' answers.

Answers

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

★ 2 Play the Memory game.

Ask the students to look at the picture and read the exchange. Tell the students they are going to play a *Memory* game. Ask them to take a careful look at the picture in Ex. 1 and try to memorise the musical instruments that correspond to numbers 1-6. Allow the students time to look at the pictures and the corresponding numbers in their notebooks and then ask them to close their books. The students, in pairs, take turns and ask each other about the picture. Demonstrate this yourself first. If you wish, you can leave the flashcards on the board to help the students remember the musical instruments.

Answers

A: What's number 2?

B: A tambourine!

A: What's number 3?

B: A guitar!

A: What's number 4?

B: A triangle!

A: What's number 5?

B: A drum!

A: What's number 6?

B: A recorder!

Module 4 – I Can Sing!

3 Sing and do.

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

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

AUDIOSCRIPT

*I can play the pi-a-no,
Pi-a-no, pi-a-no.
I can play the pi-a-no,
Pi-a-pi-a-no!*

*I can play the tam-bou-rine,
Tam-bou-rine, tam-bou-rine.
I can play the tam-bou-rine,
Tam-bou-tam-bou-rine!*

*I can play the tri-ang-le,
Tri-ang-le, tri-ang-le.
I can play the tri-ang-le,
Tri-a-tri-angle!*

4 Make a guitar. Then sing as you play.

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

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

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

ENDING THE LESSON

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

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

*e.g. Student 1: (mimes playing the recorder)
I can play the...*

Class: recorder! etc.

WORKBOOK (Optional)

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

Lesson 3

Objectives

To listen to a story about the characters and the animals playing in the *Fairy Band*. To develop listening comprehension skills through a dialogue. To consolidate the language used in the module.

Language

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

- *What is it?*
- *You're good!*
- *What can I do?*
- *We are in the Fairy Band!*

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

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

Extra Materials

- The *I Can Sing!* poster for *Presentation & Practice*.

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

Play the recording and ask the students to point to each picture in their book in turn. Show them what to do by holding up your book and pointing. Play the recording again with pauses for the students to listen and follow with their fingers in the books. Play the recording again. The students listen and repeat, chorally and/or individually. Then individual students take roles and read out the dialogue.

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

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

Extension

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

BEGINNING THE LESSON

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

PRESENTATION & PRACTICE

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

★ Listen to the dialogue and point to the pictures.



POSTER

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

Students' books open. Say: *Open your books at page ninety-four.* Write the number 94 on the board and hold up your book. Ask the students to identify the characters and the animals they know.

Module 4 – I Can Sing!

Read the question at the bottom of p. 95. Ask the students to say whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

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

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

WORKBOOK (Optional)

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

Lesson 4

Objectives

To talk about sounds we can hear and things we can see in the country/on a farm/by the sea/in a garden.

Language

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

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

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

- *I can hear the (horse). I can see the (sun).*

Extra Materials

- None.

Students' books open. Say: *Open your books at page ninety-six.* Write the number 96 on the board and hold up your book. Point to the picture and elicit known vocabulary, e.g. *horse, bird, sheep, sun, apples, tree.* Elicit/Present the words *bee* and *water.* Explain the activity. The students listen to the sounds and choose the right items in the picture. Allow the students some time to write them in their notebooks. Then students point and say what they can hear.

Answers

a, d, c, e, f

I can hear the water.

I can hear the bird.

I can hear the bee.

I can hear the horse.

I can hear the sheep.

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The students listen and follow in their books. Assign roles. Students read out the dialogue.

PRESENTATION & PRACTICE

(Activities to talk about sounds we can hear and the things we can see in the country.)

 **In the country! Listen and choose what you hear. Then point and say: I can hear the**

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

Module 4 – I Can Sing!

2 Read and complete the sentences.

(An activity to help students evoke images and sounds.)

Read the first sentence. Ask the students to close their eyes and imagine being on a farm. What can they see? What can they hear? Ask them to open their eyes and complete the first set of questions. Repeat with the rest of the sentences. Ask some students to report back to the class.

(Suggested answers)

- 1** I can see **the birds**.
I can hear **the water**.
- 2** I can see **the sea**.
I can hear **the sea**.
- 3** I can see **a butterfly**.
I can hear **the birds**.

ENDING THE LESSON

Ask the students, in pairs, to imagine they are in the countryside. Ask them to tell each other what they can see/hear. Go around the class monitoring and providing any necessary help.

WORKBOOK (Optional)

If you wish, you can do Exs 6 and 7 during this lesson or the next one.

Lesson 5

Objectives

To consolidate the language learnt in the module. To develop writing skills: to draw a picture of what one can do.

Language

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

- *What can (Bill) do?*

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

- *Can you (swim)? Yes, I can.*
- *It's a (blue recorder).*
- *I can (draw). Look!*

Extra Materials

- None.

★ Look. Then say: *It's a (blue) ...*

(An activity to revise musical instruments.)

Refer the students to the picture and ask them what musical instruments they can see in it. Elicit answers (*guitar, piano, recorder, drum, triangle, tambourine*). Then students point to the musical instruments and say, e.g. *It's a blue recorder.*

Answers

It's a yellow piano.

It's an orange guitar.

It's a green drum.

It's a red triangle.

It's a pink tambourine.

BEGINNING THE LESSON

Ask individual students to tell you what they can see/hear in the classroom.

e.g. *Student 1: I can see the teacher. etc.*

PRESENTATION & PRACTICE

★ Read and talk with your friend.

(An activity to revise talking about ability.)

Students' books open. Say: *Open your books at page ninety-eight.* Write the number 98 on the board and hold up your book. Point to the pictures and elicit the actions (*swim, draw, sing, play football, ride a bike*). Ask a pair of students to read the exchange aloud. Explain the activity. The students, in pairs, ask and answer as in the example. Check round the class. Ask some pairs to report back to the class.

(Suggested answers)

A: Can you draw?

B: No, I can't.

A: Can you sing?

B: Yes, I can.

A: Can you play football?

B: No, I can't.

A: Can you ride a bike?

B: Yes, I can.

Module 4 – I Can Sing!

(Activities to develop writing skills.)

3 What can Bill do? Read Bill's text and choose the right pictures.

Point to the pictures and elicit the actions (*sing, ride a bike, play football, dance, draw, play the guitar, play the drum*). Refer the students to the title of the text and explain the activity. Ask the students to read the text and choose the actions Bill can do. Allow the students some time to write the answers in their notebooks. Individual students report back to the class, e.g. *Bill can sing. etc.*

Answers

a, f, c, d, b

4 Portfolio: Draw what you can do. Present it to the class.

Point to the picture and ask a student to read the sentence. Explain the activity. Ask the students to draw and write about what they can do and present their drawing to the classroom. Make sure you display their work somewhere in the classroom. Then help them file their drawings in their *Junior Language Portfolios*.

ENDING THE LESSON

Divide the class into two teams, A and B. Each team sends a student to the front of the class to mime an action. The other team has to guess the action with only two questions. Otherwise, they do not get the point. The team with the most points wins.

e.g. *Team A Student 1: (mimes dancing)*

Team B Student 1: Can you sing?

Team A Student 1: No, I can't.

Team B Student 2: Can you dance?

Team A Student 1: Yes, I can. etc.

Lesson 6 – Grammar Land

Objectives

To present and practise the verb 'can'.

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

★ The verb 'can'

PRESENTATION

Students' books closed. Say then write on the board: *I **can** ride a bike.* The students repeat after you. Underline **can** and explain that it is the same in all persons. Say and write: ***Can** I ride a bike? **Yes, I can.** **Can** I sing? **No, I can't.*** Underline the words in bold and explain how the interrogative is formed as well as the way short answers are constructed. Finally, say and write: *I **can't** sing. / I **cannot** sing.* Underline the words in bold. Explain to the students how the negative is formed and that **cannot** is always written as one word.

Drill your students by having them ask and answer questions about what they can do.

e.g. *Student 1: Can you climb a tree?*
Student 2: No, I can't. etc.

Students' books open. Say: *Open your books at page one hundred.* Write the number 100 on the board and hold up your book. Read through the grammar box on p. 100 and draw the students' attention to the words in bold. Make sure the students have understood the verb 'can'.

