

CAMBRIDGE

American
English

Super Safari

Teacher's Book



3

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Introduction

About *Super Safari*

What is *Super Safari*?

Super Safari is an English course for children at pre-school. The course can be taught in three levels (Levels 1, 2, and 3) or two levels (Levels 2 and 3), as the language introduced in Level 1 is constantly recycled in the higher levels of the course. *Super Safari* helps children get used to learning in a classroom and develop key linguistic and interpersonal skills, all the while having as much fun as possible. The approach ensures that children using *Super Safari* begin their English-learning journey with enthusiasm and confidence.

A flexible approach

All three levels of *Super Safari* have been specifically researched to cater for a variety of teaching situations, including those with a higher than usual number of hours of English per week. The units include lessons with a core syllabus focus and additional lessons which can be used flexibly according to the time available for English (see pages xviii–xix).

Igniting interest

Super Safari 3 is appropriate for children who have already been introduced to English by using either *Super Safari* Levels 1 or 2 or Level 2



alone. Children at this stage will be feeling comfortable in the classroom and will be ready to start working in pairs and small groups. The four lively and colorful animal characters in the course continue to guide the children gently through the world of learning, with stories and effective oral-aural practice. With the support of chants, physical games, and songs, listening and speaking skills are developed gradually. At this level, children further develop fine motor skills through drawing, matching, and circling tasks. They also begin to apply these skills to specific writing tasks (tracing single letters and numbers at the beginning of the level and tracing words by the end of the book). Early word recognition is encouraged in a similar way, with labels for key vocabulary from Unit 5 onwards.

Catering for multiple intelligences

Children need opportunities to use all aspects of their intelligence in a stimulating and varied environment. *Super Safari* caters for multiple intelligences in the following ways:

- The course develops linguistic intelligence – children’s sensitivity to language and their ability to use language to express themselves and achieve goals. The games, songs, stories, and projects in *Super Safari* always have a linguistic purpose, whether this is introducing new language, practicing and recycling language, or using language to solve a problem.
- Activities involving TPR or Total Physical Response (requiring children to move in response to linguistic prompts) are designed to cater for bodily-kinesthetic and spatial

intelligence. *Super Safari* features these games because children have high energy levels and love to use their bodies. Channeling their energy into language learning through mime, dance, or team games helps children concentrate during the other, quieter parts of the lesson, and requires careful listening.

- The chants and songs in *Super Safari* appeal to children’s musical intelligence. They encourage a focus on the patterns, tones, and rhythms of English, developing both listening and speaking skills.
- Many of the activities in the Workbook (e.g., count and match, complete the picture, spotting similar pairs, and complete the pattern) foster the use of logical-mathematical intelligence. Children are naturally curious and can apply their growing logic and numeracy skills in the English classroom.
- The story in each unit is designed to awaken interpersonal intelligence – the ability to interact with others and work together successfully, vital for children to get the most out of school in the future. The children are encouraged through discussion and Workbook activities to think about the “value” of the stories, such as the importance of fair play, waiting your turn, helping, and taking care of your friends.

Applying English across the curriculum

Wider thinking through the application of knowledge is encouraged by content and language integrated learning (CLIL), with topic-based material clearly linked with subjects across the curriculum.

Super Safari 3 components

The Student's Book contains:

- An introductory *Hello Unit* (4 pages) which re-introduces the animal characters Mike the monkey, Leo the lion, Gina the giraffe, and Polly the parrot. This unit also serves to review and extend greetings and practice numbers and colors.
- 9 core units (8 pages) with an easy-to-use single-page lesson format.
- 5 pages of chant artwork, so that teachers can easily practice the chant from each unit at any point.
- 10 pages of Phonics activities, including basic handwriting skills, one page for each of the 9 core units and one review page.
- 5 pages of review material (a game for every two units).
- 1 page of cutouts including Yes/No cards, for use in games (full instructions are supplied in the relevant lessons).
- Supplementary stickers.



Each unit offers:

- An opening scene in contemporary and attractive 3D artwork which establishes the topic of the unit story and also provides a vehicle for the presentation of core vocabulary.
- A memorable chant to introduce new grammar and review vocabulary.
- An engaging song for further language practice.
- A story featuring the appealing animal characters, whose interaction illustrates a different value in each unit.
- CLIL lessons, broadening the unit topic in the context of other school subjects and offering accessible craft projects.

Student's DVD-ROM

This complementary component is included with the Student's Book for children to use at home or in the school computer room. It is also provided with the Presentation Plus DVD-ROM, for teachers to use in the classroom with a computer and a projector. The DVD-ROM offers language reinforcement and consolidation while the children also have fun. It contains:

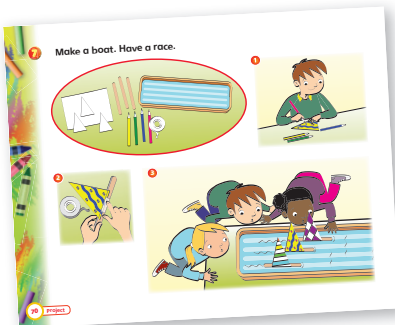
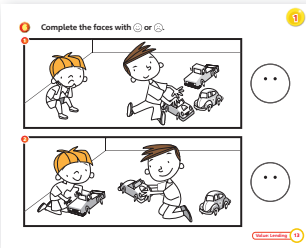
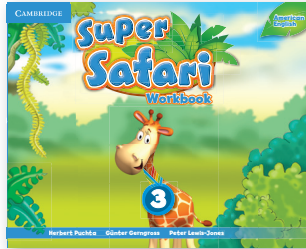
- 2 interactive vocabulary games per unit
- Animated versions of the Student's Book songs with karaoke



Workbook

This reinforces language and builds on skills development by offering:

- Visual puzzles, fine motor skills work (circling, coloring, drawing, matching, and tracing), listening input games, and opportunities for oral practice.
- A follow-up activity for each unit to reinforce comprehension of the Student's Book story.
- A values activity for each unit drawn from the message in the Student's Book story.
- Simple craft activities to extend the focus of the CLIL lessons.
- A self-evaluation activity and an opportunity to review key vocabulary from the unit.
- Cutout phonics cards, one set for each phonics lesson.
- Cutout vocabulary cards, for use in games (full instructions are supplied in the specific lessons).
- Cutout masks of the animal characters, for use in the story lessons (full instructions are supplied in the relevant lessons).



Teacher's Book

This Teacher's Book is interleaved with the Student's Book pages. Each page of teaching notes features:

- An Aims box with detailed lesson aims, new and recycled language, any necessary or optional materials, and the language competences that the children will achieve.
- Concise and clear instructions for all the Student's Book and Workbook activities.
- Additional lesson stages in colored boxes:
 - Warm-up:** ideas for beginning the lesson, recycling language from the previous lesson, or presenting new language
 - Ending the lesson:** simple ideas that are flexible in the time available to bring the lesson to a close, requiring no presentation or extra materials
 - Extension activities:** optional activities for extending the focus of the lesson, for which any additional materials are listed as optional in the Aims box.



Posters and Flashcards

The posters and flashcards cover all the core vocabulary. They are ideal for warm-ups, presentations, and games.



Class CDs

The 2 Class CDs contain all the recorded material for the Student's Book and Workbook, including the chants, songs, karaoke versions, and stories.

Puppet

A soft toy puppet version of Polly the parrot for the teacher to use in class.

Presentation Plus

This whiteboard software features:

- The Student's Book and Workbook pages
- Teacher's resources and the audio material

It is also packaged together with the material on the Teacher's DVD and Student's DVD-ROM, which provide animated stories, songs, interactive activities, and games for classroom use.

Teacher's DVD

This component features animated stories and songs from the Student's Book with bonus karaoke versions of the songs.

Tour of a unit

Super Safari 3 begins with a *Hello Unit*. This is an introductory 4-page unit in both the Student's Book and the Workbook. It presents the animal characters from Levels 1 and 2 and reviews greetings, colors, and numbers.

There are then 9 main units, each with 8 lessons. Each page in the Student's Book constitutes a lesson, together with its corresponding Workbook page.

The material is structured in a flexible way to make it suitable for different teaching situations:

- Lessons 1–6 present and practice new core language, and include a chant, a song, and a story with follow-up activities.
- Lessons 7 and 8 focus on CLIL, together with creativity (the Workbook project) and review.

Classes with **fewer than 5 hours** of English per week have the option to leave out some or all of Lessons 7 and 8, while still covering the vocabulary and grammar syllabus.

Using all the material in the Student's Book and Workbook provides enough material for classes with **5 hours** per week.

Classes with **more than 5 hours** per week can extend the material by using the phonics material and review lessons at the end of the Student's Book.

Lesson 1

Vocabulary presentation

The core vocabulary of the unit is presented and contextualized in a colorful illustration which also acts as an introduction of the topic of the story later in the unit.

- The children first hear a line or two of dialog.
- The children listen and point to the new vocabulary in the picture and then listen again, this time repeating the words.
- The vocabulary is practiced in a chant, the pictures for which can be found at the back of the Student's Book.
- The Workbook offers a variety of practice activities for this lesson, always including oral follow-up.



Lesson 2

Grammar

The key grammar from the unit is presented and practiced in Lesson 2. The vocabulary from Lesson 1 is also reviewed.

- The children first listen to the new language and give a non-linguistic response such as coloring, using stickers, tracing, or matching.
- They then practice the language, usually in a game.
- The practice activities in the Workbook are varied, and can involve a listening task, a visual puzzle, a drawing task, or a communicative pairwork activity.

Lesson 3

Total Physical Response

Further new language is introduced in the form of three or four phrases or instructions, each accompanied by an action.

- The children listen first and either look at the pictures in the Student's Book or watch the teacher demonstrating the action for each phrase.
- The language and actions are repeated until the children feel comfortable joining in (by moving and speaking).

The children then listen and order the pictures in the Student's Book, by matching each one to a number.

The Workbook for this lesson requires children to practice the new language from the Student's Book, with a variety of activity types.



Lesson 4

Song

The vocabulary and the grammar of the unit are combined in a song for children to learn and join in.

- The children first listen to the song, using the pictures to help them follow the meaning.
- They can then join in, according to ability, using the pictures as visual prompts to help them remember the words.
- The next track on the CD after the song is always a karaoke version which you can use once the children are familiar with the song.
- The practice activities in the Workbook are varied. They usually require children to listen to some or all of the song and respond by drawing, matching, coloring, or tracing.

Lesson 5

Story

This lesson features the main story for the unit, bringing the unit topic, vocabulary, and structures together. The clear and expressive illustrations invite the children to follow as they listen, and inspire them to act out the story with real emotion in Lesson 6.

- The teaching notes first suggest ways of reviewing the characters and setting the scene of the story (encouraging children to think about where the characters are and what they are doing / are about to do).
- The children then hear the story, which is brought off the page with clear character voices and sound effects to help them follow the action.
- After discussing the story in L1 (the children's own language) where appropriate, the students usually practice some key functional language from the story.

- The Workbook has a task which aids comprehension of the story, for example, students have to place missing items in the correct pictures by drawing or using stickers.

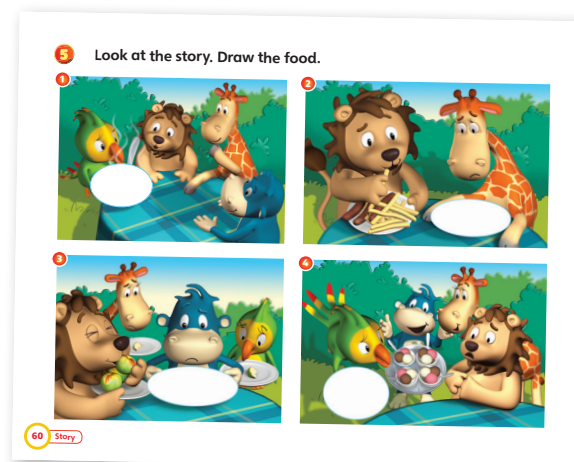
Lesson 6

Story follow-up and values

Lesson 6 explores the story in more depth.

- The children listen to the story again to review the language and content of the story.
- The teaching notes then guide a brief discussion in L1 of the value illustrated in the story. The children are encouraged to think about what the characters say and do, and to reflect on what is right (or wrong) about the characters' behavior.
- The Workbook presents two situations with a similar value to the story, with pictures illustrating positive behavior. The children complete the faces next to the pictures, to show which one reinforces the value in the story.

- The optional Extension activity in Lesson 6 is always a suggestion for a group of children to act out the story at the front of the class, using the cutout masks at the back of the Workbook (see page 100) and any other available props. Other groups can then take turns if time allows.

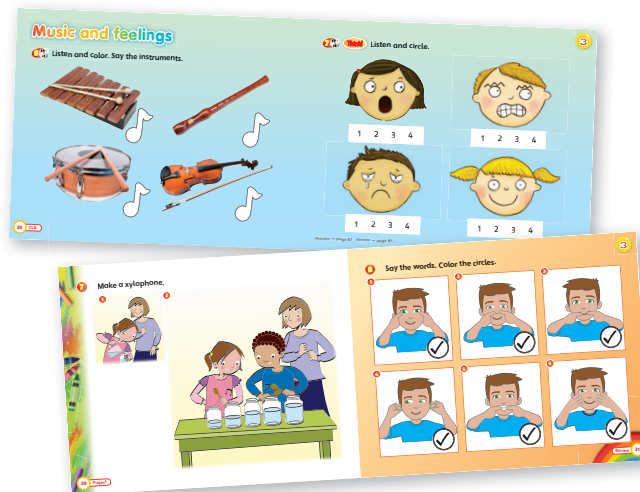


Lessons 7 and 8

CLIL

These two lessons introduce a topic from another area of the curriculum which is related to the overall unit topic. They are designed to encourage the children to explore other subjects through English and then to apply their new knowledge in a craft project.

- The first lesson usually introduces the topic and presents useful words which the children will need to recognize but which are not core vocabulary.
- The Workbook material for Lesson 7 is a creative project, carried out individually or in groups. The project is illustrated in a series of step-by-step pictures and enables the children to make something which they can take home or display in the classroom. The focus on detail and the skills of cutting, sticking, folding, and drawing involved develop fine motor skills which the children can apply in their tracing.
- The second CLIL lesson provides opportunities for the children to apply their knowledge from the previous lesson, developing thinking skills such as predicting, making deductions, sequencing, and categorizing. They also review the vocabulary and language from the unit using games and songs.
- The Workbook page for Lesson 8 offers an introduction to self-evaluation. Each item of core vocabulary is illustrated, and children are invited to color the circle next to each word if they can say it. Monitoring while the children are working on this activity allows a simple opportunity for informal assessment.
- From Unit 4 onwards the pictures are labeled and the children can trace the first letters and eventually the whole words, according to ability.

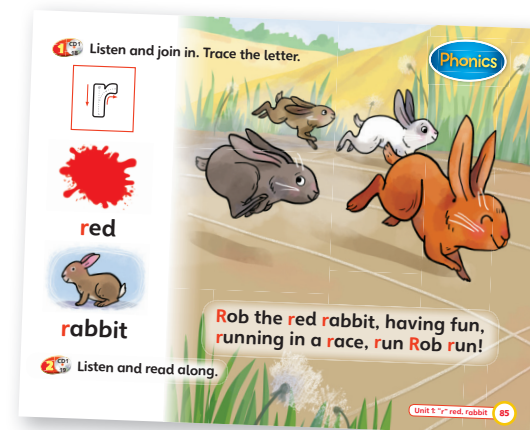


Optional phonics lessons

Pages 85-94 of the Student's Book contain phonics materials which can be used at the end of each of the 9 core units (Units 1 to 9). There is a set of cutout phonics cards for each of these lessons at the back of the Workbook.

- The teaching notes first provide ideas for focusing on the sound featured in the lesson.
- The children then practice tracing the corresponding grapheme and saying the sound in a chant. The phonics cards in the Workbook are used to reinforce the relationship between the sound and the grapheme.
- The next stage of the lesson is a sound discrimination activity. The children listen to words read by the teacher (they do not need to understand the meaning) and respond when they hear the target sound by showing a phonics card, doing an action, or holding up an object.

After the main phonics lessons in the Student's Book, there is a phonics review lesson. This reviews all the sounds focused on so far with a game of bingo, alongside further activities and games.



Review lessons

Pages 95-99 of the Student's Book are Review pages. There is a Review lesson for every two units of the book. The children practice the vocabulary and language from the units with a selection of appropriate games.

Teaching with *Super Safari* 3

Teaching very young children

Working with children of pre-school age presents a number of challenges. Young children are only able to concentrate in short bursts (no more than seven to ten minutes at ages three and four). Pre-schoolers' high energy levels make it difficult for them to sit still for long, and they are not used to being in the rather formal setting of the classroom. But young children have an insatiable curiosity, an innate sense of fun, and a lack of self-consciousness, all of which make them excellent language learners. *Super Safari* has been developed with these challenges and advantages in mind, and the range and nature of the activities in the course are perfectly suited to the demands and abilities of this age group.

Keep moving

Super Safari harnesses children's energy with activities involving Total Physical Response, dance, or mime. The teaching notes suggest mimes and actions at many points in the unit – to practice vocabulary in Lesson 1, as an integral part of the Total Physical Response material in Lesson 3, to support and help with comprehension of the song in Lesson 4, and so on. In parallel with activities involving movement at the children's desks, some of the Extension activities are action games, which require the children to jump, run, or play a traditional game such as *Hide and seek*.

Be creative and have fun

In addition to the project activity in Lesson 7 of each of the 9 core units, there are instructions for a range of hands-on creative activities.

Extension activity

Aim: to practice giving and following instructions

- Put a table, a chair, and a bag at the front of the classroom. Put some classroom objects and real toys on the table. Invite two volunteers to the front. Explain in L1 that (name 1) is going to give instructions and (name 2) is going to listen and follow.
- Student 2 stands with his/her back to the board.
- Stick two flashcards on the board: an item from the table (e.g., *doll*) and, next to it, a furniture item or bag.
- Student 1 makes a sentence, e.g., *Put the doll on the chair*. Student 2 follows the instructions. The other students watch and say *Yes/No*.
- Repeat with different volunteers and other flashcard combinations.

Extension activity

Aim: to practice shapes

- If possible, move the furniture to the middle.
- Draw simple shapes on pieces of paper and stick them on the walls of the classroom at a height that your students can reach.
- Say *Stand up. Touch the (triangle)*. Students move to touch the correct shape.
- In a large class, students can stand up and point.

Pre-school children are still discovering the world around them, and they learn a great deal by employing all their senses, particularly touch. Making simple models to represent new words (using playdough or cardboard boxes, empty pots, and craft materials) is an excellent aid to learning and memory.

Super Safari uses young children's boundless imagination and love of play to support learning. Your attitude will also set the tone in the classroom – don't be afraid to have fun with the class when you are playing, dancing, or miming.

Be flexible

Given the short attention span of pre-school children, each lesson needs to have a variety of activities and games, with changes of pace and activity type in order to keep the children interested. There are some set stages in the lesson notes (see The importance of routines on page xiv), but it is important to use the notes according to the way each lesson unfolds. If you find that your class is particularly energetic, you may choose to do an action game before the practice stage of the lesson or gain their attention using the puppet. If your class has a favorite song from the course, sing it as a reward after they have completed an Workbook pencil-to-paper activity. If the weather is very good, choose one of the games the children can play outside. At this age, any language learning is good learning, and after Lesson 4 in each unit, you can alter the order of the lessons and activities to suit your situation and your class. *Super Safari* is designed to be flexible.

Extension activity

Aim: to review numbers

- Stick large numbers from 1 to 6 on both sides of the xylophone jars – 1 for the lowest note, 6 for the highest – so that both those playing the xylophone and those watching can see them.
- Hit each jar with a spoon, saying the number on it.
- Invite as many volunteers as there are jars to come to the front. Give them each a spoon. You or the class then call out numbers from 1 to 6 and the students hit the correct jars.
- Repeat with new volunteers.
- If you have a standard scale, you can write numbers for the students to play simple tunes:
(3 jars) 3332111 222-- 333-- 33321111 22321
(4 jars) 1425334 1425334 5342312 5324321
(5 jars) 3212333 222-- 355-- 32123333 22321
(6 jars) 5654345 234 345 5654345 2-- 5-- 31

Extension activity

Aim: to practice I like and food items

- Stick the food flashcards on the board in a row. Students say *I like* and the food words in the order that they appear on the board.
- Remove a flashcard. Students say *I like* and list all of the foods again, including the missing item.
- Continue until all the cards have disappeared and students are saying all the words from memory.

Getting used to school

Pre-school is often the first time children have socialized regularly with the same group of their peers, and is almost certainly the first time they have been in a classroom. A large part of the role of a pre-school teacher is laying the foundations for learning and behavior which will be vital for the children's entire academic career. Establishing good habits and appropriate behavior patterns, together with a positive attitude and love of learning, at this early stage is therefore extremely important. The colorful, engaging illustrations and attractive materials in *Super Safari* (songs and stories, flashcards, posters, masks, cards, puppet, and accompanying digital activities) are designed to make the learning experience as much fun as possible. The teaching notes also contain advice about introducing routines, praising, and motivating the children.

Familiarizing the children with the classroom

Children are comfortable with familiar things, and the classroom should be a safe, recognizable place where they can explore new things and learn about the world of language. It is a good idea to have designated areas in the classroom, which are always used for the same purpose. Having a "story corner" where the children always sit to listen to stories in Lessons 5 and 6; a "creative corner" where the materials for projects, aprons, etc. are stored; a "nest" for Polly the parrot on one wall, will help the children recognize familiar stages in a lesson. Displaying the children's work throughout the year, with a topic-themed wall display, will give them a sense of achievement and help them remember key language. This is also a useful way to show parents what the children are working on (see Linking school and home, in the next column).

Make sure that classroom furniture is arranged in a way that encourages communication and is not overly formal. The children can sit in small groups or facing each other, rather than always in rows facing the front. The seating arrangements should ideally be flexible, so that chairs and tables can be moved easily for physical activities and games.

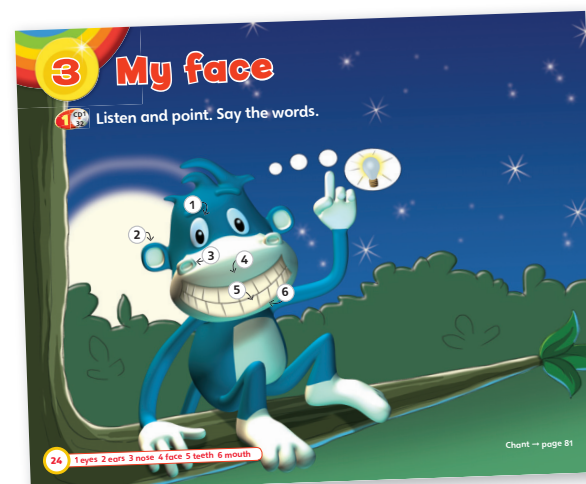
Children need to learn which types of behavior are acceptable in the classroom and which are unacceptable. You may wish to introduce a particular way to sit for a story or for listening (e.g., legs crossed, arms folded), a way to attract the teacher's attention (e.g., putting up hands), and a way for the teacher to ask the children to be quiet (such as ringing a bell). Reward good and improved behavior with stickers or by allowing children to help you perform classroom tasks (e.g., cleaning the board, using the whiteboard, sticking flashcards on the board).

Linking school and home

At this age, the most important influences on a child are still his or her parents or carers and the home environment. It is therefore advisable to forge a strong link between school and home and involve parents in their children's learning. The activities provided at the web address at the front of the Student's Book go some way toward doing this (see *Super Safari* 3 components on page vii). There are also specific points in the Student's Book where a link to home can be made, either by practicing key vocabulary (such as furniture or classroom objects) at home, singing the song at home or in the car (using the DVD-ROM in the Student's Book, or applying values and practicing simple functional

language from the story in genuine situations at home (e.g., saying sorry). These home-school link points are marked with a "Family fun" icon.

You can keep your children's families involved with the topics covered in the course by encouraging them to look at class displays, inviting them to hear the children performing their favorite chants or songs, and encouraging children to bring items relevant to the topics or CLIL lessons into school.



The importance of routines

Young children respond well to routines. They provide a similar sense of familiarity to a well-organized classroom and are also an opportunity to learn everyday set phrases and practice key language in a natural way. The *Super Safari* teaching notes have the same structure for the beginning and end of each lesson – a Warm-up activity and an Ending the lesson activity. However, there will also be an initial stage of the lesson before the Warm-up, in which you all get ready (e.g., with the children signaling they are ready by sitting in a particular way or getting their books out). You may wish to write the day of the week on the board or display a word card or picture for each day at the beginning of each lesson, talk about the weather, or celebrate a child's birthday by singing a song together. Similarly, after the Ending the lesson activity, you could establish a final signal that the lesson has finished, e.g., by saying a goodbye chant together or singing the "Clean up" song as you clear up (see Audio script page T103).

Using books

Children will not be used to working with a textbook, and they need to learn to use two books in one lesson. Establishing effective techniques for having the correct book open at the correct page can save a lot of time.

The right book

The first time you use a book in a lesson, holding up your own Student's Book or Workbook is an obvious cue for the class. You can also save time by asking the children to hold up the book as well. Anyone with the wrong book will quickly see what their classmates are doing and will be able to change books.

The right page

- Say the page number in English and, if possible, in L1. Children of this age will be learning to recognize figures 1 to 10, but do not expect them to be able to read figures consistently with success. Show the children the correct page and draw their attention to the pictures, characters, or colors to help them find it quickly.
- Again, asking children to hold up their books, open at the right page, can be a faster way of checking that everyone is ready.

Using pencils and crayons

Many of the activities in *Super Safari* require students to use a pencil or colored pencils/crayons. Hand the materials out at the beginning of the class or make sure the children have

them ready to use. Show the number and colors required, naming and counting in English, and ask children to hold up their pencils or crayons to make sure they have the right colors.

The Workbook practice activities which involve drawing lines, circling, and tracing, and the Student's Book phonics lessons in later units, all help to develop the early writing skills of gripping a pencil correctly, controlling the pencil, and working from left to right on the page. Whenever the children are working individually on these activities, the teaching notes suggest monitoring and checking they are using the correct grip.



Classroom management

Checking instructions

The key to classroom management is clear instruction, and the larger the class, the more possibility there is that some children will become distracted and are not then sure what to do.

- If the children need to move to different desks, a different part of the classroom, or outside for a game, move them first and then explain the activity.
- If they need to take certain materials with them, support your instructions with flashcards or board drawings, e.g., *Take your pencil* (stick the pencil flashcard on the board) *and your book* (stick the book flashcard on the board) *with you*.
- Remember that the children are not able to read the written instructions, so focus on the examples in the Workbook and demonstrate them with your finger.
- Even at this young age, there will usually be one or two children able and more than willing to explain the instructions in L1 as a final check if some children still seem unsure.

Involving everyone

In *Super Safari*, presentation and practice activities involving the whole class are balanced with individual practice activities, allowing time for monitoring each child's progress. This combination ensures that all children are actively involved in the lesson.

Children can also be involved in the presentation stages of the lesson, by holding flashcards or demonstrating games and activities with you at the front of the class. This takes longer, but there are several benefits:

- It changes the dynamic of the classroom, which helps keep everyone's attention.
- It provides opportunities for recycling classroom language in a meaningful way as you invite the children to stand up, come to the front, pick up a pencil, etc. The whole class can hear this language, and they watch to see how their classmates respond.
- It demonstrates important values: you share your materials with the children, they play with them, take care of them, and give them back safely. *Please* and *Thank you* become common, natural phrases in the classroom.

Confident children will eagerly volunteer to come to the front in every lesson, so you may find it useful to keep a column in your notebook to mark children's names when they have been involved in this way, to ensure that everyone has been asked to take part (for example, F = flashcard, A = acting out).

Using English and L1

With young learners, it is helpful to establish an English-speaking environment as far as is possible, while still fostering an encouraging atmosphere where the children feel at ease and able to contribute. The more you use English, the more natural it will be for the children to copy you and to use as much as they can. If you do not speak your children's L1, this will happen as a matter of course, but you will need to monitor your own use of language carefully, use materials such as flashcards and plenty of gesture and mime, to make sure none of the children feel lost or uncomfortable. In a class where everyday classroom business is carried out in English, many children will acquire a little more language passively and may surprise you by using new classroom phrases that they have heard.

The use of L1 can be an effective tool:

- After you have first explained and demonstrated a task in English, use limited L1 to clarify or ask a confident child to explain in L1 for you. However, it is best to avoid doing this all the time. If you always repeat instructions in L1 after first explaining in English, the children will learn to expect this and more passive children may "switch off" until they hear the L1 instructions.
- When a child has clear emotional needs, for example if they are unhappy because a craft activity hasn't turned out as they intended, they won't have the necessary English to explain the problem. In these instances, let the child tell you the problem in L1 first (consult a colleague if necessary) but then use English to console them, to praise their work, and to integrate them in the lesson again, e.g., *OK now? Really, your weather dial's great! Can I show it to Elena?*

Monitoring and assessment

Monitoring in the classroom is essential to ensure that everyone's attention is on the task in hand. It's even more important in the language classroom, particularly at the oral-aural stage. More children will have an opportunity to speak if you encourage this while you are monitoring their work.

As you circulate:

- Use English to praise work and ask questions. The teaching notes provide guidance about when and how to do this, and many of the Workbook activities have a follow-up oral stage which has been specifically designed for authentic communication. Some children may be able to use a few words; most will need questions to prompt them; others may only be ready to listen and agree as you talk about their work.
- Ask children about their classmates' work and encourage them to show interest and to compliment each other.

Using the Workbook self-evaluation feature

Assessment at this early stage of learning is an ongoing process of observation in whole-class work and monitoring at an individual level. Although formal testing is not appropriate in pre-school, the Workbook self-evaluation feature at the end of each unit can be used for informal assessment. If practical, call the children to your desk individually to say the words, while the rest of the class is working on another activity. Check off in the children's books / use a reward sticker to confirm they have said the words.

Using the *Super Safari* songs

Songs are an extremely valuable part of the language-learning process at this stage. Children produce more language in a song than in any other form of practice activity; the rhythmic nature of songs helps develop authentic intonation and

pronunciation, and the repetitive nature of song lyrics activates key language many times.

Before playing a song

It may be tempting to explain the song lyrics before the children hear it, but it is more motivating to let them simply enjoy the song first. Strong visual support encourages thinking skills and helps children predict what the song is about. The songs in *Super Safari* are clearly illustrated with this in mind, and the teaching notes suggest a quick lead-in to each song based on the picture.

Learning a song

As well as providing a context, the song illustrations act as visual prompts to help support the meaning of the lyrics. Once the children are more familiar with the song, they will add in actions (suggested in the teaching notes), for which they will need to stand and sing without looking at their books. It is common for children of this age to "mumble" the less familiar words, but the song structure in many cases will allow time for you to show a flashcard or an object, or do an action to help them with core nouns.

Performing the songs

The teaching notes suggest different approaches to performing the songs, depending on the type of song and the content – for example, dividing the class into groups taking different roles as they sing. There are karaoke versions of the songs after the main recording. These are best used once the class is confident enough to sing without their books. Where possible, you could use the karaoke versions as a showcase for parents to see what their children have been learning.