PRACTICE

★ **1 Look at the pictures and complete the sentences. Then write what you can play.**

Hold up your book, point to the children and elicit what they can/can't do. Read the instructions and the example, and explain the task. Allow the students some time to complete the task in their notebooks. Check the students' answers.

Answers

- | | |
|--------------|---------------------------|
| 2 can play | 5 can play |
| 3 can't play | 6 (students' own answers) |
| 4 can | |

Module 4 – I Can Sing!

2 Look at the pictures and complete the sentences.

Refer the students to the pictures and elicit the actions. Read the instructions and explain the activity. Allow the students some time to complete the task in their notebooks. Check the students' answers.

Answers

- 3 ... can't ride a bike
- 4 ... can ride a bike
- 5 ... can play football
- 6 ... can't play football

3 Read the questions, look at the pictures and match.

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

Answers

- 1 a 3 b 5 a
- 2 d 4 c 6 d



- Repeat it if it's true!

Explain the game. Ask a student to come to the board and be the leader. Divide the class into two teams, A and B. The leader says what he/she can do, e.g. *I can sing*. The teams take turns repeating what the leader has said only if they believe it's true. Each correct guess wins a point. The team with the most points wins. Keep changing the leaders.

If you wish, you can prepare a list of actions with ticks and crosses for the leaders to choose from.

- e.g. Leader: *I can swim.*
Team A: *You can swim.*
Leader: *Correct. One point for Team A.*
Leader: *I can sing.*
Team B: *You can sing.*
Leader: *Wrong. No points for Team B. etc.*



- My Robot

Tell the students that they are inventors and that they have invented a new kind of robot. They should draw their robot, give it a name and write what it can/can't do.

e.g. Student 1: *This is my robot, TX98000. It can fly and it can play the drum. It can't sing, but it can dance.*

WORKBOOK (Optional)

If you wish, you can do Exs 8, 9 and 10 during this lesson or the next one.

Lesson 8 - Our World/My World

Objectives

To consolidate the language of the module. To familiarise students with British and Colombian culture. To explore their own culture. To talk about famous people in Great Britain, Colombia and Russia.

Language

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

- *Great Britain, Colombia*
- famous people's names (*Wayne Rooney, Shakira*)

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

- *My favourite (singer) is (Dima Bilan).*

Extra Materials

- A map of the world for Ex. 1 (*Optional*);
- a large piece of cardboard for Ex. 2.

Before going into class

You can ask the students to bring pictures of famous people from their country beforehand.

OUR WORLD

(Activities to familiarise students with aspects of British and Colombian culture.)

★ Read about Wayne Rooney and Shakira.

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

Students' books open. Say: *Open your books at page one hundred and four.* Write the number 104 on the board and hold up your book. Point to the British flag and elicit the country: *Great Britain.* Point to the Colombian flag and say: *Colombia.* If you have a map of the world, put it up on the board and show where Colombia is. Ask the students if they know anything about this country (e.g. *capital city, famous people, etc.*). Explain to the students that in this section they will learn about famous people that live in these countries. Point to the picture of Wayne Rooney and read out his name. The students repeat after you. Tell them that he is a famous British football player. Ask the students if they have ever heard of him (e.g. *football*

team he plays in, other football players from his team, etc.). Then point to the picture of Shakira and read out her name. The students repeat after you. Tell the students that she is a Colombian singer. Ask the students if they have ever heard of her and what they know about her (*famous songs, etc.*).

Ask the students to read the texts about Wayne Rooney and Shakira.

★ 2 Make a class football team. Give your football team a name.

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

Module 4 – I Can Sing!

MY WORLD

(Activities to familiarise students with aspects of their own culture.)

3 Read the texts and write yes or no.

Point to the pictures and ask the students if they know the people shown and what they know about them. Refer the students to the texts and the sentences (1-4) and explain the activity. Ask the students to read the texts and write yes or no next to the sentences depending on whether the sentences are correct or incorrect. Allow the students some time to complete the activity in their notebooks and check their answers.

Answers

1 yes 2 no 3 no 4 yes

4 Write about your favourite football player/singer. Then talk with your friend about him/her.

Explain the activity. The students use the texts in Ex. 3 as models and write about their favourite singer/football player. Then the students, in pairs, talk about them.

(Suggested answers)

This is Maxim Galkin. He's got dark hair and glasses. He can sing and act. You can see Maxim Galkin on TV.

This is Yegor Ilyich Titov. He's very tall. He can play football really well. I like Yegor Ilyich Titov a lot! He's a great football player!

ENDING THE LESSON

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

Ask the students to vote on the most popular football player/singer in class. Then, ask individual students to come to the front of the class and say a short sentence about this person.

Lesson 9 - Storyland

Objectives

To practise reading for pleasure.

Language

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

- *Is the fisherman's wife happy?*
- *Is the fisherman sad?*
- *Is their house big?*
- *Where does she tell the fisherman to go?*

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

- *Rich, sad, clothes, jewellery, stable.*

Extra Materials

- Flashcards (66-70) for *Presentation & Practice* and Ex. 3 (*Extension*);
- The *Fisherman* poster for Ex. 3 (*Extension*);
- white glue, a toothpick, waxed paper, glitter, one paper clip and some yarn for the *Ending the Lesson* activity.

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. 86.

PRESENTATION & PRACTICE

(Activities to present the tale of 'The Fisherman and the Fish'.)

★ Listen, point to the pictures and say.



FLASHCARDS (66-70)

Students' books closed. Pin up the flashcards (66-70) on the board, one at a time. Point to the items on the flashcards (*rich, sad, clothes, jewellery, stable*) 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 jewellery flashcard) What's this?*
Class: It's jewellery. etc.

Students' books open. Say: *Open your books at page one hundred and six.* Write the number 106 on the board and hold up your book. Play the recording. The students listen, point and repeat.

AUDIOSCRIPT

Rich, sad, clothes, jewellery, stable.



Listen and read the story.



FLASHCARDS (66-70)

Students' books open. Use the flashcards to present the story. Pin the flashcards on the board in the following order (*rich, sad, clothes, jewellery, stable*) and say, e.g. *The fisherman's wife wants to be rich.* Ask individual students to repeat. Direct the students' attention to the picture. Point to the woman stamping her feet and ask questions.

e.g. *Teacher: Is the fisherman's wife happy?*
Student 1: No, she isn't.
Teacher: Is the fisherman sad?
Student 2: Yes, he is.
Teacher: Is their house big?
Student 3: Yes, it is.
Teacher: (pointing to the inset picture) Where does she tell the fisherman to go?
Student 4: To the stable. etc.

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 the fisherman, his wife and the fish. Ask the students to complete your sentences.

e.g. *Teacher: I want to be ...*
Class: rich!
Teacher: Please, don't be angry, dear ...
Class: fish!
Teacher: She sends him to live in the ...
Class: stable! etc.

Extension

Ask for a volunteer to be the narrator and three more volunteers to read the roles of the fisherman, his wife and the fish. Repeat with different students.

Module 4 – I Can Sing!

1 Read the story again and choose the right words.

Explain the activity. The students read the story again and choose the correct word to complete the sentences. Allow the students some time to write the answers in their notebooks. Check their answers.

Answers

- 1 angry, rich 2 sad, big

2 Copy the word pyramid in your notebook. Look at the pictures and complete it.

Explain the activity. Allow the students some time to copy the pyramid in their notebooks. Tell the students to look at the pictures and complete the pyramid. Check their answers.

Answers



3 Play the *Mime the story game*.

Point to the picture and have a student read out the speech bubble. Tell the students they are going to play the *Mime the story game*. Explain the game. Choose a student (Student A) to read from the book and another student (Student B) to listen to and mime the story. Repeat with as many pairs as you think is necessary.

Extension

Use the *Fisherman* poster. Stick the flashcards of the lesson, as well as the flashcards from previous episodes of the story, around the boat 'in' the sea. Explain to the students that the fisherman is going finishing. Say: *The fisherman catches the golden fish*. Ask a student to go to the board and take down the corresponding flashcard and stick it onto the boat. If a student makes a mistake then the flashcard remains in the sea to be 'fished out' next time.

Note: If you wish, in addition to the flashcards, you can prepare rough sketches or cut out pictures from magazines of all the new vocabulary items the students learn in every module.

4 Listen and sing.

Ask the students to look at the picture. Ask: *Where does the fisherman go?* Elicit the answer (*To the stable.*).

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

Extension

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

ENDING THE LESSON

Tell the students they are going to make a piece of jewellery in the shape of a starfish.