Using the *Super Safari* stories

Before playing a story

An effective way to prepare the children to listen to a story is to ask them to sit in a part of the classroom or in a circle, making sure they are relaxed but also quiet and ready to listen. Tell the children to put their things away to avoid distractions.

While listening to a story

Hold up your book and point to each frame. Encourage children to listen for the sound that signals the end of each frame by cupping your hand to your ear every time it sounds. After working with the first story in the course, they will learn to recognize this.

After listening to a story

The Lesson 5 teaching notes give guidance on how to work with the story. In Lesson 6 there is then the full exploitation of the value illustrated in the story.

Using the masks

Masks of the animal characters Mike, Gina, Leo, and Polly are at the back of the Workbook for use in acting out the stories, to practice the characters' names, and for additional activities, detailed in the notes for individual lessons. To make the masks more durable, stick or copy them onto thin cardboard and/or laminate them. If you use them from the pages of the book use Scotch tape to add strips of paper to fit around the children's heads or, if you have to use string, add reinforcers or Scotch tape to strengthen the holes in the masks.

Using the Polly the parrot puppet

Puppets provoke a magical reaction from young children. In their eyes a puppet has a life of its own, with its own home, character, and language. This makes the puppet an extremely useful tool in the language classroom.

Making your own Polly puppet

If you do not have the Polly puppet, you can make your own using a green sock, thin orange cardboard (for the beak and feet), thin green cardboard (for the wings and tail), and black and white thin cardboard for the eyes.

Bringing Polly to life

To make Polly as magical and appealing as possible, create a home for her in the classroom. This can be a nest (a cardboard box or a basket) or simply your bag. Make sure the children do not see you putting Polly on your hand, so that she appears to magically come to life. You can use a special voice for Polly if you wish, but do not distort your pronunciation, as the children need to hear clear examples of language at all times.

Have a set routine for beginning an activity with Polly, e.g., Polly greets the children and they respond *Hello, Polly!* When the activity is finished, get the class to say *Goodbye, Polly!* Make Polly reply and fly back to her home.

Keep in mind that Polly is a parrot, and can do the things that a real parrot does – fly, walk, talk, and sing. Polly can use her skills to help with classroom management, e.g., fly to an individual child if you need to choose a volunteer, help the children learn a song (by singing along), or bring some fun to the class if the children are feeling tired. To gain the most linguistic value from the puppet, make sure that she speaks only English. This will lead the children to communicate with Polly in a very authentic, natural way.

Games with Polly the parrot

Disappearing flashcards

Put on the puppet and greet the class. Make Polly say *Close your eyes*. Mime closing your eyes. Make Polly say *Open your eyes*. Practice these instructions, with Polly “talking” to the class and the students following her instructions. Stick the flashcards on the board. Elicit the words.

Make sure all the children have their eyes closed, and remove one flashcard from the board. Say *Open your eyes*. Polly “points” to the remaining flashcards in turn. The class say the words. She “points” to the space where the missing flashcard was. The class says the missing word. Show them the card and make Polly say *Yes! Good job!* Repeat the game, changing the order of the flashcards.

Follow the leader

Choose a volunteer to be the leader. The rest of the class stands behind the leader in a line. The leader walks around with everyone following. Put on the puppet and greet the class. Make Polly whisper an instruction to the leader. He/She does the action, moving around the space at the same time. The rest of the class follows and say the word (e.g., if the instruction is *Jump!* the child jumps around, and all the other children do the same thing, saying *Jump!*). Make Polly say *Good job! Stop! Change the leader!* The leader then goes to the back of the line and the child at the front is the new leader.

No, Polly!

Put on the puppet and greet the class. Make Polly point at one of the items or flashcards, e.g., a bag, and say the wrong word (e.g., *Pencil*). Frown at Polly and say *Pencil? No, Polly!* Try to make your class laugh. The children say *Bag* to the puppet. Make Polly say *Oh! Bag! Thank you.* Repeat for the other items. Polly says the wrong word each time. Encourage the children to join in when you say *No, Polly!* Repeat with Polly

getting the words right. Encourage the class to clap whenever she gets it right (she takes a bow).

Polly says ...

Put on the puppet and greet the class. Make Polly whisper in your ear. Mime listening. Then say, e.g., *Polly says “Stand up.”* Encourage the children to follow the instruction. Repeat with different instructions, making Polly “whisper” into your ear each time.

Say *Let’s play!* Explain in L1 that the children need to listen carefully and follow your instructions, but only when you say “Polly says.” Make Polly whisper in your ear and give instructions as before. The children follow the instructions when they hear “Polly says.” Leave out “Polly says” sometimes. The children who follow the instruction that time are “out.” Repeat until only a few children remain. They are the winners. Make Polly fly to each of the winners, “land” on their heads or hands and say *Good job!*

Singing Polly

Put on the puppet. Explain in L1 that Polly is going to sing. Say that she is very good at singing, but her memory is not so good.

Give out the *No* cards. Explain that when the children hear Polly make a mistake, they should hold up the card.

Play the karaoke version of the song. Make Polly sing along, but with the wrong words. Pause when the children hold up their *No* cards and ask/help a volunteer to say or sing the right words. Make Polly say *Oh, thank you!* and then continue singing.

Teaching without the puppet

There are ideas in the teaching notes for adapting puppet activities if you do not wish to use the puppet. For all the games described above, you can take the role of Polly (for “Polly says,” which is a version of “Simon says,” any soft toy could be used to replace Polly).

How can I adapt Super Safari to fit my schedule?

Super Safari is designed for schools that dedicate a significant part of the week to English. No two schools are the same, and different pressures on the schedule mean that you, the teacher, may need to adapt the course to fit your schedule.

If you have more time

Repetition, repetition, repetition. Young children learn very quickly but forget just as quickly, which is why it is so important to recycle little and often. If you have more time available, don't be afraid to sing the same song a couple of times in any one lesson and several times during the week. Consider incorporating your class's favorite songs and chants into the welcome routines for every lesson. Similarly, the story in the book can be used several times in many different ways.

Remember, as well as the Workbook, the puppet, flashcards, and posters offer excellent opportunities to further consolidate new language.

If you have less time

If you are short of time, it can be tempting to skip lessons or shorten certain stages. However, when working with preschool children it is important to maximize input and ensure each lesson has lots of variety and movement. Consider the following ideas as ways to shorten the course, and focus on the activities that make a difference and that children will enjoy.

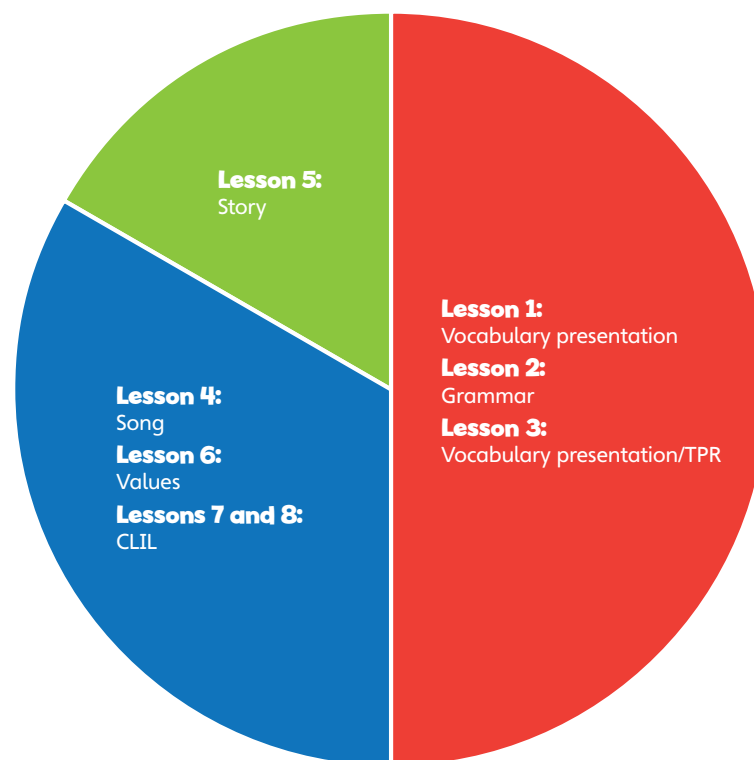
Do

- Ensure every lesson includes predictable routines for Warm-up, Presentation, Practice, and Ending the lesson.
- Ensure that each lesson has a balance of active and quiet periods.
- Focus on the Presentation and Practice stages of the lesson; this is the main input and fundamental to successful acquisition.
- Focus on the activities in which children hear and use new language.

- Consider leaving the drawing and coloring tasks until the end of the lesson or for homework. Do not ignore these activities altogether; they offer children an excellent opportunity to process the lesson's input.

All the lessons in a unit provide important learning opportunities, but the following chart can help you decide how much time to allocate to each lesson.

Suggested time allocation per unit.



We hope this helps you plan your lessons, but please get in touch at ELTmail@cambridge.org if you have any questions or comments about the course.

Use the table below to help you decide which activity types you can integrate into your lessons depending on the time you have available.

Component	Activity type	If you have more time	If you have less time
Teacher's Book	Warm-up activities Extension activities Ending the lesson activities Lesson 6 (practice)	✓ ✓ ✓ ✓	X X X X
Student's Book	<i>Think!</i> (activity 7) Phonics Review	✓ ✓ ✓	X X X
Workbook	Value (activity 6) Project (activity 7) Review (activity 8)	✓ ✓ ✓	X X X
Teacher's DVD	Animated stories Animated songs Animated songs with karaoke	✓ ✓ ✓	X X X
Student's DVD-ROM	Vocabulary practice game 1 Vocabulary practice game 2 Animated songs* Animated songs with karaoke* <i>* Also seen on the Teacher's DVD</i>	✓ ✓ ✓ ✓	X X X X (can be used at home)



Aims: to review greetings and introductions, to sing a song with the class

New language: *What's your name? I'm Mike/Polly/Leo/Gina. Hello*

Materials: CD 1, flashcards (Mike, Polly, Leo, Gina), a stuffed animal, character masks: WB pp101–104 (optional)

Language competences: Your students will be able to greet someone, introduce themselves, and ask someone's name. Your students will be able to join in with a song.

Warm-up

Aim: to review greetings and introductions

- Say *Hello!* Students repeat several times. Whisper *Hello!* Students repeat. Sing *Hello!* Students repeat.
- Show a stuffed animal and say *I'm (name)*. Repeat several times. Pass the toy to a student and ask *What's your name?* The student says his/her name or *I'm (name)*. Say *Hello, (name)*. Students repeat.
- Practice *What's your name?* with the class.
- The student with the toy passes it to another student, saying *What's your name?* The next student says his/her name or *I'm (name)*. The rest of the students say *Hello, (name)*. Continue around the class.
- With a large class, divide the students into two or three groups once they understand. Students can point instead of passing a toy.

Presentation



SB p4 Listen and sing.

Aim: to present the names of the main characters and to sing a song

- Play the song. Hold up your book and demonstrate pointing to the monkey, the parrot, the lion, and the giraffe one at a time. Encourage the students to point.
- Play the song again. This time, show the character flashcards as each character is introduced.
- Say the names. Students point to Mike, Polly, Leo, and Gina in their books.
- Students join in with the last line of each verse and with the last two lines of the song.
- Use the karaoke version (see Extension activity).
- **Note:** There are karaoke versions of all the songs in the course. Students can sing with the karaoke version once they are familiar with the song.

Audio script page T100

Practice

1 **WB p4** Look, match, and say the names.

Aim: to practice recognizing characters

- Point to the example to explain the activity. Say *I'm Mike*.
- Students draw lines to match. They show you the line that they have drawn and say *I'm (Polly)*.

Extension activity

Aim: to review character names

- Give four students the cutout masks of the characters (for details, see page T6) or the flashcards. Say to each of them *Hello, (Mike)*. Students repeat.
- Students stand in a circle, with the students who are wearing the masks in the middle.
- Play the song. As they sing *What's your name?* the students point to the "animals" in the middle. When they sing *Hello*, they wave at the "animals." Repeat with different students wearing the masks.

Ending the lesson

Aim: to review character names

- Cover each flashcard with a piece of paper. Slowly reveal the picture, looking at it and asking *What's your name?* Students say *I'm (Mike)*.

Aims: to present and practice four animals, to review the characters' names and greetings

Skills: listening, developing control

New language: *monkey, giraffe, lion, parrot, the*

Recycled language: *Hello, What's your name? I'm (Mike/Gina/Leo/Polly)*

Materials: CD 1, flashcards (characters)

Language competences: Your students will be able to name four animals.

Warm-up

Aim: to review greetings and character names

- Say *Hello. I'm (name)*. Ask a student *What's your name? (I'm (name).)* Repeat with other students.
- Show the flashcards. Students say *Hello, (Mike)*.
- Play the song from SB page 4 (CD 1, Track 02). Show the appropriate flashcard for each verse. Students join in.

Presentation



SB p5 Listen and point.

Aim: to present animal and character names

- Hold up the animal flashcards one at a time and present the four animal names (*monkey, giraffe, lion, parrot*). Alternatively, use the puppet to present *parrot* instead of the flashcard).
- Show the animals again and ask students to repeat the names after you.
- Students listen and point to the correct picture.

Audio script page T100

- Say the sentences from the recording in a different order (e.g., *I'm Leo the lion*). Students point to the correct picture.
- Stick the flashcards on the board. Call a volunteer to the board. Say one of the sentences (e.g., *I'm Gina the giraffe*). Students repeat. The student at the board points to the correct picture.
- Hold up your book and use a pencil to trace around *Mike* in the first frame. Ask students to trace around each animal in the four picture frames.

2 **SB p5** Find pairs and circle.

Aim: to practice animals, tracing, and recognizing shapes

- Students trace all the animal outlines first, then match the adult and the young by drawing lines.
- Check answers by pointing to the adult animal and asking *What's this? (Giraffe)*. Say *Yes, that's right. Where's the baby giraffe?* Students point.

Ending the lesson

Aim: to review animals and character names

- Choose a flashcard and look at it, but keep it hidden.
- Mime the animal on the flashcard. The first student to put up his/her hand guesses the character and animal (e.g., *Leo the lion*). Say *Yes, I'm Leo the lion.* or *No, I'm not Leo the lion. Try again.*
- Repeat with another flashcard. Call on a student to choose a card and mime. When a student has guessed correctly, ask the student at the front *What's your name?* The student shows the card and says, e.g., *I'm (Mike the monkey)*.

Aims: to practice asking someone's name and introducing yourself

Skills: speaking

Recycled language: animals, *(Mike) the (monkey), What's your name? I'm (name), Hello*

Materials: CD 1, flashcards (characters), cutout character masks: WB pp 101–104 (with your own set prepared in advance), scissors, string and a large sheet of paper, glue, or Scotch tape

Note: Prepare four sample masks before the class. Cut each mask out, including around the eyes, and either use string or stick a strip of paper long enough to fit around your head onto the areas shown on the back of the mask. The masks can also be used in the story lessons.

Language competences: Your students will be able to ask someone's name and introduce themselves.

- **Note:** Numbers in this unit are for your reference only. Numbers 1–6 are taught in Unit 1 and 7–10 in Unit 4.
- Point to each pair of pictures. Ask *Who is it?* Students point to the picture that they traced and say the name.

Key: 2 Gina, 3 Mike, 4 Polly

Extension activity

Aim: to practice greetings and introductions

- Explain the game in L1. Students stand up. They ask you *What's your name?* Reply *I'm (student's name – adding the last name if necessary)*. This student quickly sits down.
- Continue until all the students are sitting down.

Ending the lesson

Aim: to practice language from the lesson

- Move the furniture into the center of the classroom if practical. Stick the flashcards around the room.
- The students ask *What's your name?* Say *I'm (Leo the lion)*. Everyone runs to the correct flashcard.
- If movement around the room is difficult, students can stand and point to the correct flashcard instead.