Before going into class

Bring the following materials to class: white glue, cardboard paper, glitter, 1 paper clip and some yarn.

Squeeze some white glue in the shape of a starfish on the cardboard paper. Carefully sprinkle the glue with some glitter and shake off the excess. Let it dry completely. Cut out the starfish. Make a hole and pass the piece of yarn through it. You can adjust the length of the yarn to make a necklace or a bracelet.

Module 4 – I Can Sing!

Lesson 10 - Phonics

Objectives

To read and pronounce words with the /eɪ/ and /əʊ/ sounds.

Extra Materials

- Flashcards 71-72;
- sketches that represent the words in Ex. 2, a bag and blue tack for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Repeat the activity from *Storyland* Ex. 3 (*Extension*) to revise the vocabulary items learnt in the modules thus far.

Play the song from the previous lesson (Track 22 CD2). The students listen and sing along.

PRESENTATION & PRACTICE

1 Listen, point and repeat the sounds and the words.



FLASHCARDS (71-72)

Students' books closed. Hold up the *snail* flashcard. Point to it and say: *snail*. The students repeat after you. Write the word *snail* under the flashcard. Underline the letters *ai*. Then point and say: /eɪ/, /sneɪ/. The students repeat after you. Repeat the same procedure with *boat*.

Extension

Write the following on the board:

sn + ail b + oat
r + ain g + oat
tr + ain g + oal

Students say the sounds and the words.
e.g. /sn/, /eɪ/ - /sneɪ/ etc.

Students' books open. Play the recording. The students listen, point to and repeat the sounds and the words chorally and/or individually.

2 Read the words and the sentences to your friend.

Read the sounds, the words and the sentences. The students follow in their books. Then the students work 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.

3 Complete the sentences.

Point to the pictures and elicit/present the words (*snail - sail, goat - boat, train - rain*). Explain the activity and allow the students time to complete the sentences in their notebooks. Ask individual students to read out the sentences and ask the rest of the class for verification.

Answers

- 1 snail, sail 2 goat, boat 3 train, rain

4 Listen and sing.

Point to the snail in the picture and say: *Look at the snail! It's sailing in the rain! It wants to go to Spain!* Then say: *It's good to sail in the rain in Spain!* The students repeat after you. Play the recording. The students listen and follow in their books. Play the recording again. The students listen and sing along.

ENDING THE LESSON

(An activity to revise the /eɪ/ and /əʊ/ sounds.)

Before going into class

On individual slips of paper, prepare simple sketches representing the words in Ex. 2. Put them in a bag. Bring in some blue tack.

Draw the following table on the board:

/eɪ/	/əʊ/
	

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

WORKBOOK (Optional)

If you wish, you can do Exs 11 and 12 during this lesson or the next one.

Objectives

To consolidate the key vocabulary of Part 1.

Vocabulary

mummy, daddy, brother, sister, bedroom, bathroom, living room, kitchen, garden, robot, computer, bike, TV, lamp, clock, square, circle, rectangle, triangle, head, arm, tummy, leg, foot, clap your hands, nod your head, stamp your feet, wave your arms, sing, dance, ride a bike, play football, draw, piano, guitar, triangle, drum, tambourine, recorder.

Note: *Fun Time* aims to consolidate the vocabulary of Part 1. The teacher can go through it upon completion of Part 1. Alternatively, the teacher can cover the section gradually upon completion of every module.

PROCEDURE

Have a class discussion. Hold up your book, point to an item, e.g. *square* and ask: *What is it?* Elicit: *Square*. Ask the students to write the word in their notebooks. Write the word on the board so that the students can check their answers. Go on with the incomplete items and ask the students to write the words in their notebooks. Check their answers.

Here are some suggested games/activities the teacher can do with the students.

I. I SPY ...

Ask the students to look at the picture. Divide the class into two teams, A and B. Explain the game. You say a letter and the students in teams take turns finding an item in the picture. Each correct answer gets one point. The team with the most points wins.

e.g. *Teacher: I spy with my little eye, something beginning with c/k.*

Student 1 Team A: Clock!

Teacher: Correct! 1 point for Team A. etc.

II. CATEGORIES

Draw some columns on the board, e.g.

<i>square</i>	<i>TV</i>	<i>drum</i>

Ask the students to work in pairs/groups and find more items in the picture that can go with the ones given. Allow the students some time to copy and complete the table in their notebooks. Ask the pairs/groups to report back to the class.

e.g. **square:** *circle, triangle, rectangle, ... (shapes)*

TV: *bike, computer, robot, clock, ... (presents)*

drum: *piano, guitar, recorder, ... (musical instruments)*

III. MIME THE WORD

Ask the students to look at the picture. Divide the class into two teams, A and B. Explain the game. Mime one of the items in the picture and the students in teams take turns finding which item it is. Each correct answer gets one point. The team with the most points wins.

e.g. *Teacher: (mimes clapping hands)*

Student 1 Team A: Clap your hands.

Teacher: Correct! 1 point for Team A. etc.

IV. WORDS IN A HEART

Draw a big heart on the board. Ask the students to do the same in their notebooks. Ask the students to draw in the hearts the items they like, want to have, etc. Then students present their drawings.

V. NUMBER THE WORDS

Before going into class

Prepare sheets of paper, one per group, with different items from the picture on pp. 112-113, e.g.

Sheet 1

- 1 sing
- 2 kitchen etc.

Sheet 2

- 1 square
- 2 play football etc.

Divide the class into groups. Give a sheet of paper to each group. Explain the activity. The groups find the items on their sheets in the picture and write the corresponding number next to each item. The group that finishes first is the winner.

VI. TELEPATHY

Divide the class into two teams, A and B. Think of an item and say the name of the module, e.g. *My Birthday*. The teams take turns finding which item it is. Each correct answer gets one point. The team with the most points wins.

e.g. *Teacher: (Thinks of bike) My Birthday.*
Student 1 Team A: (Is it) a computer?
Teacher: No!
Student 1 Team B: (Is it) a bike?
Teacher: Yes! 1 point for Team B. etc.

Objectives

To talk about Children's Day. To sing a song about Children's Day.

Language

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

- *Children's Day, hold hands, help us grow.*

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

- *It's Children's Day!*

Extra Materials

- Photocopies of the *Me Tree* template from the *Teacher's Book* for Ex. 2;
- strips of paper for the *Ending the Lesson* activity.

Note: This unit is optional. It is designed to be taught just before Children's Day. 20th November is often the day chosen by countries to celebrate Children's Day, but this can vary from country to country.

BEGINNING THE LESSON

Play the *Children's Day* song from Ex. 1 as the students are arriving. Greet them with *It's Children's Day*. Tell students that Universal Children's Day is on 20 November, but different countries celebrate it on different dates. It is a day to celebrate children's rights around the world and to remind us that children need love and respect to grow and reach their full potential. Encourage the students to take part in the discussion, in L1 if necessary, by saying what special things they do on this day.

PRESENTATION & PRACTICE

★ Listen and sing.

Students' books open. Say: *Open your books at page one hundred and fourteen.* Write the number 114 on the board and hold up your book. Refer the students to the picture of the children who are standing around the globe, holding hands. Say: *It's Children's Day!* The students repeat after you. Then mime as you say: *Let's hold hands, It's Children's Day! Let's clap hands, and shout Hooray!* The students repeat after you. Play the recording as many times as you think is necessary for the students to start singing along.

AUDIOSCRIPT

*Let's hold hands,
It's Children's Day
Let's clap hands,
And shout Hooray!*

*We are children
Help us grow
We are children
We're nice to know!*

*Let's hold hands,
It's Children's Day
So listen please
To what we say!*

2 Make a *Me Tree!* Draw and write about your favourite people/ animals/things.

Before going into class

Photocopy the template of the *Me tree* [p. 135(T)], one per student.

Tell the students that they are going to make a *Me Tree!* The leaves of their trees are going to be handprints and on each handprint they are going to draw their favourite things, e.g. *a pet, a toy, a colour, a date*, etc. Give each student a photocopy of the tree template and give them enough time to colour and complete their trees with their favourite things. Once they finish, they present their trees to the class, e.g. *These are my favourite things: my dog, Rex, my teddy bear, the colour red, etc.*

3 Play the *Children's Day* game.

Before going into class

Prepare cards with the following words/ sketches on them: *heart (love), house (home), clothes, shoes, books, food, water, medicine, dove (peace), etc.*

Refer the students to the picture and tell them they are going to play the *Children's Day* game. Ask the students to sit in a circle preferably. Hand out the cards, one to each student. Ask them to show their cards. Elicit the words, e.g. *love* (for the heart symbol). Teach the following song (to the tune of the *Farmer in his den*):

The child needs (love)

The child needs (love)

C-H-I-L-D

The child needs (love).