Warm-up

Aim: to review language from the previous lesson

- Make a noise to represent one of the characters (lion, giraffe, parrot, or monkey). Students guess, e.g., *Polly the parrot*. Say *Yes, I'm Polly the parrot* or *No, I'm not Polly*. Try again. Repeat the noise.
- **Note:** Giraffes are quiet animals, but they can make a soft sound like a calf or a sheep. Students may find it easier to guess if you pretend to chew very slowly, moving your tongue a lot.
- Students play the same game in pairs.

- Put on a mask. Choose a student to say *Hello*. *What's your name?* Say *I'm (Mike the monkey)*. *Hello*.
- Students put on a mask and ask and answer in small groups. Circulate and check that they are using both the question and the answer.
- Students change their masks so that they practice being at least two characters.
- Collect the masks and keep them, marked with the students' names, for use in future lessons.
- Students take off their masks. Say *Hello*. *I'm (name)*. Ask a student *What's your name?* The student says *I'm (name)*. *Hello*. Practice with two or three more students.
- Set a time limit and tell students to speak to as many people as possible. They stand up to ask and answer.

Practice

3 **SB p6** Ask and answer.

Aim: to role play asking someone's name

- Show each mask and ask *Who's this? (Leo)*. Explain in L1 how to make the masks and hand out the materials. Each student should make at least two masks in this lesson. Help students cut out the masks and use string or stick a paper strip in place so that it fits their head.

Presentation

3 **CD 1 05** **SB p6** Listen and circle.

Aim: to practice listening and identifying characters

- Play the first recording and show the class the example. Students then listen to the rest and decide which of the two characters is speaking. They trace around the correct picture.

Audio script page T100



Aims: to present and practice colors

New language: *purple*

Recycled language: animals, numbers 1–6, *red, blue, green, orange, yellow*

Materials: CD 1, flashcards (colors 1), *Hello Unit* mini cards: WB page 100 and scissors (optional), colored pencils or crayons, colored stuffed animals (optional)

Language competences: Your students will be able to use colors confidently.

Warm-up

Aim: to present colors

- Ask students their favorite colors in L1.
- If your class has had any previous contact with English, elicit any colors that they remember.
- Use the flashcards, items in the classroom (e.g., students' bags) or colored stuffed animals to review red, blue, green, orange, and yellow. Hold each item up. Say the color. Students repeat.
- Hold each item up again. Students say the color without your prompt. Say *Yes, it's (red)*. Present *purple* in the same way.

Presentation



SB p7 Listen and say the numbers and colors. Trace.

Aim: to present colors

- to review and trace the numbers 1–6
- Ask students about the picture in L1. Make sure that they know that the picture is of an artist's palette (where a painter keeps his/her colors).
- Play the CD. Students point to the colors.
red ... blue ... green ... orange ... purple ... yellow
- Say the colors in a different order. Students point.

- Play the CD again and pause for students to repeat each color.
- In L1 explain that the children are going to practice some numbers and that you will call out a color and they will tell you the number on it. For instance, you say *Orange?* And a student answers *Four!*
- Practice this several times and then ask students to work in pairs and do the same.
- Finally, ask students to trace over the numbers in their books with their pencils.

Audio script page T100

Practice

4 **WB p7** Say the words. Color the circles.

Aim: to create a record of learning.

- Point to the colors on WB page 7 and elicit the words from the students.
- Ask the students to color in the circles if they can say each color on their own.
- Circulate and help as necessary. Ask individual children to say the words.

Extension activity

Aim: to practice colors

- Students cut out the *Hello Unit* mini cards.
- In pairs, students spread out one set of cards face up, showing the colors. Students take turns pointing to the colors and saying them.
- One student closes his/her eyes. The other student takes a card away or turns it over. The first student opens his/her eyes and says the missing color (e.g., *green*).
- Students swap over and repeat the game.

Ending the lesson

Aim: to practice colors

- Say the colors from SB Activity 1 "Listen and sing" rhythmically, like a chant.
- Students repeat.
- Say the chant faster and faster with the class.

Aims: to present and practice classroom objects, to say a chant with the class

New language: *pencil, chair, bag, eraser, book, desk, Oh, no! What's the matter? my, all, in, on*

Recycled language: colors

Materials: CD 1, flashcards (colors 1), colored pencils or crayons, Unit 1 classroom object mini cards: WB page 100 and scissors (optional)

Language competences: Your students will be able to name classroom objects.

Your students will be able to join in with a chant.

Warm-up

Aim: to review colors

- Show the flashcards to review colors.
- Say *Show me something (red)*. Clap three times. Students hold up an object of the correct color.

Presentation



SB p8 Listen and point. Say the words.

Aim: to present classroom objects

- Play the first part of the audio. Students say what's happening in L1 (Leo is looking for his pencil).
- Play the rest of the audio. Hold up your book and show students how to point to the numbered items.
- Play the CD again. Students point and repeat.

Audio script page T100



SB p80 Listen and chant.

Aim: to practice classroom objects and say a chant

- Play the chant. Hold up your book and encourage students to point to the pictures.
- Play the chant again for students to join in.
- **Note:** The prepositions *in* and *on* are not core language until Unit 5.

Audio script page T100

Practice



WB p8 Find and circle.

Aim: to encourage students to pay attention to details in a picture

- Use L1 to ask students to name the key vocabulary items in the picture. Hold up your book and make a circling motion around it. Ask students to circle each of the key items (pencil, chair, bag, eraser, book, desk).

Key: As well as the desk and the chair in the picture, Polly has a book, Gina has a pencil on her head, there's a bag on the door behind Mike, and Leo has an eraser in his paw.

Extension activity

Aim: to review classroom objects and colors

- Students cut out the Unit 1 classroom object mini cards.
- In pairs, students play "Pairs." They shuffle together two sets of mini cards and spread them out face down on the desk.
- The object of the game is to collect pairs of cards.
- Student 1 turns over two cards and says, e.g., *Pencil ... bag*. If they are not a pair, Student 1 turns them back over and it is Student 2's turn.
- If a student finds a pair of cards (e.g., two pencils) he/she says *Pencil ... pencil!* and picks up the cards. He/she then has another turn.
- The winner is the student with the most pairs of cards at the end of the game.

Ending the lesson

Aim: to review classroom objects and colors

- Say a classroom object. Students hold up the correct object of their own and say *My (pencil)*.
- Where the color is known, ask individual students *What color is it?* Repeat for other items.

Aims: to present and practice the numbers 7, 8, 9, and 10, to review and practice the numbers 1–6

New language: *seven, eight, nine, ten*

Recycled language: numbers 1–6, *bag, book, pencil, table, red, blue, green, yellow, orange*

Thinking skills: counting and paying attention to visual details

Materials: CD 1, flashcards (numbers 1–10), the puppet (Polly)

Language competences: Your students will be able to recognize and say the numbers 7–10. Your students will be able to count from 1–10 and answer the question *How many?*

Warm-up

Aim: to review the numbers 1–6

- Write the numbers 1–6 on the board, and point to them in order for the students to say the numbers. Then repeat the activity with the numbers out of order.
- Erase one of the numbers and replace it with a line or circle and ask the students to tell you which number is missing. Then ask them to count from 1–6 in order. Keep repeating the process so that all the numbers have been erased.
- Give out the number flashcards to six students and ask them to stand in the correct order.

Presentation



SB p9 Listen and say the numbers. Trace.

Aim: to present the numbers 7–10, to develop pencil control

- Ask the children to look at the bags and ask what colors they are.
- Play the CD and use Polly to demonstrate how to listen and point to the numbers. Ask the students to listen and point.

- Say the numbers in a different order and ask students to point to them again.
- Count the bags together, demonstrating how to cross out each one as you count.
- Show the children how to trace around number 7 and invite them to trace all the numbers.

Audio script page T100

Practice



WB p9 Look and count. Circle the numbers.

Thinking skills: counting and paying attention to visual details

Aim: to practice numbers 1–10

- Point to each classroom object icon in the grid at the top of the page, and ask students what each icon is.
- Then ask the students what color each of the items are.
- Now tell the students to look at the big image and tell them that they are going to count each object and circle the correct number in the grid. Do the first one together by holding up your book and marking all the orange books with your pencil and then circle the number 9 in the grid.
- Students count the other objects and circle the correct numbers.
- To check answers, ask *How many (books)? (Nine).*

Key: 9 books, 10 pencils, 7 bags, 8 tables

Extension activity

Aim: to practice numbers 1–10

- Teach students a counting rhyme (or song if you know the tune of *Ten green bottles*):
*Ten green teddy bears, sitting on a wall.
Ten green teddy bears, sitting on a wall.
If one green teddy bear should accidentally fall,
There are nine green teddy bears, sitting on the wall.*
- *Nine green teddy bears*, etc.
- Draw a picture of ten teddy bears on the board, erasing them as you sing. Students can join in with lines 1, 2, and 4 of each verse.

Ending the lesson

Aim: to practice numbers and counting

- Count with the class from 1 to 10 and 10 to 1.
- Invite volunteers to count from 1 to 10 and 10 to 1.
- Write numbers 1–10 randomly on the board (or use the flashcards). Students close their eyes. Erase a number (or remove a flashcard). Students tell you which one is missing. Repeat.

Aims: to present and practice classroom instructions, to review classroom objects

New language: *Stand up, Sit down, Open/Close (your book), Pick up your (pencil), Put your bag on your (desk)*

Recycled language: classroom objects, colors

Materials: CD 1, flashcards (classroom objects), colored pencils or crayons, the puppet (Polly)

Language competences: Your students will be able to follow (and give) classroom instructions.

Warm-up

Aim: to review classroom objects

- Use the flashcards to review the classroom objects.
- Play the chant from SB page 10 (CD 1, Track 10). Students hold up the correct classroom objects when they are mentioned or mime putting them in the appropriate places.



SB p10 Listen and act.

Aim: to present classroom instructions

- With books closed, play the audio and show the class a clear mime for each action. You can use Polly to mime the instructions. Play the audio again and encourage the students to join in when they can.
- As the students begin to show better understanding of the instructions, you can say them in a different order and see if they can mime them.

Audio script page T100



SB p10 Listen and match.

Aim: to practice listening to details

- Ask the students to turn to SB page 10 and look at the pictures and numbers together. Say *Listen and match*. Play the first line of audio and demonstrate drawing a line from the big number 1 to the picture showing standing up. Run your finger around the frame and say *Number 1 is blue*.
- Play the rest of the audio. Students draw lines from the other numbers to the correct pictures.
- Check the answers by saying a number and asking *What color?* or by asking students to mime the action.

Key: 1 blue, 2 red, 3 orange, 4 green, 5 yellow, 6 purple

- Invite a volunteer to come to the front and give instructions to the class. Repeat with other volunteers.

Audio script page T100



WB p10 Listen and circle.

Aim: to practice listening carefully to instructions

- Students listen and circle the correct pictures.

Key: 2 pencil, 3 sit down, 4 stand up, 5 book, 6 bag

Audio script page T100

Extension activity

Aims: to review and extend classroom instructions

- Give variations on the classroom instructions, e.g., *Pick up your bag. Put your eraser on your chair. Put your book in your bag*. Repeat each instruction slowly to give everyone a chance to figure it out.
- Once students have the idea, you can speed up the activity.

Ending the lesson

Aim: to practice listening and following instructions

- Explain in L1 that students should only do an action if you say *Simon says* first.
- Say instructions from the lesson, sometimes saying *Simon says* first, sometimes not.
- Students who follow the instructions when you haven't said *Simon says* are "out" (or they can lose one of three "lives," if you prefer).

Aims: to review classroom instructions, to present and practice colors with nouns, to sing a song with the class

New language: (red) (eraser), classroom, Here's ... , pencil case, today

Recycled language: eraser, pencil, colors, in, the, my

Materials: CD 1, flashcards (classroom objects), colored pencils or crayons

Language competences: Your students will be able to join in with a song.

Your students will begin to combine colors with nouns.

Warm-up

Aim: to review colors and classroom objects

- Stick a classroom object flashcard on the board and say *This is my (book). What color is it? (Blue).*
- Repeat with the other items. Give students time to look at the flashcards and then turn them face down on the board.
- Point to the back of one of the flashcards and ask a student to tell you the object and color, e.g., *Book. Blue.* Say *Yes! It's my (book). It's (blue).* Repeat with the other flashcards.

Presentation



SB p11 Listen and sing.

Aim: to review classroom objects and sing a song

- Ask students what they can see in the pictures (*eraser, pencil*) and what color they are (*red, blue*).
- Play the song. Students point to the pictures.

- Say *Pencil case?* and gesture that students should find the object. Ask a volunteer to show the class a pencil case. Practice pronunciation. Use gesture to reinforce the meaning of *classroom* and practice pronunciation.
- Play the song again. Students hold up their eraser and their pencil at the appropriate points in the song and mime putting them in their pencil case and zipping it up.
- Play the song again, pausing to teach each line.
- Use the karaoke version (see Extension activity).

Audio script page T100

Practice



WB p11 Listen again. Draw and color.

Aim: to practice listening for details

- Play the song. Students draw and color the items according to the song lyrics.
- Play the song again for students to join in, using the pictures that they have completed as prompts.

Key: a red eraser in the hand,
a red eraser going into the pencil case,
a blue pencil in the hand,
a blue pencil going into the pencil case,
a red eraser and a blue pencil in the pencil case

Audio script page T100

Extension activity

Aim: to practice language from the lesson

- Hold up two books of different colors and say for each one *Here's my book. My (color) book.*
- Put the books in your bag, saying or singing adapted lyrics of the song (CD 1, Track 14) *In the classroom, etc. Here's my book. My (color) book. In my bag.*
- Say or sing the song about your books again. Encourage students to join in.

Ending the lesson

Aim: to practice talking about the color of objects

- Tell students to take out their colored pencils or crayons and put them on their desks.
- Give instructions, e.g., *Pick up a red pencil. Put your pencil on your desk. Put your pencil in your pencil case.*

Aims: to present a picture story, to review language from the unit

Skills: listening and following a picture story

New language: *please, books, Draw a (bag), Where's ... ? there, Don't worry, Wow! very much*

Recycled language: classroom objects, numbers 1–6, *sit down, open, my, look, your, Oh, no! here's, thank you, yes*

Thinking skills: counting and paying attention to visual details

Materials: CD 1, flashcards (characters), props for acting out the story (optional): character masks (Leo, Polly, Mike), homemade zebra hat/mask or an old pair of glasses

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review story characters and story context

- Show each of the character flashcards and ask *Who's this?* Students say *(Leo) the (lion)*.
- Show the first picture on SB page 12 and help the students find it. Ask *Who's in the classroom?* *(Leo, Polly)*. Explain in L1 that Leo's looking for his ... and elicit the key word in English *(pencil)*.
- Explain in L1 that students are going to listen to a story about what happened to Leo later in the same class and help them turn to pages 12–13.

Presentation



SB p12–13 Story: The pencil

Aim: to listen and follow a picture story

- Point to the characters in the first picture on SB page 12 and ask *Who's this?* Ask in L1 where Leo and Polly are (students may remember the phrase *in the classroom* from the song).
- Point to the new character and ask *Who's this?* Students tell you in L1 that it's Leo and Polly's teacher, a zebra. Ask *Where's the pencil?* *On the ... (chair)*. Ask students to name other items in the picture *(chair, desk, eraser)*.

- Play the CD. Students follow in their books.
- Play the story again, stopping after each picture. Students explain in L1 what's happening.

Audio script page T100

Practice

5

Think!

WB p12 Look at the story. Count, match, and trace the numbers.

Thinking skills: counting and paying attention to visual details

- Count aloud from 1 to 6 with the class. Draw the numbers on the board for individual students to say.
- Look at the six objects on the WB page and elicit what each one is.
- Point to the first picture and explain in L1 that the students have to look back at the story and count how many times they see a pencil (the same one or a different one). Count all the pencils in the pictures together, and then ask them to trace the example match line with their pencils. **Note:** two students can share a Student's Book between them if there isn't enough space to have both Student Books and Workbooks open at the same time.
- Tell the students to repeat the counting activity for the other five objects.

- Check the answers by asking *How many (pencils)?*
- Students can then trace over each number.

Key: 6 pencils, 2 erasers, 3 books, 5 desks, 1 bag, 4 chairs

Extension activity

Aim: to reinforce understanding of the story

- Invite four volunteers to the front. Students act out the story along with the audio and with your help, using the character masks and other available props (see "Materials").
- Encourage students to use key language from the story. Encourage the student who is playing the teacher to act like a teacher.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practice new language from the story

- Choose a student and say *A pencil, please*. Encourage the student to say *Here's a pencil* and then say *Thank you (very much)*.
- Practice this exchange with four or five different students.

Aims: to talk about the meaning of a story, to review language from the unit

Recycled language: language from the story, numbers 1–6

Thinking skills: interpreting the values in a story

Materials: CD 1, Unit 1 stickers, scissors, colored pencils or crayons

Language competences: Your students will be able to interpret the deeper meaning of a story. Your students will be able to offer things and say *Thank you*.

Warm-up

Aim: to review classroom objects

- Play a memory game with the classroom object flashcards by sticking them on the board and eliciting the names of the objects. Tell your students to look at the cards and try to remember them. Then turn over the flashcards so the students can't see them. Invite individual students to try to recall the objects in the correct order of the flashcards.

Practice



SB p12–13 Story: The pencil

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on SB pages 12 and 13.
- Play the story again (CD 1, Track 16), pausing to talk about each picture, e.g.:
 - 1 Leo, Polly, and the teacher are in the ... (classroom).
 - 2 The teacher says "Open your ... (books)."
 - 3 The teacher say "Draw a ... (bag)."
 - 4 Leo says "Where's my ... (pencil)?"
 - 5 Polly says "The pencil is on the ... (chair)."
 - 6 Leo says ... "(Oh, no!)."
 - 7 Mike says "Here's a ... (pencil)."
 - 8 Leo and the teacher say ... "(Thank you, Mike!)."

Aim: to think about the meaning of the story: lending

- Play the story again (CD 1, Track 16), pausing to ask in L1 how Leo feels (e.g., after pictures 3, 6, and 7). Ask why Leo is happy, and why Leo and the teacher say *Thank you*.
- Discuss with the class in L1 that Mike is being kind by lending Leo his pencil.
- Ask students for examples of when they have lent something to someone.
- Hold up your book and point to the last frame and say *Let's look for a sticker*. Help students find the Unit 1 story sticker at the back of the book and ask them to peel off the sticker. Tell them to turn back to page 13 and then say *Stick*.
- Elicit from the students, in L1, what the sticker shows (Leo and the teacher saying thank you to Mike for lending his pencil to Leo).

Audio script page T100



WB p13 Complete the faces with 😊 or ☹️.

Thinking skills: interpreting the values in a story

- Tell the children to find page 13 in the Workbook. Say *Look at the pictures and think. Which is right?* Point to the faces and explain in L1 that if they think the boy in the first picture is unhappy, they draw a sad face. Elicit that the boy in the second picture is lending the other boy a car. The children draw a happy face for the second picture. Circulate and check.

Extension activity

Aim: to review objects and numbers

- Hold up between 1 and 6 classroom objects. Ask *How many (pencils)? (Five)*. Repeat with other objects.
- Students repeat the activity in pairs, but without asking the question, e.g., Student 1 shows two erasers. Student 2 says *Two*.

Ending the lesson

Aim: to role play sharing and practice new language from the story

- Mime looking for a book. Say *Oh, no! Where's my book?* Gesture that you would like to borrow a book from one of the students. When the student hands you the book, say *Wow! Thank you very much!*
- Students carry out the role play in pairs:
Student 1: *Oh, no! Where's my ... ?*
Student 2: *Don't worry. Here's a ...*
Student 1: *Wow! Thank you (very much)!*
- Students swap roles to practice all the phrases.
- Students then change partners and repeat the activity. Circulate and encourage their use of English.

Note: For the next lesson, students need to have a photograph or drawing of themselves and things that are important to them (e.g., a pet, a favorite toy, their family). Check that parents/carers are happy for the photographs to be made into a collage.

Aims: to integrate other areas of the curriculum through English: School

New language: *singing, drawing, reading, writing, counting*

Recycled language: classroom instructions, numbers 1–6

Materials: CD 1, colored pencils or crayons

Language competences: Your students will learn specific language to be able to talk about school in English.

Warm-up

Aim: to review classroom instructions

- Review classroom instructions by asking students to do or mime actions (*Open your book. Stand up. Draw ...*, etc.).
- Give instructions quietly so that students have to listen carefully. Then mouth the instructions without speaking, so that students have to watch carefully.

Presentation



SB p14 Listen and say the words.

Act it out.

Aim: to present and practice the words for five classroom actions

- Ask the children to look at SB page 14. Say *Look! Actions! Listen and Point.*
- Play the CD. Students listen and point to the pictures.
- Students listen again and repeat the words.
- Say the words in a different order. Students point to the pictures.

Audio script page T100

Aim: to practice words for classroom actions

- Mime an action from the pictures for students to guess, e.g., *Reading*.
- Repeat with one or two more actions.
- Students play the game in pairs or small groups.

7

WB p14 Make a collage.

Aim: to work together to produce a collage

- Point to the pictures on WB page 14 and explain that they are going to make a collage of themselves and what they like doing.
- Students stick the photographs or pictures that they have brought onto a piece of paper.
- Mount their pieces of paper onto a large sheet of thin cardboard or display board.
- Ask students about the photographs/drawings of other students, using *Who's this?* Ask about known colors in the other pictures. Practice numbers by counting similar items (if relevant, e.g., pets) in English up to 6.
- Students explain in L1 why they chose their items.

Extension activity

Aim: to review and extend words for actions

- Encourage students to apply *-ing* to other verbs that they know by miming different actions. Ask *What am I doing?* after each mime (students say, e.g., *Sitting, Standing, Opening, Closing, Putting, Picking up*).

Ending the lesson

Aim: to practice for classroom actions

- Draw simple pictures on the board of things needed for writing, drawing, etc. Draw slowly, line by line, and tell students in L1 to guess which action the item is used for. Try not to draw the most obvious part of each item first, so each picture is a genuine observation puzzle.
Possible items to draw:
a microphone (singing – draw the electrical lead first), a crayon (drawing), a computer keyboard (writing), a newspaper/magazine (reading), a hand with four fingers held up (counting).
- To make the activity competitive, the class can have three “lives” to guess each picture. If they guess incorrectly three times, you win.

Aims: to review the language from the unit, to encourage children to reflect on their learning

Recycled language: classroom actions

Thinking skills: categorizing objects with actions

Materials: colored pencils or crayons

Language competences: Your students will be able to talk about school in English.

Warm-up

Aim: to review words for classroom actions

- Say one of the actions from the previous lesson, e.g., *Reading*. Students do the action. Repeat with other actions, speaking more and more quickly until students are interpreting the words and changing between mimes as fast as they can.
- Do the actions yourself. Students say the word.

Practice

7 **Think!** **SB p15** Think and color.

Thinking skills: categorizing objects with actions

- Point to the photographs at the top of the page and ask in L1 what students can see (*desk, book, chair, elephant*).
- Point to the first photograph and ask *What's he doing? Counting? Singing? (Reading)*. Run your finger around the frame and ask *What color is it? (Blue)*. Say *That's right. Reading. Blue*.
- Do the same with the second photograph, e.g., *What's she doing? Counting? ... etc. (Drawing)*. Say *That's right. Drawing*.
- Point to photograph 1 and ask *Reading or drawing?* Point to the frame and ask *What color? Blue or red?*
- Students color the frames of the rest of the photographs, blue for reading or red for drawing.

Key: 1 blue, 2 red, 3 red, 4 blue, 5 red, 6 blue

8 **WB p15** Say the words. Color the circles.

Aim: to create a record of learning

- Point to the pictures on WB page 15. The students say the words together.
- The children color the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

Extension activity

Aim: to review words for classroom actions and instructions

- Explain in L1 that if you do the right action, students should clap once. If you do the wrong action, they stay silent. (You could introduce *Yes* or *No* instead if you prefer.)
- Do a mime for one of the classroom instructions or actions from the unit, e.g., sitting on a chair, but say a different action, e.g., *Stand up*. Students stay silent or say *No*.
- Do the mime again and say the correct word. This time students clap or say *Yes*.
- Repeat with more actions, sometimes saying the correct word or instruction and sometimes making deliberate mistakes. You could use mimes for these words and sentences: *Singing, Reading, Writing, Counting, Drawing, Stand up, Sit down, Pick up your (pencil), Open/Close your book, Put your (eraser) in your (pencil case), Put your (pencil) on your (desk)*.

Ending the lesson

Aim: to review words for classroom actions

- Line the students up ready to leave the class (or if they are staying in class for the next lesson, ask them to stand up).
- Ask each student to do an action in order to leave the class (or in order to sit down), e.g., say *Reading*. The student mimes reading. Say *Yes, reading!*
You can go / Sit down.

Phonics

- See page T86 for Unit 1 Phonics.

Review

- See page T95 for Review *Hello!* Unit and Review Unit 1.

Aims: to present and practice family members, to say a chant with the class

New language: *grandpa, grandma, mom, dad, sister, brother, Let's go, Come on, me, Here are the girls/the boys, family*

Recycled language: numbers 1–6, classroom instructions, *my, and, in*

Materials: CD 1, flashcards (family), Unit 2 mini cards: WB page 96 and scissors (optional)

Language competences: Your students will be able to name family members. Your students will be able to join in with a chant.

Warm-up

Aim: to review classroom instructions

- Divide the class into six teams, numbered 1–6.
- Use the team numbers in random order to give classroom instructions, e.g., *3 Stand up*. Each team carries out the instruction as quickly as possible.
- Vary the instructions and the team numbers that you call, sometimes repeating combinations, to keep the class alert.

Presentation



SB p16 Listen and point. Say the words.

Aim: to present family members

- Play the first part of the recording. Point to Mike just going out of the door and ask *Who's this? (Mike)*. Establish in L1 that Mike and his family are getting ready to go out. Tell students in L1 that they are going to learn family words.
- Play the rest of the recording. Students point to the numbered characters.
- Play the CD again. Students repeat.

Audio script page T101



SB p80 Listen and chant.

Aim: to practice family members and say a chant

- Play the chant. Students point to the pictures as they listen.
- Reinforce the meaning of *girl* and *boy* by pointing to girls and boys in the classroom (if possible).
- Play the chant again. Students join in. Point to the people in the pictures as prompts.

Audio script page T101

Practice



WB p16 Circle and say the words.

Aim: to personalize language from the lesson

- **Note:** Be fully aware of students' personal circumstances before doing this activity.
- Point to the first picture on the top row and ask *Who's this? (Grandma)*. Repeat with the rest.
- Say *My grandma* and circle the first picture. Continue for the rest of your family. Pretend, if necessary, that you don't have a sister/brother to demonstrate that you're not circling any sisters/brothers.
- Students circle the pictures to show their family members. If any students have more than eight brothers or sisters, help them draw in the extra pictures.
- Circulate and ask about individual students' work, e.g., *Who's this? (My grandma, etc.)*.

Extension activity

Aim: to practice family members

- Students cut out the Unit 2 mini cards.
- Say a family word. Students hold up the correct card. Repeat with the other words.
- Students can play the game in pairs.

Ending the lesson

Aim: to review family members

- Put the flashcards in a line in a random order on the board at a height your students can reach.
- Ask in L1 for volunteers to help put them in the right order to match Mike's family on SB page 16.
- The volunteers move one flashcard each with the class calling out the correct family word.

Note: For the next lesson (Presentation), you ideally need family photographs (showing, if possible, at least one grandparent, parent, and brother/sister).

Aims: to present and practice introducing family members

New language: *This is my (brother)*

Recycled language: family members

Materials: CD 1, flashcards (family), colored pencils or crayons, photographs of your family (optional – see note on page T16)

Language competences: Your students will begin to introduce their family members.

Warm-up

Aim: to review family members

- Stick five of the flashcards on the board in a random order. Point for students to say the words. Ask *Who's missing?* and explain in L1 if necessary. Students call out the missing family word.
- Repeat to review all the family members.

Presentation



SB p17 Listen and color.
Say the sentences.

Aim: to present introducing the family

- If possible, show students a photograph of your family. Say *My family. This is my family.*
- Point to the picture of Mike on SB page 7 and say *Look! Mike and his family.*
- Play the CD. Students listen and point to the correct person (the order is jumbled this time, as students heard the words in the previous lesson).

- Say *Listen again and color the circles.* Play the first line of the audio again, and demonstrate coloring the circle next to the sister on the bottom right of the picture. The students continue with the rest of the activity, and you can pause the audio to allow time for them to color.
- Play the audio again. Students repeat the sentences.

Audio script page T101

Practice



WB p17 Listen and circle.

Aim: to practice listening for detail and identifying family members

- Play the first line of the audio and show students that the girl in the picture is circled in the example.
- Play the rest of the audio. Students listen and circle.
- Check answers by saying 2 *This is my ... ? (mom).*

Key: 1 sister, 2 mom, 3 grandpa, 4 dad,
5 brother, 6 grandma

Audio script page T101

Extension activity

Aim: to review family members

- Ask the children to draw simple pictures of their family.
- Choose a volunteer to show his/her picture and to say the names of his/her family members.
- Draw the student's family on the board as clearly male or female stick people.
- Point to the mom and ask *Who's this?* Students say *Mom. Say Yes. It's (name)'s mom. What's her name?* Students say the name. Repeat with other members of the student's family.
- Do the same with two or three more students to work on memory skills with the whole class.

Ending the lesson

Aim: to review language from the lesson

- Draw a simple picture of your family on the board, with at least one set of grandparents, parents, and siblings.
- Describe your family to the class, with their names.
- Then see if students can remember the names. Ask *This is my grandpa. What's his name?*

Aims: to stimulate the students' imagination through listening and acting out, to practice listening and following instructions

New language: *door, to, What's that? It's ... , Yuck!*

Recycled language: *open, the, say, Hello, your, sit down, a, sandwich, family members*

Materials: CD 1, flashcards (family), Unit 2 mini cards: WB page 96 (optional)

Optional: a CD with the music for *Heads, shoulders, knees, and toes* (without words)

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to review family members and say a chant

- Play the chant from SB page 81 (CD 1, Track 33). Students could hold up the Unit 2 mini cards as each family member is mentioned.
- Play the chant again for students to join in.

Practice

 **SB p18** Listen and act.

Aim: to practice following instructions

- With books closed, play the recording. Show the class a clear mime for each action, e.g., 1 opening a door, 2 waving and smiling, 3 sitting down, 4 reacting as if you have just sat on something horrible, 5 standing up and looking sad, 6 picking a sandwich up off the chair.
- Play the CD again. This time, say *Listen and act!* for students to join in with the mimes. Encourage them to act with emotion.

Audio script page T101

 **SB p18** Listen and match.

Aim: to practice listening and ordering pictures

- Point for students to say the numbers 1–6.