Say a word, e.g. *love*. The child with the corresponding card goes to the centre of the circle and holds up his/ her card. The rest of the class sings the song. Repeat with the rest of the words.

Note: With large classes multiply the words and have more than one student go into the centre of the circle each time.

ENDING THE LESSON

Before going into class

Prepare strips of paper (approximately 20 x 3 cm), one per student.

Tell the students that they are going to make a *Class Friendship Chain*. Hand out the strips of paper. Ask each student to decorate the strip and write his/ her name on it. Create a Class Friendship Chain by gluing the ends of each strip to make a paper chain. Decorate the classroom with it.

WORKBOOK (Optional)

If you wish, you can do the activity in the *Workbook*.

Objectives

To talk about New Year. To sing a New Year song.

Language

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

- *music, clock, fun, food, snow, presents, family, sing, fireworks, New Year*

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

- *Happy New Year!*

Extra Materials

- None.

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

BEGINNING THE LESSON

Play the song *Happy New Year* from Ex. 1 as the students are arriving. Greet them with *Happy New Year*.

PRESENTATION & PRACTICE

1 Listen and sing.

Students' books closed. Have a class discussion, in L1 if necessary, about what we usually do when we celebrate New Year's and what comes to their mind when they hear the words *New Year*. Ask the students to tell you how they spend their holidays.

Students' books open. Say: *Open your books at page one hundred and sixteen.* Write the number 116 on the board and hold up your book.

Point to the picture and ask the students to say what they see (snow, triangles, bells). Say: *Ding, dong, diggy, diggy, dong! Happy New Year to everyone!* The students repeat after you. Repeat with the rest of the song. Play the recording as many times as you think is necessary for the students to start singing along. Encourage the students to nod their heads from side to side in unison as they sing.

AUDIOSCRIPT

Ding Dong,
Diggy Diggy Dong!
Happy New Year
To everyone!

*Ding Dong Diggy Diggy Dong,
Diggy Diggy Ding Dong Dong!*

Ding Dong,
Diggy Diggy Dong!
Happy New Year
Let's all have fun!

2 Make a greeting card for New Year and Christmas. Read the text and choose the right word.

Point to the pictures of the greeting cards and present the words. Explain the activity and allow the students to complete the sentences in their notebooks. Ask the individual students to read out the sentences and ask the rest of the class for verification. Ask the students to make a similar greeting card for a friend.

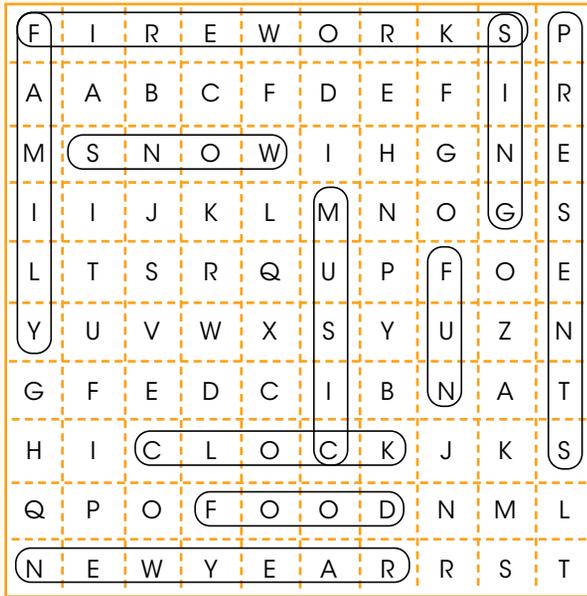
Answers

1 clock 2 New Year 3 Merry 4 happy

Happy New Year!

3 Look and find the words.

Refer the students to the pictures and read the words. The students repeat after you. Allow them some time to find the words in the word puzzle and write them in their notebooks. Check their answers.



WORKBOOK (Optional)

If you wish, you can do the activity in the *Workbook*.

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 2 the evaluation activities are included in both the Teacher's Book, the *Student's Book* and the *Test Booklet*.

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* [p. 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:

★★★★★ – the student recognises and produces the language

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

★ – the student does not recognise the language

Cumulative evaluation

The results of cumulative evaluation are recorded on the student's cumulative evaluation chart [p. 131(T)].

In the Student's Book the last two pages of the module are used for cumulative evaluation. However, in order to obtain reliable information, the formative evaluation marks, work done throughout the module, participation and attitude, as well as the marks obtained from the module tests should also be taken into account.

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

Evaluation chart for games and activities (formative evaluation)

Name of game/activity:

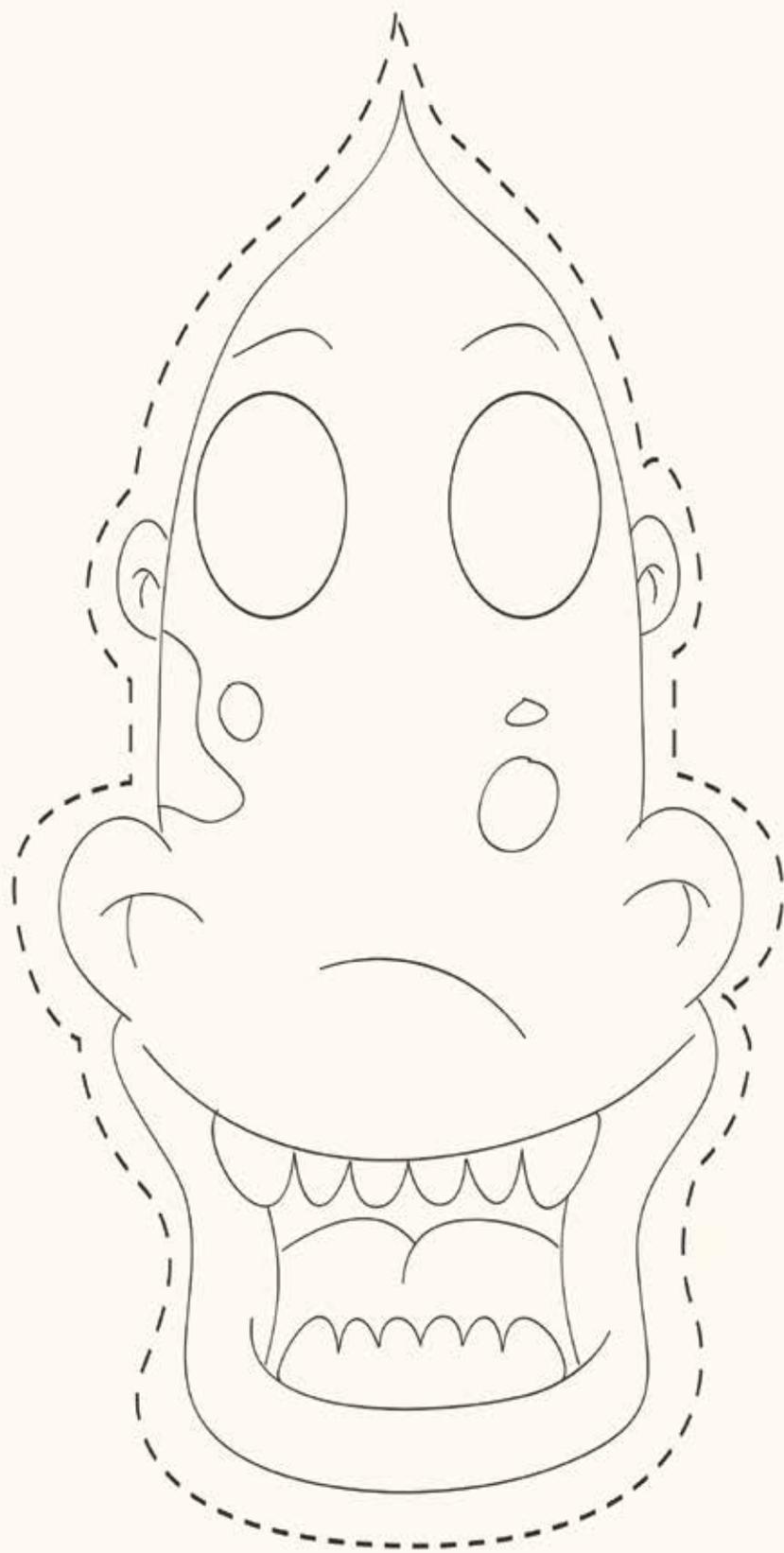
Aim of game/activity:

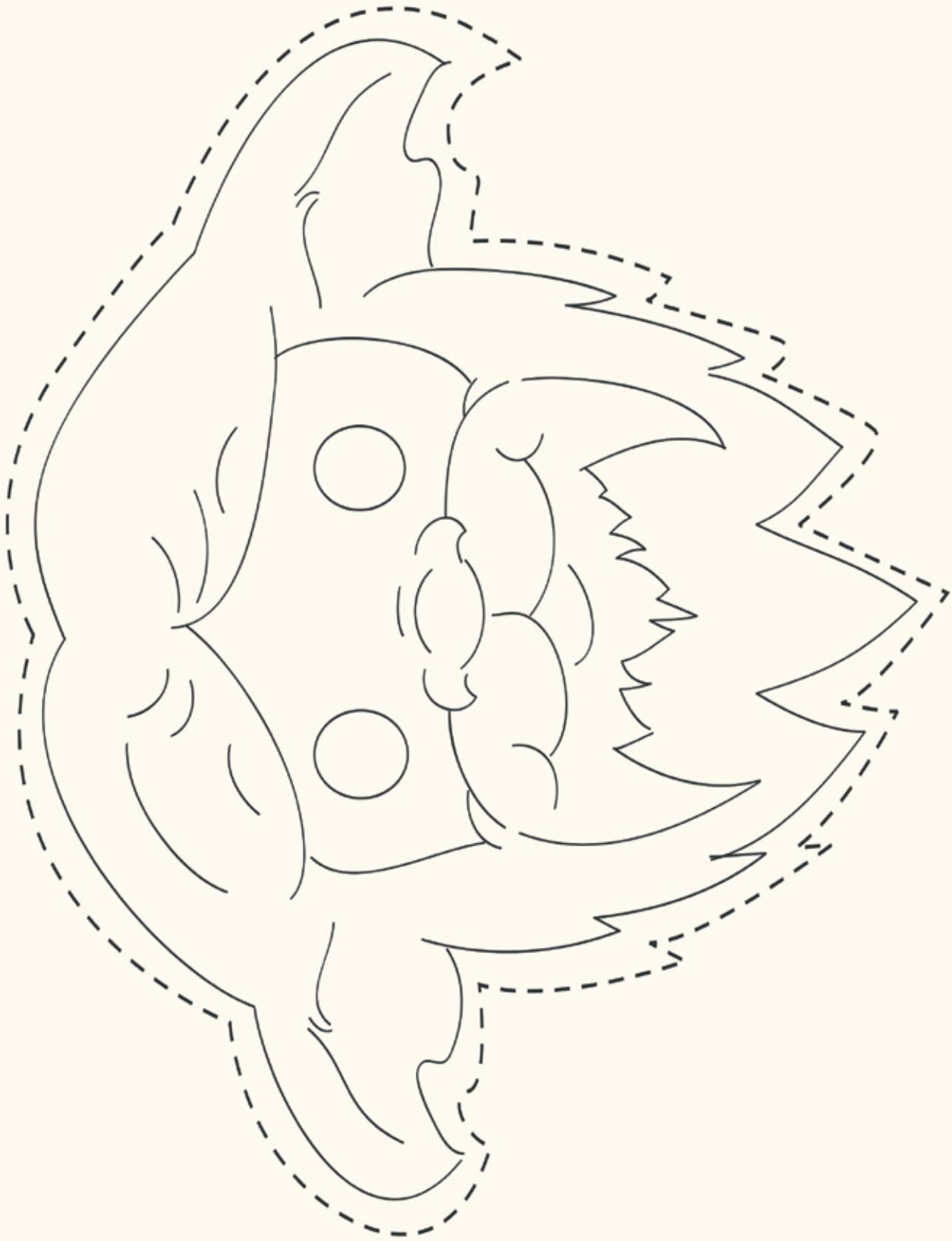
Module: Lesson: Course:

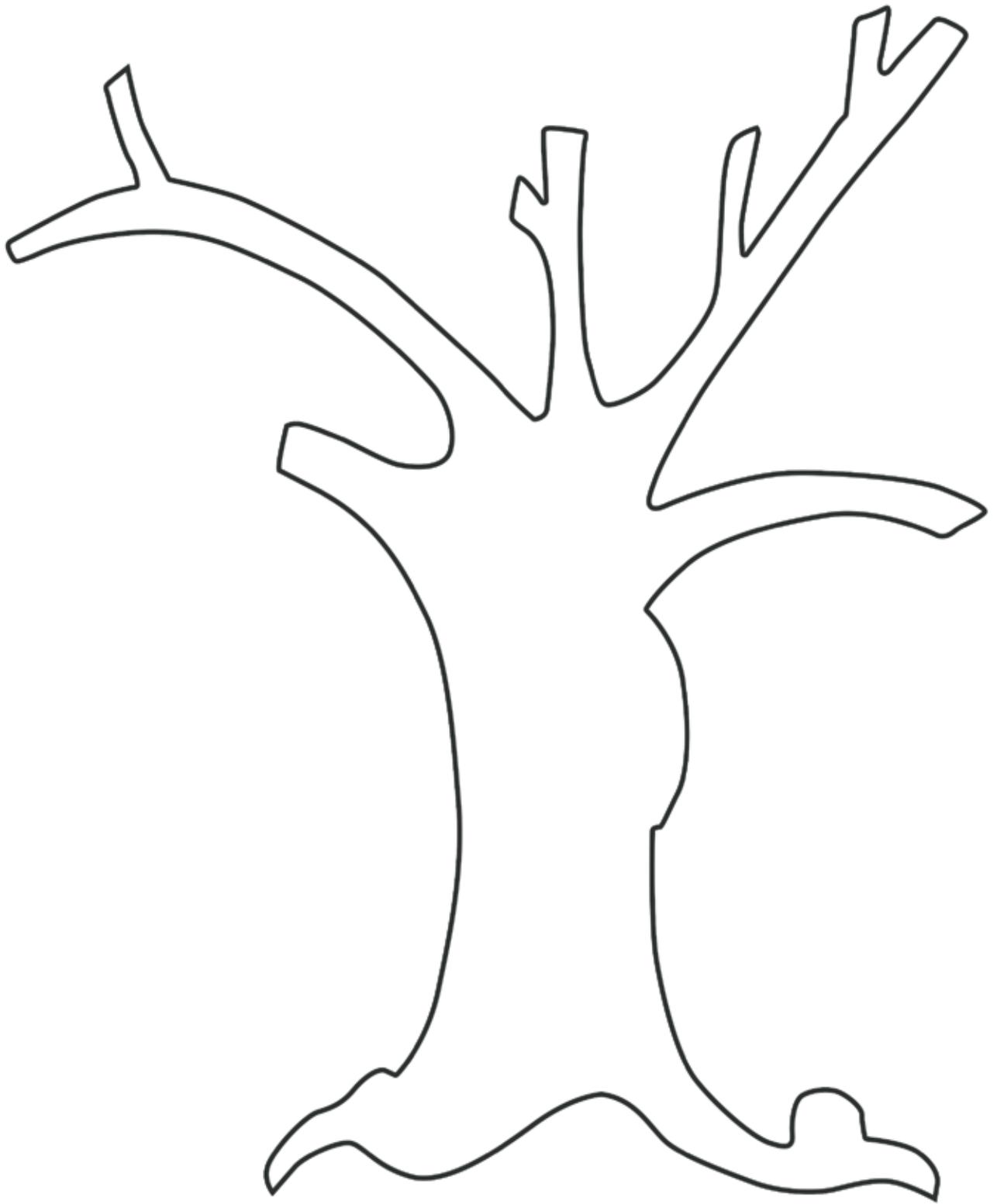
Students' names:	Mark and comments
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

Evaluation criteria: ★★★★★ ★★★ ★









Workbook (Key & Instructions)

STARTER UNIT – Hello, Magic Friends!

1 Look, read and match the characters to the speech bubbles.

Point to the characters and elicit their names. Explain the activity. The students match the characters to the speech bubbles. Check their answers.

Answers

- 1 Hello. I'm Willow.
- 2 Hi. My name's Alvin.
- 3 Hi. I'm Woody.
- 4 Hello. My name's Frosty.
- 5 Hello. I'm Erlina.

2 Write your name.

Point to Woody and ask: *What's his name?* Elicit the answer. Read the speech bubble and ask the students to write their names in the space provided. Check their answers.

3 Trace the letters. Then write them.

Revise letters Aa-Ff. Point to the letters and ask the students to trace and write them. Check their answers.

4 Circle 6 items with the /æ/ sound.

Read the instructions and explain the activity. Ask the students to look at the picture and circle 5 items with the /æ/ sound. Allow them some time to complete the activity. Check their answers.

Answers

cap, hat, bat, cat, ant

5 Trace the letters. Then write them.

Revise letters Gg-Ii. Point to the letters and ask the students to trace and write them. Check their answers.

6 Match the rhyming words. Complete the sentences.

Read the instructions and explain the activity. Ask the students to match the rhyming words and then complete the sentences. Allow the students some time to complete the activity. Check their answers.

Answers

- | | |
|----------------|---------------|
| 2 Kim – swim | 4 cake – Jake |
| ... swim | ... Jake |
| 3 white – kite | |
| ... kite | |

7 Complete the lists.

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

Answers

/i:/: she, we, he
/e/: pen, hen, dress
/aɪ/: bye, fly, sky
/ɪ/: pretty, baby, teddy

8 Trace the letters. Then write them.

Revise letters Mm-Tt. Point to the letters and ask the students to trace and write them. Check their answers.

9 Read and complete the poem.

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

Answers

1 sun 2 sky 3 me 4 home

10 Put the sentences in the right order. Then act out the dialogue with your friend.

Read the instructions and explain the activity. Allow the students some time to put the sentences in the correct order. Check their answers. Then, in pairs, they act out the dialogue.

Answers

3, 1, 4, 2

11 Say the words. Circle the item that has a different sound.

Read the instructions and explain the activity. Allow the students some time to say the words and circle the item that has a different sound from the other two. Check their answers.

Answers

2 puppy 4 cat
3 egg 5 milk

12 Trace the letters. Then write them.

Revise letters Uu-Zz. Point to the letters and ask the students to trace and write them. Check their answers.

13 Choose and write the words with the /i:/ sound.

Read the instructions and explain the activity. Read the words. Allow the students some time to

write the words with the /i:/ sound. Check their answers.

Answers

jeans, green, sea, sweets, he

14 Read and choose the right response.

Explain the activity. Allow some time for the students to read the sentences and choose the correct responses. Check their answers.

Answers

1 a 2 b 3 b

15 Which letter is missing? Complete.

Revise the alphabet. Point to the letters and ask the students to write the ones that are missing. Check their answers.

Answers

1 C, E 3 L, O 5 V, W, Y, Z
2 G, H 4 P, Q

16 Say the words. Use the code and colour the items.

Read the instructions and explain the activity. Read the words. Allow the students some time to use the code and colour the items. Check their answers.

Answers

ship – red
cheese – yellow
cherries – yellow
phone – blue
fish – red
king – green

17 Read and complete the rhyme.

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

Answers

1 clock 2 one 3 runs 4 Dock

18 Circle and match the numbers.

Read the instructions and explain the activity. Ask the students to circle and match the numbers. Allow the students some time to complete the activity. Check their answers.

Answers

one - 1 four - 4 three - 3
nine - 9 six - 6 five - 5
ten - 10 eight - 8 seven - 7

19 Say the words. Match them to the pictures.

Read the instructions and explain the activity. Ask the students to look at the words on cards A and B and say them out loud. Allow the students some time to match the words to the correct pictures. Check their answers.

Answers

A 2 frog 5 green
3 drum 6 tree
4 dress

B 1 plane 4 plate
2 black 6 dolphin
3 milk

MODULE 1 – My Family

1 Look at the picture, read and circle the right words.

Ask the students to look at the picture and elicit the family members' names and their relationship to each other. Explain the activity. Allow the students some time to read the sentences and choose the correct answer. Check their answers.

Answers

daddy, mummy, brother, sister

2 Read and circle the words using the colour key. Then sing *This is my mummy!*

Read the instructions and explain the activity. The students read the song and circle the words using the colour key (i.e. they read and circle the words *mummy*, using a red coloured pencil, *daddy*, using a blue coloured pencil, etc.). Check the students' answers. Play the song. The students listen and sing along.

3 Look at the picture and answer the questions.

Revise the parts of a house. Direct the students' attention to the cross section of Ronny's house. Point to the different parts of the house and elicit their names. Explain the activity. Tell the students to look at the picture and answer the questions. Ask: *Where's Ronny?* Elicit: *(In the) kitchen.* Repeat the procedure for the remaining rooms. Allow the students some time to complete the activity. Check their answers.

Answers

kitchen, living room, bathroom, bedroom, garden

Workbook (Key & Instructions)

4 Read and draw lines to match the characters to the rooms. Then sing *Where's Alvin?*

Read the instructions and explain the activity. The students read the song and match the characters to the rooms. Check the students' answers. Play the song. The students listen and sing along.

Answers

Alvin – kitchen
Erlina – bedroom
Woody – bathroom
Frosty – living room

5 Read, choose the right words and complete the dialogue. Then, in pairs, act out the dialogue.

Read the instructions and explain the activity. Refer the students to the picture and ask: *Where's mummy?* Elicit: *In the garden.* Allow the students some time to read the dialogue and complete it. Check their answers. Then, in pairs, the students act out the dialogue.

Answers

2 she isn't 3 in 4 No 5 She's

6 Read and draw. Then colour.

Explain the activity. Read the first sentence. Ask: *Where's the yellow ball?* Elicit: *It's in the bathroom.* Ask the students to draw a yellow ball in the bathroom. Allow the students some time to complete the activity. Once they finish, check their work. Then in pairs, the students ask and answer.

e.g. *Student 1: Where's the red ball?*
Student 2: It's in the garden.

7 Complete the words. Then find the stickers.

Read the instructions and explain the activity. Allow the students some time to complete the words. Check their answers. Then ask the students to find the corresponding stickers, from the sticker section, and show them to you for verification before sticking them in the appropriate spaces.

Answers

mummy, daddy, brother, sister

8 Read the sentences, look at the pictures and circle yes or no.

Read the instructions and explain the task. Allow the students some time to read the sentences, look at the pictures and circle the correct answer. Check their answers.

Answers

A Yes B Yes C Yes D Yes

9 Look and write the correct word.

Revise the personal pronouns. Point to yourself and say: *I.* Then point to a girl and elicit: *She.* Repeat with the remaining pronouns. Ask the students to look at the pictures and write the correct pronoun. Check their answers.

Answers

2 she 5 they 8 it
3 they 6 we 9 she
4 he 7 it

10 Read and complete the sentences.

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

Answers

2 He 3 It 4 She 5 They

11 Read and complete the sentences.

Revise the verb *be.* Read the example and explain the activity. Ask the students to read and complete the remaining sentences. Check their answers.

Answers

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

12 Read the questions and tick (✓) the correct answers.

Point to Woody in the first picture and read the question. Read the answer choices. Tell the students to put a tick next to the correct answer. Allow the students some time to complete the activity. Check their answers.

Answers

1 No, he isn't. 3 No, she isn't.
2 No, he isn't. 4 Yes, she is.

13 Read and underline the correct words.

Revise the possessive adjectives. Read the example and explain the activity. Allow the students some time to read the sentences and underline the correct word.

Answers

1 his 3 your 5 Their
2 Their 4 our

14 Read and match. Then colour the pictures.

Read the instructions and explain the activity. Allow the students some time to read the sentences and match them to the pictures. Then ask them to colour the pictures.

Answers

1 A 2 C 3 B 4 D

15 Say the items. Match them to the right sounds.

Point to the items and elicit their names. Then ask the students to match the items to the right sounds. Allow the students some time to complete the activity and check their answers.

Answers

or – popcorn, horse
ar – guitar, garden, jar

16 Read and write the words under the pictures.

Go through the pictures and elicit the vocabulary. Explain the activity. The students read and write the words under the corresponding pictures. Check the students' answers.