- Play number 1 and demonstrate drawing a line from the big 1 to the picture of the boy opening the door. Run your finger around the frame and say *Number 1 is purple.*
- Play the rest of the recording. Students draw lines from the other numbers to the correct pictures.
- Check answers by saying a number and asking *What color?*

Key: 1 red, 2 yellow, 3 green, 4 purple, 5 orange, 6 blue

Audio script page T101

 **WB p18** Look and say the family words.

Aim: to review the family words

Thinking skills: associating objects with actions

- Students look first at the big picture to see what everyone is doing. They then decide who needs each of the smaller items at the bottom of the page.
- Check answers by saying the numbers. Students say the family words.
- **Note:** The names of the objects are given for your reference, but they are not core language.

Key: 1 (building block) dad and brother 2 (dice) grandpa and brother 3 (headphones) grandma 4 (mouse) mom 5 (pencil sharpener) sister

Extension activity

Aim: to review classroom instructions and to practice *and*

- Hand out the family flashcards to six students at random, without looking who has each card.
- Give instructions to the family members, sometimes just to one and sometimes to two, e.g., *Grandpa, open your book!*
- When the students with the flashcards have done each action, encourage the class to point to the relevant students, saying *This is my (mom) ... and this is my (dad).*

Ending the lesson

Aim: to review family members and practice turn taking

- Play a game of *Snap!* with the mini cards from Unit 2 and Unit 1.
- In pairs, students shuffle all their mini cards together and deal them out into two piles.
- The first student turns over a mini card and says the word. The second student then does the same. If this second card matches the first card, the student who turned it over says *Snap!* and picks up both cards. If it doesn't match, the first student turns over another card.
- The game continues until you say *Stop*. The winner is the student with the most cards at the end

Aims: to review talking about families, to sing a song with the class

New language: *Hi, my name's (name), queen, king, we're, royal*

Recycled language: *This is my (mom), the, family*

Materials: CD 1, flashcards (family, characters – optional)

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review family members

- Show the family flashcards. Students say the words.
- To make the game competitive, give yourself three “lives” to guess what’s on the flashcard. Count your guesses on the board. If you make more than three guesses, the students win.
- Mix up the cards, choose a card, and hold it so that the students can see it, but you can’t.
- Guess what’s on the card by asking *Is it Grandpa?* Repeat with the other cards.

Presentation



SB p19 Listen and sing.

Aim: to review family members and sing a song

- Point to the pictures and ask in L1 why the people are wearing crowns.
- Play the song. Students point to the pictures.
- Present *Hi* by going up to several students and saying *Hi, (name)!* Explain/elicit in L1 that it means the same as *Hello*. Elicit the meaning of *queen* and *king* using the pictures.

- Play the song again. Tell students to listen carefully for the names.
- Say *Mom and Dad – Ann and ... (Dan)*. Do the same for *Jill* and *Bill*, *Kim* and *Jim*.
- Say names from the song. The students give the family words.
- Use the karaoke version, asking for volunteers or assigning roles.

Audio script page T101

Practice

- 4** **WB p19** Point and say the names and the words.

Aim: to practice transferring visual information

- Students point to the characters from the song. They say the name of each character and his/her relationship with the singer.

Key: 1 Kim – grandma, 2 Bill – brother,
3 Ann – mom, 4 Jill – sister, 5 Dan – dad,
6 Jim – grandpa

Extension activity

Aim: to think about rhyme

- Ask the students in L1 if they can think of rhyming names. If they can’t think of any names, ask for rhyming words. Give examples if you can.
- Tell the students other rhyming names in English, e.g., *Sam/Pam, Jack/Zak, Emma/Gemma, Pat/Matt, Bob/Rob, Barry/Harry/Larry*. Encourage them to repeat the names.
- Put the character flashcards on the board. Say these names and ask the students to say the rhyming character name: *Molly (Polly), Tina (Gina), Spike (Mike), Rio (Leo)*.

Ending the lesson

Aim: to practice the song and family members

- Play the song again. Students point to the pictures.
- Choose two or three volunteers to point to the characters in the pictures and to say all the family words and names (*mom – Ann, dad – Dan, sister – Jill, brother – Bill, grandma – Kim, grandpa – Jim*).

Aims: to present a picture story, to review language from the unit

New language: *sandwich/sandwiches, for you, Yummy!*

Recycled language: *This is my (brother), family members, Hi, Thank you, and, Oh, no! your, wait, here*

Materials: CD 1, colored pencils or crayons, props for acting out the story (optional): character masks (Mike, Gina, and Polly), a tennis racket (for the brother), a necklace (for the sister), a hat (grandma), glasses or a walking stick (grandpa), an old dress (mom), old pants (dad), a box for a picnic basket, seven sandwiches, and six bananas (made of cardboard)

Language competences: Your students will be able to listen and follow a picture story. Your students will practice saying *Thank you*.

Warm-up

Aim: to set up the story context

- Show the picture of Mike's family on SB page 17. Point to each character and ask *Who's this? (Grandpa)*.
- Explain in L1 that the story is about Mike's family. Help the students turn to pages 20–21.

Presentation



SB pp20-21 Story: The sandwiches

Aim: to listen and follow a picture story

- Talk about the first two pictures on SB page 20. Establish that Gina and Polly are having a picnic.
- Play the CD. Students follow in their books.
- Ask the students what food everyone is eating at the picnic. Try to elicit the answer in English.
- Play the story again, stopping after picture 3. Point to the characters and ask *Who's Tim? Mike's ... (brother)*. Do the same for Olivia (*sister*).
- Play the story again, stopping after each picture to talk in L1 about what's happening.

Audio script page T101

Practice

5

Think!

WB p20 Look at the story. Count and color.

Aim: to practice counting

Thinking skills: counting

- Point to the picture and practice the pronunciation of the plural form *sandwiches*.
- Ask the students to find a sandwich in the story. Ask *What color is it?* and explain in L1 that you're talking about the filling. Establish in L1 that the red ones are jam (or meat) and the yellow ones are cheese.
- Explain in L1 that the students have to count how many jam/meat sandwiches and how many cheese sandwiches there are. They color the sandwiches appropriately. Explain that it doesn't matter which ones they color red or yellow, as long as they have the correct number in each color.
- Circulate and ask students which colors they are using. Encourage them to count aloud.

- Check answers by asking *How many (red/yellow) sandwiches?*

Key: four red sandwiches, three yellow sandwiches

- **Note:** It might be easier if children share their Student's Books for this activity.

Extension activity

Aim: to reinforce understanding of the story

- Invite nine volunteers to the front. Students act out the story with your help, using the character masks and other available props.
- Encourage students to use key language from the story. Help with the plural form *sandwiches*.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practice new language

- Draw a sandwich on the board. Practice pronunciation.
- Pretend to offer a student a sandwich and say *A sandwich?* The student says *Thank you*. Repeat with other students.
- Students do the same role play in pairs.

Aims: to talk about the meaning of a story: sharing, to review language from the unit

Recycled language: language from the story, family members, numbers 1–6, red, yellow

Materials: CD 1, unit 2 story sticker, a music CD, colored chalk/board pens (optional)

Language competences: Your students will be able to interpret the deeper meaning of a story.

Warm-up

Aim: to review family and *This is my (mom)*

- Students stand in a large circle, if possible. Hand out the family flashcards randomly. Explain that the students must pass the cards around the circle and when the music stops, the students holding the flashcards have to say *This is my (grandma)*.
- Play some music and students start passing the cards to the left.

Practice



SB pp20–21 Story: The sandwiches

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on SB pages 20 and 21.
- Ask the students what they share and with who.
- Hold up your book and point to the last frame and say *Let's look for a sticker*. Help students find the Unit 2 story sticker at the back of the book and ask them to peel off the sticker. Tell them to turn back to page 21 and then say *Stick*.
- Elicit from the students, in L1, what the sticker shows (Mike sharing bananas with Gina).

Audio script page T101

Aim: to think about the meaning of the story: sharing

- Play the story again (CD 1, Track 28), pausing after pictures 2, 3, 4, and 5 to ask in L1 what Gina and Polly are doing (giving sandwiches to everyone). After picture 6, ask what the problem is (no sandwiches for Gina and Polly). At the end, ask what Mike and his family did (they went to get some food to share).



WB p21 Complete the faces with ☺ or ☹.

Thinking skills: applying values from the story to new situations

- Ask the students to find page 21 in the Workbook. Say *Look at the pictures and think. Which picture is right?* Point to the faces and explain in L1 that if they think the picture shows the right thing happening, they draw a smile. Elicit from the class that in the first picture the girl is sharing her drink. The children draw a happy face for the first picture. Alternatively, children can color the face instead. Circulate and check. The children then color this picture.

Ending the lesson

Aim: to role play sharing and practice language from the story

- Mime offering sandwiches to different students, pretending that your bag is a picnic basket. Say *A sandwich?* and help the students say *Thank you*.

- Mime that your bag is empty but that you are hungry. Say *Oh, no! My sandwiches!* Encourage a student to mime giving you something. Help him/her say *For you* and then reply with *Thank you. Yummy!*
- Students carry out a role play in groups of four:
Student 1 (handing out sandwiches): *A sandwich?*
Students 2–4: *Thank you.*
Student 1 (miming no sandwiches left): *Oh, no! My sandwiches!*
Students 2–4 (miming giving something): *For you.*
Student 1: *Thank you. Yummy!*
- Students swap roles to practice a variety of language. If you have time, students can make their own cardboard sandwiches as props.

Extension activity

Aim: to review counting

- Draw sandwiches with two different color fillings on the board (or classroom objects if you prefer), up to six in each color, arranged randomly.
- Ask *How many (red/yellow) (sandwiches)?* Erase one of the sandwiches and ask again. Continue until only one of each color remains.

Note: For the next lesson (Warm-up), you ideally need individual photographs of your family members (four grandparents, mom, dad, siblings, and yourself). Students will also need ice pop sticks to make different family members. You can decide how many each student can make.

Aims: to integrate other areas of the curriculum through English: Social science

New language: *that's my (mom)'s (mom)*

Recycled language: numbers 1–6, *Hi, My name's (name), and, are, is*

Materials: CD 1, Unit 2 stickers, scissors, circular pieces of thin cardboard, ice pop sticks, glue, colored pencils or crayons, photographs of your family members (optional – see note on page T21)

Optional: photographs of different birds and animals (e.g., elephant, giraffe, dog, monkey, eagle, robin), one for each pair of children

Language competences: Your students will be able to talk about family trees in English.

Warm-up

Aim: to present the family tree diagram

- Stick photographs (or draw head and shoulder pictures) of your family on the board arranged as a family tree, linking people to show relationships as on SB page 22. Arrange your siblings and yourself in order of age, with the oldest on the left.
- Point to your photograph and say *This is me*. Review family members by pointing and saying *This is my ... (grandpa)*. Explain in L1 that the lines across link people who are married (or share children) and that the lines down show their children. Tell the class that on a family tree the oldest child is on the left.
- Leave the family tree on the board.

Presentation



SB p22 Listen and stick.

Thinking skills: understanding family relations

- **Note:** In order to carry out this activity, students will first need to cut out their stickers with the backs attached.
- Point to each sticker and ask *Who's this? (Dad)*.
- Point to the boy at the bottom of the family tree on SB page 22. Say *This is Nick*. Point to the two pictures at the top of the family tree. Ask *Who's this? (Grandpa/Grandma)*.
- Play the recording. Students listen and place the stickers, with the backs still attached, in the correct place. Pause as necessary. Point out the family resemblances in hair color and translate into L1, if necessary, the phrases *my mom's mom and dad* and *my dad's mom and dad*.
- Play the CD again, pausing for students to point to each sticker that they have placed. Ask *Who's this? (Grandma)*. Say *Yes. This is Nick's (grandma)*.
- Students can then stick the stickers in their books.

Audio script page T101

Practice

7

WB p22 Make an ice pop stick family.

Aim: to make family stick puppets and practice introductions

- Students make a “family” of stick puppets (or as many as possible with the materials available). They cut out thin cardboard circles, draw faces on them, and then stick ice pop sticks onto them. In a large class, students can work in pairs or threes to make a family.

Extension activity

Aim: to review describing family trees

- Students should now work with a different partner but still keep their ice pop stick family.
- Ask the children to arrange their ice pop stick puppets in rows so that it looks like a family tree. Then they should describe this family to their new partner. (*This is my (dad), (name), and so on*).

Ending the lesson

Aim: to practice role playing with puppets

- Students choose a stick puppet and give it a name.
- Students act out introducing the puppet to a partner.
Student 1: *Hi! My name's (name). This is my (brother, name).*
Student 2: *Hi, (name). Hello, (name).*
- Students swap roles and repeat the activity with a different partner.

Aims: to extend the focus of social science through English, to review language from the unit, to encourage children to reflect on their learning

Recycled language: This is my (mom), that's my (dad's) mom, family words

Materials: CD 1, paper, thin cardboard, colored pencils or crayons

Language competences: Your students will be able to describe their own family tree.

Warm-up

Aim: to review family trees

- Draw your simple family tree on the board again and encourage the class to tell you all the family members in the family tree. Recast their sentences where necessary so that they have a correct model for the next activity (e.g., *Yes, this is my Grandma, Alice.*)
- Leave the family tree on the board.

Revision

7

Think!

SB p23 Draw and show your family tree.

Thinking skills: organizing information

- Look at the family tree on SB page 23 and say *Look! What is it?* (A family tree). Ask the students what the girl is saying about her picture. Encourage them to make sentences to describe the relationships (*This is my grandpa.*)

- Say *Now your turn. Draw your family tree.* Give out paper and colored pencils, and then circulate to offer help where necessary.
- Ask students to work in pairs and describe their family tree to a partner. Tell them to also give the names of the people in their family.

8

WB p23 Say the words. Color the circles.

Aim: to create a record of learning

- Ask the students to find WB page 23. Point to the pictures and encourage the class to say the words together.
- The children color the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

Extension activity

Aim: to review family trees and to practice listening

- Invite a volunteer to the front with his/her family tree.
- The student describes his/her family tree to you, showing you the picture, but hiding it from the class, e.g., *This is my grandpa, (name).*
- Students draw the family tree, with the correct number of grandparents and siblings.
- The student shows his/her family tree for students to check their work.

Ending the lesson

Aim: to review the unit song

- Use the pictures on SB page 19 to remind students of the song. Review *queen*, *king*, and *royal family*.
- Play the song (CD 1, Track 26) and encourage the class to sing and mime putting crowns on their heads.

Phonics

- See page T86 for Unit 2 Phonics.

Aims: to present and practice parts of the face, to say a chant with the class

New language: *eyes, ears, nose, face, teeth, mouth, I have an idea, easy, What's missing?*

Recycled language: *Here's, my, it's, look, two, colors*

Materials: CD 1, colored pencils or crayons

Language competences: Your students will be able to name parts of the face.
Your students will be able to join in with a chant.

Warm-up

Aim: to introduce the topic

- Say *Close your eyes* and demonstrate to remind the class of the meaning. Then say *Open your eyes*.
- Point and say *My eyes*. Encourage them to repeat and copy you. Explain in L1 that students are going to learn other parts of the face.

Presentation



SB p24 Listen and point.

Say the words.

Aim: to set up the story context and present parts of the face

- Play the first part of the audio. Ask in L1 why Mike is holding up his finger and what the light bulb means. Students explain in L1. Say *That's right. Mike is saying "I have an idea."* Explain in L1 that students will find out what Mike's idea is in the story.
- Ask students in L1 which part of the face each number refers to. Help them in particular to identify the whole *face* (4), *teeth* (5), and *mouth* (6).
- Play the rest of the audio. Students point to the parts of Mike's face.
- Play the CD again. Students repeat.

Audio script page T101



SB p81 Listen and chant.

Aim: to practice parts of the face

- Point to Gina's painting and ask *What is it? (Face)*. Say *Yes. It's Gina's face*.
- Explain in L1 that Gina has just remembered the last thing that she needs to draw. Play the chant.
- Ask *What's missing? (Teeth)*.
- Play the chant again. Students point to the parts of Gina's face.
- Play the chant again. Point to the parts of your face and encourage students to copy.