Answers

2 daddy	6 kitchen
3 sister	7 bathroom
4 brother	8 bedroom
5 living room	9 garden

17 Tick (✓) to show what you can do: I can name the family members. I can read and write the parts of a house. I can sing the songs in Module 1!

Ask the students to look at the pictures. Explain the activity. Point to and read the words on the first piece of paper. Ask the students if they remember the English words of the family members. If they do, they tick the box. If they do not, go back to the module and revise the words. Repeat with the second picture. Start singing the songs in Module 1 (*This is my mummy, Where's Alvin?*). Ask the students if they can sing the songs. If they can, they tick the box. If they cannot, play the songs again and help the students sing along.

MODULE 2 – My Birthday

1 Look and circle the right words. Then colour the pictures.

Explain the activity. The students look at the pictures and circle the correct words. Then ask them to colour the pictures. Check their answers. As an extension, you can ask the students to present their pictures, e.g. *a (red) robot, a (blue) computer, a (yellow) lamp, a (green) clock.*

2 Read and draw the right number of candles.

Revise the numbers 1-10. Point to the picture of the birthday girl and boy and read the speech bubbles. Ask the students to draw the right number of candles on their cakes. Check their answers.

Answers

A six candles B ten candles

3 Read and complete the song. Then sing *Have a Happy Birthday!*

Read the instructions and explain the activity. Allow the students some time to complete the missing words. Check their answers. Play the song. The students listen and sing along.

Answers

1 today 2 kiss

4 Look and tick (✓) the shapes used.

Revise the names of the shapes. Point to the pictures and ask the students to name the shapes they see in each picture. Explain the activity. The students tick the shapes shown in each picture. Check their answers.

Answers

1 square, triangle, rectangle
2 triangle, circle, square
3 triangle, circle, rectangle
4 square, rectangle, circle

5 Trace the shapes and complete the sentences. Then sing *I'm a circle!*

Read the instructions and explain the activity. The students trace the shapes and complete the speech bubbles. Check the students' answers. Play the song. The students listen and sing along.

Answers

2 square 3 triangle 4 rectangle

6 Use the code to write.

Point to the picture and explain the activity. Tell the students to use the code to decipher the speech bubble. Allow them some time to

Workbook (Key & Instructions)

complete the activity and check their answers. Ask a student to read out the speech bubble:

Answer

HAPPY BIRTHDAY, PAM!

7 Read and complete the dialogue. Then, in pairs, act out the dialogue.

Read the instructions and explain the activity. Allow the students some time to complete the dialogue. Check their answers. Then, in pairs, ask the students to act out the dialogue.

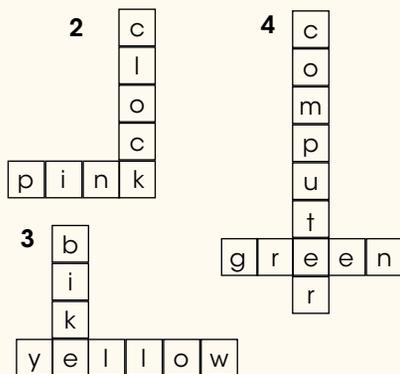
Answers

2 Thank you. 3 I'm eight.

8 Look at the pictures, choose and write the words. Then colour the pictures.

Read the names of the colours and the presents. Refer the students to the example and explain the activity. The students look at the pictures, choose the corresponding words from above and complete the puzzles. Then they colour the pictures. Check their answers.

Answers



9 Read and find the stickers.

Read the instructions and explain the activity. Read the sentences. Ask the students to find the corresponding stickers, from the sticker section, and show them to you for verification before sticking them in.

10 Read and write a or an.

Revise the use of the indefinite articles a/an. Allow the students some time to complete the activity and check their answers.

Answers

2 a 5 a 8 a 11 a
3 an 6 a 9 a 12 an
4 a 7 an 10 an

11 Look at the pictures, read the sentences and complete.

Revise the prepositions of place. Refer the students to the picture and ask: *Where's the robot?* Elicit: *The robot is on the TV.* Allow the students some time to read the sentences and complete. Check their answers.

Answers

2 under 3 in 4 on 5 near

12 Look at the pictures, read and answer.

Point to the first picture and ask: *Is Bertie on the bed?* Elicit: *No, he isn't.* Then ask: *Is Bertie under the bed?* Elicit: *Yes, he is.* Explain the activity. The students look at the pictures, read the questions and answer.

Answers

2 Yes, he is. 5 Yes, he is.
3 No, he isn't. 6 No, he isn't.
4 No, he isn't.

13 Write the missing letters. Say the words. Then colour the pictures.

Revise the sounds. Then point to the pictures and elicit the names of the items. Ask the students to write the missing letters and then colour the pictures. Check their answers.

Answers

circle her thirteen
flower mouse mouth

14 Read and write the words under the pictures.

Go through the pictures and elicit the vocabulary. Explain the activity. The students read and write the words under the corresponding pictures. Check the students' answers.

Answers

2 computer 7 circle
3 lamp 8 square
4 bike 9 rectangle
5 clock 10 triangle
6 TV

15 Tick (✓) to show what you can do: I can name presents. I can read and write the shapes. I can sing the songs in Module 2!

Ask the students to look at the pictures. Explain the activity. Point to and read the words on the first piece of paper. Ask the students if they

remember the English words for the toys. If they do, they tick the box. If they do not, go back to the module and revise the words. Repeat with the second picture. Start singing the songs in Module 2 (*Have a Happy Birthday, I'm a circle*). Ask the students if they can sing the songs. If they can, they tick the box. If they cannot, play the songs again and help the students sing along.

MODULE 3 – My Body

1 Look and write.

Revise the parts of the body. Read the instructions and explain the activity. Allow some time for the students to write the words using the letters. Check their answers.

Answers

- 1 head 3 tummy 5 leg
2 arm 4 foot

2 Draw the parts of the face. Then match them to the right words.

Read the instructions and explain the activity. Allow the students some time to draw the parts of the face. The students then match the parts to the right words. Check their answers.

Answers

- eyes 3 nose 1 mouth 5
hair 4 ears 2

3 Complete the sentences. Then sing *What's the matter?*

Read the instructions and explain the activity. The students read and complete the speech bubbles. Check the students' answers. Play the song. The students listen and sing along.

Answers

- 1 head 2 arm 3 leg

4 Read and find the stickers.

Read the instructions and explain the activity. Read the speech bubbles. The students repeat after you. Ask the students to find the corresponding stickers, from the sticker section, and show them to you for verification before sticking them in the appropriate spaces. Then individual students read out the speech bubbles.

5 Put the words in the correct order to make sentences.

Read the instructions and explain the activity. The students put the words in the correct order to make sentences. Check their answers.

Answers

- 2 Nod your head! 5 Stand up!
3 Stamp your feet! 6 Close your books!
4 Wave your arms!

6 Read and match the sentences to the pictures. Then sing *If you're happy!*

Read the instructions and explain the activity. The students match the sentences to the pictures. Check the students' answers. Play the song. The students listen and sing along.

Answers

- 1 Clap your hands! 3 Nod your head!
2 Wave your arms! 4 Stamp your feet!

7 Look at the pictures, read and tick (✓).

Revise the commands by miming an action (*clap hands, stamp feet, nod head, wave arms*) and elicit the correct answer. Direct the students' attention to the pictures and explain the activity. Allow the students some time to tick the correct sentence. Check their answers.

Answers

- 1 Clap your hands. 3 Wave your arms.
2 Nod your head.

8 Read the dialogue and choose the right sentences. Then in pairs act out the dialogue.

Read the instructions and explain the activity. The students read the dialogue and choose the correct responses. Then, in pairs, the students act out the dialogue.

Answers

- 1 a 2 b 3 a

9 Read and choose the right picture.

Read the instructions and explain the activity. Direct the students' attention to the pictures and elicit the names of the parts of the body. Ask a student to read the sentence. Allow the students some time to look at the monsters in pictures A and B and choose the correct picture.

Answer: A

10 Look and trace the right words.

Read the instructions and explain the activity. Allow the students some time to look at the pictures and trace the right word. Check their answers.