Audio script page T101

Practice



WB p24 Color and describe one clown.
Listen and color a friend's clown.

Aim: to practice parts of the face, colors, speaking, and listening

- Use the picture to present *clown*.
- Ask the students to point as you give the instructions. Say *Color the ears ... the eyes ... the nose ... the mouth ... and the teeth*. Tell students in L1 to choose from the six colors that they know.
- Circulate asking *What's this? / What are these?*
- In pairs, Student 1 describes his/her clown, e.g., *Red mouth*, and Student 2 colors the second clown accordingly. They then swap roles.
- They compare pictures to check their work.

Extension activity

Aim: to practice parts of the face

- Say *Point to your nose*. Do the same with the other parts of the face.
- Repeat the instructions, faster and faster.
- Invite a volunteer to the front to take your place.

Ending the lesson

Aim: to practice parts of the face and colors

- Invite volunteers to describe their clowns in their Workbooks for the class.

Aims: to present and practice adjectives for feelings, to present and practice *Yes/No* and *you're*, to preview *Are you (happy)? Yes, I am. / No, I'm not.*, to review parts of the face

New language: *happy, sad, scared, angry, Are you (sad)? Yes, I am, No, I'm not, you're*

Recycled language: parts of the face, *I'm*

Materials: CD 1, flashcards (face), Unit 3 emotion stickers

Language competences: Your students will be able to talk about feelings.

Warm-up

Aim: to review parts of the face and *Yes/No*

- Show the face flashcards and say the words. Students repeat.
- Show a flashcard and say either the wrong word or the right word. Encourage the students to say *Yes* or *No*. If the word is wrong, ask *Oh! What is it?* Students say the right word.
- Draw a happy mouth on the board. Then draw a sad mouth. Ask in L1 what the difference is between the two mouths. Explain that in this lesson students will learn how to talk about feelings in English.

Presentation



SB p25 Listen and say the sentences. Stick.

Aim: to present feelings

- Discuss in L1 what is happening in each picture and how each child is feeling.
- Play the CD. Students listen and answer and point to the pictures.

- Play the CD again. Pause after each answer so that the students can repeat the last word.
- Practice saying *I'm angry/happy/sad/scared* with the class, encouraging the students to copy the intonation of the children on the CD.
- Ask students to find their Unit 3 stickers and tell you what they show (*sad, angry, happy, scared*). Tell them to cut out the four stickers, with the backs attached, and then match them with the children on page 25.
- Circulate and check and then say *Stick*. Students stick the stickers in the correct spaces.

Audio script page T101

Practice



WB p25 Look, draw, and say the words.

Thinking skills: understanding sequences

- Point to the first picture in row 1 and ask *What is it? Angry? Scared?* Students say *happy*. Encourage the students to point and say the words along the top row until you reach the last picture. Explain in L1 that the last picture in the sequence has been drawn in as an example (*sad*).
- Students draw faces to complete sequences 2–4.

- Check answers by saying the whole sequence as a class: e.g., 1? (*happy, sad, happy, sad, happy, sad*).

Key: 2 angry, 3 sad, 4 happy

Extension activity

Aim: to practice understanding sequences

- Draw more sequences like the ones on WB page 25, using parts of the face. Draw a row of pictures and a box for the missing one at the end. Here are some examples:
mouth, mouth, eyes, mouth, mouth ... (eyes)
nose, ears, nose, ears, nose ... (ears)
eyes, nose, mouth, eyes, nose ... (mouth)
- Ask the class to say the missing word and invite a volunteer to draw the correct picture on the board.
- Students can create their own puzzles for a partner, using feelings, parts of the face, colors, or classroom objects.

Ending the lesson

Aim: to review feelings and to practice *you're*

- Say sentences for the whole class to act, e.g., *You're scared. / You're angry. / You're happy. / You're sad.*



Aims: to stimulate the students' imagination through listening and acting out, to practice listening to and following instructions

New language: *put out, present, give, friend, hug*

Recycled language: *close, open, eyes, hands, happy*

Materials: CD1, Unit 3 mini cards: WB page 96

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to review parts of the face and say a chant

- Play the chant from SB page 81 (CD 1, Track 33). Encourage students to point to the correct part of their face as they listen.
- Play the chant again for students to join in.

Practice



SB p26 Listen and act.

Aim: to practice following instructions

- With books closed, play the audio and show the class a clear mime for each action, e.g., 1 pointing to your closed eyes, 2 putting arms out with hands palms up, 3 hands feeling an object, still with eyes closed, 4 pointing to your open eyes, 5 smiling at the present in your hands, 6 hugging someone.
- Say *Listen and act!* and play the audio again, encouraging the students to copy your mimes. Say the instructions in a different order and see if they can mime them.

Audio script page T102



SB p26 Listen and match.

Aim: to practice listening to detail

- Ask the students to open their Student Books on page 26 and look at the pictures and numbers together. Say *Listen and match*. Play the first line of the audio and demonstrate drawing a line from the big number 1 to the picture showing eyes closed.
- Play the rest of the audio. Students draw lines from the other numbers to the correct pictures.
- Run your finger around the frame and say *Number 1 is red*.
- Check the answers by saying a number and asking *What color?* or by asking students to mime the action. You can also encourage students to say some of the words or phrases from the audio.

Key: 1 red, 2 purple, 3 green, 4 orange, 5 yellow, 6 blue

Audio script page T102



WB p26 Listen and circle.

Aim: to practice *Yes, I am / No, I'm not* and feelings

- Play number 1. Point to the circled example. Students say *Angry*.

- Play the rest of the audio. Students listen and circle the correct pictures.
- Say the numbers for students to say the feelings.

Key: 2 sad, 3 scared, 4 happy

Audio script page T102

Extension activity

Aim: to review the instructions and practice role playing

- Play the audio from SB 26 (CD1, Track 36) again, but this time pause it at key points in each sentence and encourage the students to call out the missing word, 1 *eyes*, 2 *hands*, 3 *it*, 4 *open*, 5 *happy*, 6 *hug*.
- Explain in L1 that they are going to mime the instructions again, but this time they are going to work in pairs. Invite a volunteer to come to the front to mime the instructions with you. You play the part of the girl and then swap roles.
- Repeat the demonstration with several volunteers before asking the class to work in pairs, speaking only in English.

Ending the lesson

Aim: to review feelings

- Mime and encourage students to guess how you are feeling (*You're angry*). Reply (*Yes, I am. / No, I'm not*).
- Invite volunteers to come to the front of the class so that they can mime.

Aims: to review feelings and parts of the face, to practice *Are you (happy)? Yes, I am / No, I'm not*, to sing a song with the class

New language: *little, clown, OK, today*

Recycled language: feelings, *Are you (happy)? No, I'm not, I'm, yes, today*

Materials: CD 1

Language competences: Your students will be able to join in with a song. Your students will ask and answer about feelings.

Warm-up

Aim: to review feelings and present *OK*

- Mime different feelings. Students say the words.
- Smile and say *I'm happy. Today I'm happy. I'm OK.*
- Ask individual students *Are you OK?* Encourage them to answer *Yes, thank you.*
- Students walk around the class asking as many people as possible *Are you OK?* In a larger class, they stay sitting and ask students sitting nearby.

Presentation



SB p27 Listen and sing.

Aim: to review feelings and sing a song

- Point to the first clown. Ask *What's this? (Clown).*
- Play the song. Students listen and point.
- Point to the first clown again. Ask *Is he OK? (No). Is he happy? (No, sad).* Repeat with the other clowns.
- Play the song again. Students mime the feelings.
- Use the karaoke version (see Extension activity).

Audio script page T102

Practice



WB p27 Think how you are feeling today. Complete the face.

Aim: to personalize language

- Point to the picture of the clown and ask *What's missing? (Eyes, mouth, and possibly teeth).*
- Ask *How are you feeling today? Are you happy? Are you sad? Are you angry? Are you OK? Draw the eyes and mouth to show how you feel.* Demonstrate on the board.
- Students complete the picture. Circulate and ask *How are you feeling today? (Happy).*
- Practice the question *How are you feeling today?* with the class.
- Students show a partner their picture and ask and answer *How are you feeling today? I'm (happy).*

Extension activity

Aim: to practice the song

- Divide the class into two groups (or groups of boys and girls, if appropriate).
- Play the song or the karaoke version. One group practices the chorus (the questions). The other group practices the verses (the answers).
- Students stand up, and the two groups face each other. Play the song two or three more times, with one group singing the questions and the other group singing the answers back.
- Students could also sing in pairs: one singing the questions and the other singing the answers.
- Allow the groups/students to swap roles to practice all the language.

Ending the lesson

Aim: to practice the song

- Point to the first clown on SB page 27. Repeat the questions from the song using a student's name, e.g., *Hey, (name), are you happy? Hey, (name), are you OK?* Encourage the student to reply as if he/she were the first clown, using the song lyrics.
- Do the same with other students for verses 2–4.
- Students can use the karaoke version of the song (CD 1, Track 39) with the adapted lyrics.

Aims: to present a picture story, to review language from the unit

Skills: listening and following a picture story

New language: *monster, Gina's coming, Come with me/us, Let's run, There's, Ouch!*

Recycled language: *a, look, I'm, scared, Are you OK? No, I'm not, I'm, please, it's, we're, go, here's, the, orange, red*

Materials: CD 1, props for acting out the story (optional): character masks

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to set up the story context

- Point to the picture of Mike on SB page 28 and say *Mike has an ... (idea)*. Ask students in L1 what they think Mike's idea is.
- Explain in L1 that students are going to find out in the story.

Presentation



SB pp28–29 Story: The monster

Aim: to listen and follow a picture story

- Give students time to look at the pictures.
- Play the CD. Students follow in their books.
- Reinforce the meaning of *monster* by miming and pointing to the shadows in pictures 2, 4, and 6. Say *Look at picture (2). It's a monster! Aagh!*
- Play the story again, pausing after picture 2. Ask *Is Gina happy? (No, scared)*. Ask the same question about Leo and Polly in pictures 4 and 6.
- Play the story again, stopping after each picture to talk in L1 about what's happening.

Audio script page T102

Practice

5

Think!

WB p28 Look at picture 4 of the story. Circle five differences.

Thinking skills: comparing and analyzing visual information

- Point to picture 4 in the story, and point to the large version on page 28. Say *Look! Picture 4 and ... picture 4. What's different?* Explain in L1 that there are five differences to find.
- Give the students time to find and circle the differences.
- Check answers with the whole class, allowing L1 as necessary but feeding in new English words, e.g., students say "the sun" in L1. Point and say *Yes. Look! The sun is in this picture, but what's in picture 4?* Students then say "the moon" in L1. Say *Yes. The moon*. Write 1 on the board and say *One difference*. Continue in the same way with the other differences.

Key: In the large picture, we see the sun, not the moon, Polly instead of Leo, Gina's patches are red not orange, there is no monster on the ground, and we can see Mike in a tree.

- **Note:** Depending on space and the layout of tables, it might be easier if the children share their Student's Books for this activity.

Extension activity

Aim: to reinforce understanding of the story

- Invite four volunteers to the front. Students act out the story with your help, using the character masks.
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practice new language from the story

- Mime being scared, go up to a student and say *There's a monster! I'm scared! Come with me*. Encourage the student to get up and come with you to the front. Point to an imaginary monster and say to the student *Look! A monster!* Mime running away and say *Let's run!*
- Repeat the mime with different students. Encourage the class to join in with the language.
- Invite volunteers in turn to take your place.

Aims: to talk about the meaning of a story, to review language from the unit

Recycled language: language from the story

Materials: CD 1, colored pencils or crayons, Unit 3 story sticker

Language competences: Your students will be able to appreciate the values shown in the story.

Warm-up

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on SB pages 28 and 29.

Practice



SB pp28–29 Story: The monster

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on SB pages 28 and 29.

Aim: to think about the meaning of the story: being nice to friends.

- Play the story again (CD 1, Track 40), pausing at appropriate points to discuss in L1 what's happening.
- Ask in L1 what Mike is doing. (He is playing a trick on his friends by making shadows that look like monsters.)
- Point to Polly, Leo, and Gina in picture 6 and ask *Is Polly happy? Is Gina happy? Is Leo happy?* (No). Ask *How are they feeling? OK?* (No, scared).
- Ask in L1 if it's nice to scare your friends.

- Hold up your book and point to the last frame and say *Let's look for a sticker*. Help students find the Unit 3 story sticker at the back of the book and ask them to peel off the sticker. Tell them to turn back to page 29 and then say *Stick*.
- Elicit from the students, in L1, what the sticker shows (Mike looks dizzy because a mango fell on his head). Tell them that this is what could happen if a trick goes wrong. Ask them if they should play tricks on their friends if it makes them unhappy?

Audio script page T102



WB p29 Complete the faces with ☺ or ☹.

Thinking skills: applying values from the story to new situations

- Ask the students to find page 29 in the Workbook. Say *Look at the pictures and think. Which picture is right?* Point to the faces and explain in L1 that if they think the picture shows the right thing happening, they draw a smile. Elicit from the class that in the first picture, the boy is going to give a pear to his friend but he realizes it's rotten, so he changes it for a nicer one. The children draw a happy face for the first picture. Circulate and check. As an option, the children can color this picture.

Extension activity

Aim: to do a role play

- Students act out the first situation on WB page 29, like this:
Student 1 *A pear?*
Student 2 *Yummy!*
Student 1 (looking disgusted as he/she notices that the pear is rotten): *Oh, no!*
Student 1 (giving Student 2 a pear): *Here you go.*
Student 2 (mimes eating): *Thank you. Yummy! I'm happy.*
- Students swap roles. Students could draw two pears as props: one rotten and one green.

Ending the lesson

Aim: to practice language from the story

- Point to picture 8 and ask *Is Mike happy?* (No). Ask in L1 what noise he makes when the mango falls on his head (*Ouch!*).
- Rub your head and say *Ouch!* Students do the action and repeat.
- Gesture for a student to do the action and to say *Ouch!* Ask *Are you OK?* (Yes, I am or No, I'm not).
- Students practice this exchange in pairs. Make sure that they swap roles.

Note: For the next lesson, students need glass jars and wooden spoons for making and playing "xylophones."

Aims: to integrate other areas of the curriculum through English: music

New language: *drum, violin, recorder, xylophone*

Recycled language: colors, feelings, numbers 1–6

Materials: CD 1, colored pencils or crayons, glass jars, water, a jug, wooden spoons, drums, or musical triangles (optional), CDs of different types of music, e.g., sad or scary classical music, happy pop music, angry rock music (optional)

Language competences: Your students will learn the names of four musical instruments.

Warm-up

Aim: to review numbers and focus on sounds

- Say *Listen. How many?* Beat on your desk, beat a drum, or clap a number of times between 1 and 6. Students answer, e.g., *Four*. Repeat several times.
- Say a number between 1 and 6. Students beat their desks, clap, or beat a drum/ triangle (if you have them) the correct number of times. Repeat several times.

Presentation



SB p30 Listen and color. Say the instruments.

Aim: to identify instruments from their sounds, to practice applying feelings to music

- Point to the photographs and say *Look! Instruments. Musical instruments*. Ask in L1 if any student (or anyone that the students know) plays a musical instrument.
- Say *Listen and color*. Play the CD. The first time, students listen, identify the instrument, and color the note with each photograph correctly. Pause after the instrument name and ask *Where is it? Point*. Check that students have chosen the correct instrument before they color.
- Play the CD again, this time pausing for the students to repeat the names of the instruments.

- Check answers by asking *What's (blue)?* Students can mime playing the instrument or say the word.
- Explain in L1 that students need to listen and think about how the music sounds. Ask *Is the music happy? Sad? Angry? Scary?*
- Say *Close your eyes*. Play the audio again. Pause after each piece of music. Students suggest feelings, e.g., You: *What do you think, (name)?* Student 1: *Happy*. You: *You think the drum is happy. That's interesting. And you, (name)?*

Audio script page T102

Practice



WB p30 Make a xylophone.