Workbook (Key & Instructions)

Answers

1 She's 2 He's 3 He's

11 Put the words in the correct order to make sentences. Then draw the pictures.

Point to the TVs and ask: *What have I got?* Elicit: *I've got two TVs.* Explain the activity. The students put the words in the correct order to make sentences. Then they draw the pictures. Check their answers.

Answers

- B I've got a blue umbrella
- C They've got a big house
- D He's got a yellow hat

12 Read the sentences and circle the correct one.

Read the instructions and explain the activity. Read the sentences and ask the students to circle the correct one. Check their answers.

Answers

2 b 4 a 6 a 8 a
3 b 5 a 7 b

13 Look at the pictures, complete and answer the questions.

Point to the first picture and ask: *Has he got red hair?* Elicit: *No, he hasn't. He's got brown hair.* Explain the activity. The students look at the pictures, complete the questions and then answer them.

Answers

- 2 Has it got ...
No, it hasn't. It's got big ears
- 3 Has she got ...
No, she hasn't. She's got a dog
- 4 Has he got ...
No, he hasn't. He's got big feet

14 Write the missing letters. Then say the words.

Read the sounds. The students write the missing letters and say the words. Check their answers.

Answers

2 surf 4 worm 6 nurse
3 work 5 turtle

15 Use the words from Ex. 14 and complete the sentences.

Read the instructions and explain the activity. The students use the words from Ex. 14 to complete the sentences. Check their answers.

Answers

1 surf 3 turtle 5 nurse
2 purple 4 worm

16 Read the words and use them to write sentences.

Read the words and ask the students to explain their meaning in L1. Then the students use the words to write sentences.

(Suggested answers)

Cats have got paws.
I like strawberry jam.

17 Read and write the words under the pictures.

Go through the pictures and elicit the vocabulary. Explain the activity. The students read and write the words under the corresponding pictures. Check the students' answers.

Answers

2 leg 6 hands
3 foot 7 feet
4 arm 8 head
5 tummy 9 arms

18 Tick (✓) to show what you can do: I can name the parts of the body. I can read and write the commands. I can sing the songs in Module 3!

Ask the students to look at the pictures. Explain the activity. Point to and read the words on the first piece of paper. Ask the students if they remember the English words for the parts of the body. If they do, they tick the box. If they do not, go back to the module and revise the words. Repeat with the second picture. Start singing the songs in Module 3 (*What's the matter?*, *If you're happy*). Ask the students if they can sing the songs. If they can, they tick the box. If they cannot, play the songs again and help the students sing along.

MODULE 4 – I Can Sing!

1 Trace the words. Then find the stickers.

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

2 Read and complete. Then sing *I can do that!*

Read the instructions and explain the activity. The students look at the pictures and complete the sentences. Check the students' answers. Play the song. The students listen and sing along.

Answers

1 sing 2 do 3 ride 4 draw

3 Trace the musical instruments. Then look and circle the right words.

Read the instructions and explain the activity. Allow the students some time to trace the musical instruments. Point to the picture of the drum and say: *I can play the ...* elicit the correct answer: *drum*. The students circle the word. Allow the students some time to complete the activity. Check their answers.

Answers

1 drum 3 triangle
2 recorder 4 piano

4 Look at the pictures and read what the robots are saying. Answer the questions. Then sing *I can play the piano!*

Read the instructions and explain the activity. Point to Roy in the first picture and ask: *What's his name?* Elicit: *Roy*. Then ask: *What can Roy play?* Elicit: *Roy can play the piano*. Explain the activity. The students look at the pictures and read what the robots are saying. Then they answer the questions. Check their answers. Play the song. The students listen and sing along.

Answers

1 My name's Roy.
I can play the piano.
2 My name's Ruth.
I can play the tambourine.
3 My name's Ron.
I can play the triangle.

5 Look and circle 6 differences. Then write.

Ask the students to look at the two pictures and elicit the differences. Allow the students some time to circle the differences. Then individual students point to each of the differences and say, e.g. *In picture B, I can see a green guitar*.

Answers

In picture B, I can see a red drum.
In picture B, I can see a blue triangle.
In picture B, I can see a pink piano.

In picture B, I can see an orange tambourine.
In picture B, I can see a yellow recorder.

6 Look at the picture, read and complete the sentences.

Direct the student's attention to the picture. Point to Nick and ask: *What can Nick do?* Elicit: *He can sing*, etc. Explain the activity. Allow the students some time to read and complete the sentences. Check their answers.

Answers

1 sing 3 dance 5 draw
2 play 4 ride

7 Look and match. Then point and say: *I can play football with my feet. I can't play football with my hands.*

Point to and elicit the actions. Then direct the students' attention to the pictures of the hands and feet. Explain the activity. Point to the picture of the child playing football and ask: *Can you play football with your hands or feet?* Elicit: *feet*. Say: *I can play with my hands*. Allow the students some time to complete the activity and check their answers. Then students point to each picture and make sentences orally in class.

Answers

2 I can jump with my feet.
I can't jump with my hands.
3 I can play the guitar with my hands.
I can't play the guitar with my feet.
4 I can draw with my hands.
I can't draw with my feet.
5 I can play the drum with my hands.
I can't play the drum with my feet.
6 I can run with my feet.
I can't run with my hands.

8 Look and write the sentences.

Point to Angie in the first picture. Ask: *What can Angie do? What can't she do?* Elicit: *Angie can dance, but she can't sing*. Explain the activity. The students look at the pictures and write the sentences.

Answers

2 George can play football, but he can't dance.
3 Mark can draw, but he can't ride a bike.
4 Sara can play the guitar, but she can't play the recorder.
5 Bill and Tom can play the drums, but they can't play the piano.

Workbook (Key & Instructions)

9 Put the words in the correct order to make sentences.

Read the instructions and explain the activity. The students put the words in the correct order to make sentences. Check their answers.

Answers

- 2 They can't dance.
- 3 Can you play football?
- 4 He can't ride a bike.
- 5 She can draw.
- 6 Can it sing?

10 Look, read and tick (✓) the right answer.

Point to the pictures of the animals performing different actions. Elicit the actions. Point to the first picture and ask: *Can he ride a bike?* Elicit the correct answer. Explain the activity. Allow the students some time to read the questions and tick the correct answer. Check their answers.

Answers

- | | |
|------------------|------------------|
| 1 Yes, he can. | 3 Yes, he can. |
| 2 No, she can't. | 4 No, she can't. |

11 Circle the right word.

Read the instructions and explain the activity. The students read the questions and circle the right word. Check their answers.

Answers

- 2 sail 3 train 4 snail

12 Circle the words with the /əʊ/ sound.

Point to the pictures of the items with the /əʊ/ sound and elicit their names. The students find and circle the words in the word search.

Answers

p	m	o	(b)	o	a	(t)	e
v	(r)	g	h	k	c	v	(g)
(c)	o	a	(t)	x	z	q	o
n	a	m	v	f	o	t	a
v	(d)	a	b	c	d	t	(l)
l	a	o	y	w	g	u	k
(s)	o	a	(p)	a	p	i	h
a	s	(g)	o	a	(t)	m	n

13 Read and write the words under the pictures.

Go through the pictures and elicit the vocabulary. Explain the activity. The students read and write the

words under the corresponding pictures. Check the students' answers.

Answers

- | | |
|-----------------|---------------|
| 2 draw | 7 guitar |
| 3 dance | 8 drum |
| 4 ride a bike | 9 triangle |
| 5 play football | 10 recorder |
| 6 piano | 11 tambourine |

14 Tick (✓) to show what you can do: I can name actions. I can read and write the musical instruments. I can sing the songs in Module 4!

Ask the students to look at the pictures. Explain the activity. Point to and read the words on the first piece of paper. Ask the students if they remember the English words for the actions. If they do, they tick the box. If they do not, go back to the module and revise the words. Repeat with the second picture. Start singing the songs in Module 4. (*I can do that!*) *I can play the piano!*. Ask the students if they can sing the songs. If they can, they tick the box. If they cannot, play the songs again. and help the students sing along.

CHILDREN'S DAY

• What do they say? Break the code and find out!

Read the instructions and explain the activity. Allow the students some time to look at the pictures and write the first letter of each item in order to break the code. Check their answers.

Answer

Happy Children's Day!

HAPPY NEW YEAR!

• Read the cards. Then write a card for Woody and Frosty.

Read the instructions and explain the activity. Read the cards. Ask the students to write a similar card.

BOARD GAMES (1-2)

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