Aim: to make a xylophone

- Follow the pictures to make a xylophone. Involve as many students as possible, for example to pour water into the jar, to test the “note” with a wooden spoon, and to help arrange the jars from the lowest note on the left to the highest note on the right.
- Students come to the front of the class in pairs and hit the jars gently with wooden spoons to make music.
- **Note:** If you create a standard musical scale with 3, 4, 5, or 6 notes, you could do the Extension activity.

Extension activity

Aim: to review numbers

- Stick large numbers from 1 to 6 on both sides of the xylophone jars – 1 for the lowest note, 6 for the highest – so that both those playing the xylophone and those watching can see them.
- Hit each jar with a spoon, saying the number on it.
- Invite as many volunteers as there are jars to come to the front. Give them each a spoon. You or the class then call out numbers from 1 to 6 and the students hit the correct jars.
- Repeat with new volunteers.
- If you have a standard scale, you can write numbers for the students to play simple tunes:
(3 jars) 3332111 222-- 333-- 33321111 22321
(4 jars) 1425334 1425334 5342312 5324321
(5 jars) 3212333 222-- 355-- 32123333 22321
(6 jars) 5654345 234 345 5654345 2-- 5-- 31

Ending the lesson

Aim: to practice talking about music

- Say *Close your eyes. Listen*. Play extracts of different types of music.
- Ask students how each piece of music sounds: *Happy? Sad? Angry? Scary?* Ask in L1 which of the types of music students like best.

Aims: to extend the focus on music through English, to practice talking about feelings, to review language from the unit, to encourage children to reflect on their learning

Recycled language: feelings, language from the Unit 1 song

Materials: CD 1, a familiar children's storybook in L1 (optional)

Language competences: Your students will be able to talk about other people's feelings.

Warm-up

Aim: to review feelings

- Say *I'm happy*. Ask individual students *How are you feeling today?* Students answer *I'm (happy)*.

Practice



Think!

SB p31

Listen and circle.

Thinking skills: interpreting feelings

- Talk about the first picture. Ask *Is she happy?* *Is she sad?* Students say *Scared*.
- Do the same with the other three pictures.
- Play the first song extract. Ask *Which picture?* *Scared, angry, sad, or happy?* Show them that they have to circle the number 1 under the correct picture (the angry boy).
- Play the other extracts, giving students time to think and circle after each one.

- Check answers by asking *Number 2, which picture?* *Scared, angry, sad ... ?*, etc.

Key: 1 angry, 2 sad, 3 happy, 4 scared

Audio script page T102

8

WB p31

Say the words. Color the circles.

Aim: to create a record of learning

- Ask the students to find WB page 31. Point to the pictures and encourage the class to say the words together.
- The children color the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

Extension activity

Aim: to practice empathizing

- Students sit in a comfortable area in the classroom, if possible in a large circle.
- Tell a familiar children's story in L1 or read it. Choose a story where the characters have strong feelings (e.g., a fairy story).
- Stop and ask how the characters feel in English. For example, if you are telling the story *Little Red Riding Hood*, stop and ask *How is she feeling?* in these situations:
 - when she sets off to visit Grandma (happy)
 - when she sees that "Grandma" is the wolf (scared)
 - when the woodsman rescues her (happy).
- At the end of the story, you could ask *How is the wolf feeling?* (Angry/Scared).

Ending the lesson

Aim: to practice empathizing and asking about feelings

- Tell students in L1 they are going to play a musical guessing game.
- Students play the game as a class or in large groups. One student sings, hums, or speaks in a sad, happy, angry, or scared way. The rest of the group guess, e.g., *Are you scared?* The student answers *Yes, I am* or *No, I'm not*.

Phonics

- See page T87 for Unit 3 Phonics.

Review

- See page T96 for Review Unit 2 and Review Unit 3.

Aims: to present and practice toys, to say a chant with the class

New language: *ball, kite, jump rope, teddy bear, doll, plane, Let's play, (two) (blue) (ball)s*

Recycled language: numbers 1–6, *Oh, no! (yellow) doll*

Materials: CD 1, flashcards (colors 1, toys), *Hello!* Unit mini cards: WB page 94 (optional)

Language competences: Your students will be able to name toys. Your students will be able to join in with a chant.

Warm-up

Aim: to review colors

- Hold up a color flashcard. Ask *What color is it? (Red)*. Repeat with all the colors.
- Students stand up. Say *Touch something blue*. Students hold up something blue or move quickly to touch something blue anywhere in the classroom. Repeat with different colors.
- Alternatively, with a large class, play a game with the *Hello!* Unit mini cards. Say a color. Students hold up the correct mini card.

Presentation

 **CD1 45** **SB p32** Listen and point. Say the words.

Aim: to present toys

- Discuss the picture in L1 and ask what the characters are doing (they're trying to get the ball and the kite).
- Play the CD. Students point to the numbered toys.
- Play the first part of the audio again. Ask in L1 what they are going to play with. Elicit *The ... (ball)*.
- Play the rest of the audio. Students repeat the words. Explain in L1 that people can say *teddy* instead of *teddy bear*.
- **Note:** The usual form is *jump rope*, but *rope* can be used if the students find the longer form hard to pronounce.

Audio script page T102



SB p81 Listen and chant.

Aim: to practice toys and colors

- Play the chant. Students listen and point to the toys.
 - Play the chant again. Students join in.
 - **Note:** Plurals are previewed in the chant, but they are presented and practiced fully in Unit 6.
 - Do a mime for one of the toys, as in the picture for the chant (cuddling a doll, heading a ball, pretending that you are flying a plane, etc.). Students copy.
 - Play the chant again. Students chant and mime.
- Audio script page T102

Practice

 **WB p32** Count and match. Trace the numbers.

Aim: to practice counting and develop pencil control

- Demonstrate the activity by counting the planes in the first image. Show the students that the example line matches the number 5. Demonstrate how to trace the number.
- Then say *Count and match*. Trace the numbers and circulate to monitor.
- Check answers by pointing to each toy chest and asking *How many (planes)? (Five)*.

Key: 1 teddy bear, 2 dolls, 6 balls, 4 kites, 3 jump ropes

Extension activity

Aim: to practice toys and numbers

- Stick the toy flashcards on the board, leaving space below where students can reach.
- Call the students out one at a time, asking them to put a check mark under the toy that they like best. Ask them to say the name of the toy before they sit down again.
- Count up the "votes" for each toy. Don't write the totals, but write 1 next to the toy with the most "votes," 2 for the next most popular, etc.
- Point and say *The (ball) is number 1*, etc.

Ending the lesson

Aim: to practice toys and feelings

- Hold up each toy flashcard and ask *Is it a (ball)?* Students say *Yes* or *No*.
- Show the flashcards for students to say the words.
- Show the flashcards and say the words sadly. Ask students *Am I (happy) or (sad)?* Do the same with the other feelings that students know.

Note: For the next lesson (Warm-up and Extension activity), you could bring in real toys.

Aims: to review and practice *I have*, to review toys

Recycled language: toys, colors, *I have a (doll), It's (purple)*

Materials: CD 1, flashcards (toys) or real toys, colored pencils or crayons, scissors (optional), a music CD (optional)

Language competences: Your students will be able to say what toys they have and describe their color.

Warm-up

Aim: to review toys and introduce *a*

- Show the students flashcards or toys. Ask *What's this? (Ball)*. Introduce *a* by confirming *Yes, a ball*.
- Arrange the toys in a row or stick the flashcards in a row on the board. Say, e.g., *Look! A plane, a ball, a kite, a jump rope, a teddy bear, and a doll*. Repeat the list. Students repeat.
- Invite students to the front to point and list the toys.

Presentation



SB p33 Listen and color. Say the sentences.

Aim: to review *I have* and toys and colors

- Point to the first picture and ask *What does Gina have? A ball? No. What is it?* Help the class to say *A plane*.
- Repeat with the other pictures.
- Play the CD. Students listen for the toy words and colors. Pause after the first line to check that they have found the correct toy before they color.

- Check answers by saying *I'm (Gina). I have a plane. What color is it? (Green)*.

Key: plane: green, kite: blue, teddy bear: orange, jump rope: yellow, doll: purple, ball: red

Audio script page T102

Practice

- 2** **WB p33** Draw and describe three toys. Listen and draw a friend's toy.

Aim: to practice talking about possession

- Point to the store window at the top. Say *It's a toy store window* and add the name of a toy store in your town, if possible, to support the meaning.
- Point to the toys at the side of the page and say *Choose three toys. Draw them in the store window*. Demonstrate by drawing three toys in a rectangle on the board. Say *I have a ...* and elicit the three words.
- Circulate as they draw, asking *What do you have?* You could also ask about the colors that they are using.
- In pairs, Student 1 keeps his/her picture hidden and describes it using *I have*. Student 2 listens and draws the toys in the other store window.
- They then swap roles.

Extension activity

Aim: to practice toys and *I have*

- Students sit in a large circle. Hand out up to six real toys or toy flashcards. Point to a student who has a toy and ask, e.g., *What do you have? (I have a plane)*. Do the same with the others who have toys.
- Play some music. Students pass the toys/flashcards to the left. When the music stops, the students with toys/flashcards say what they have got.

Ending the lesson

Aim: to review talking about possession

- Draw four toys on a piece of paper so that your students can't see them. Say, e.g., *I have a kite, a jump rope, a teddy bear, and a ball*. Repeat the list.
- Ask *What do I have?* Invite a volunteer to repeat the list (*A kite, a jump rope ...*). If he/she is correct, show the picture and say *Yes! I have a kite, a jump rope, ... etc.* If not, invite another student to try.

Aims: to stimulate the students' imagination through listening and acting out

New language: *throw, catch, bounce*

Recycled language: *throw, ball, Oh, no! look at, jump rope, catch, bounce, put, in, your, bag*

Materials: CD 1, colored pencils or crayons, colored paper, Unit 4 toy mini cards: WB page 94 (optional)

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to review the new toy words

- Play *Pictionary* with the six toy words. Start drawing one of the toys on the board and encourage the students to guess what it is as soon as they can.

Practice



SB p34 Listen and act.

Aim: to practice following instructions

- With books closed, say the instructions with the CD. Show the students a clear mime for each action, e.g., 1 throwing a ball up in the air, 2 pointing to an imaginary ball in a tree, 3 throwing a jump rope, lasso style in circles first, to try and dislodge the ball, 4 catching the ball as it falls out of the tree, 5 bouncing the ball as if walking home with it, 6 putting the ball away in a bag.
- Play the CD again. This time say *Listen and act!* for students to join in with the mimes.

Audio script page T102



SB p34 Listen and match.

Aim: to practice listening and ordering pictures

- Point for students to say the numbers 1–6.
- Play number 1 and demonstrate drawing a line from the big 1 to the picture of the girl throwing the ball up. Run your finger around the frame and say *Number 1 is yellow.*
- Play the rest of the audio. Students draw lines from the other numbers to the correct pictures.
- Check answers by saying a number and asking.

Key: 1 yellow, 2 purple, 3 orange, 4 green, 5 red, 6 blue

Audio script page T103

Practice



WB p34 Look and count. Circle the numbers.

Thinking skills: counting and paying attention to visual details

- Point to the picture. Say *Look! A window in a toy store. What can you see?* Students name the toys.

- Then focus on the table with the numbers. Point to the first picture and say *Kite*. Point to the picture of the store window and ask *How many kites?* Explain in L1 that students have to count all the kites in the store, not just the ones that look the same as the one in the table.
 - Give students time to count. Ask *How many kites? (Seven)*. Say *Yes. Seven kites.*
 - Students count the other toys and circle the numbers.
 - Check answers by asking *How many (balls)?*
- Key:** 7 kites, 9 balls, 6 dolls, 10 teddy bears, 8 planes, 5 jump rope

Extension activity

Aim: to review toys

- Give instructions for actions that students can do with the Unit 4 toy mini cards, e.g., *Fly the plane* (demonstrate by moving the card, not throwing it). *Pick up the teddy bear. Put it in your pencil case. Throw the ball* (just down onto the desk). *Stand up. Put the jump rope on your chair.*
- Students play the same game in pairs.

Ending the lesson

Aim: to review action verbs

- Mime an action. Students say the verb or the whole sentence if they can, e.g., *bounce the ball, throw the ball, read a book, close your eyes, pick up your pencil, clap your hands.*

Aims: to review talking about possession, to sing a song with the class

New language: *I don't have (a kite), That's right, We have*

Recycled language: *toys, I have a (ball), play*

Materials: CD 1, flashcards (toys), Unit 4 toy mini cards: WB page 94 and scissors (optional)

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review talking about possession and toys

- Draw a shelf on the board. Then ask students to draw a shelf and choose four Unit 4 mini cards to place on their shelf.
- Stick four toy flashcards on your shelf on the board and describe the toys by saying *I have (a ball), ... etc.* Ask *Who has the same toys as me?* Encourage the children to describe their mini toys on their shelf, using *I have*. They need to have the same cards, in the same order as those on the board to win.
- The winners can come to the board to choose the next four toys to place on the shelf.

Presentation

 **4** **CD 1**
50 **SB p35** Listen and sing.

Aim: to review talking about possession and sing a song

- Play the song. Students listen and point to the toys.
- Point to the top picture. Ask *What does Polly have? A kite? No? What?* Students list the toys (except kite).

- Ask *Is Polly happy? (No, sad)*. Ask in L1 why she is sad and what she would like to play with.
- Point to Leo in the bottom picture. Ask *What does Leo have? (A kite)*.
- Play the song again. Students mime being the characters.
- Explain *That's right* and *Play with me* in L1.
- Point to the sad picture of Polly. Say sadly *I don't have a kite*. Ask the class to guess the meaning in L1.
- Play the song again for students to join in.
- Use the karaoke version (see Extension activity).

Audio script page T103

Practice

 **4** **CD 1**
52 **WB p35** Listen again. Complete the toys.

Aim: to review the song lyrics and to develop pencil control

- Play the audio again.
- Use the example to explain the activity.
- Students complete the rest of Polly's toys in the picture.
- Check answers by saying *What does Polly have? (A ball, a plane, a doll, a jump rope, a teddy bear)*.
- Students look at the smaller picture. Ask *What does Leo have in the song? (A kite)*. Say Yes, Leo says *"I have a kite. Play with me."* Students complete the picture by drawing a kite.

Audio script page T103

Extension activity

Aim: to practice the song

- Divide the class into two groups.
- Play the song or the karaoke version. One group practices the verse where Polly sings. Encourage them to sing sadly. The other group practices Leo's lines.
- Students stand up. Play the song two or three more times with half the class singing Polly's part and the other half singing Leo's part. They all sing the last two repeated lines.
- Put students in pairs – one from the "Polly" group and one from the "Leo" group – for students to sing to each other. Again, they both sing the last two repeated lines.

Ending the lesson

Aim: to practice the song

- In pairs, students act out the story of the song. "Polly" sits down and says sadly *I have a plane*, etc. (see opposite).
- "Leo" walks over and says *I have a kite. Play with me*. "Polly" looks very happy and says *Thank you!*
- Invite pairs of students to perform their role play in front of the class.
- Students can cut out the Unit 4 toy mini cards and use them as props.

Aims: to present a picture story, to review language from the unit

Skills: listening and following a picture story

New language: *This is fun, Where's ... ? Be careful! Help! Mr. Crocodile*

Recycled language: *Oh, no! ball, look, I have an idea, come with me, yummy, we have, now, thank you*

Materials: CD 1, props for acting out the story (optional): character masks, homemade hat/mask for Mr. Crocodile, a soft ball, a stick

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review numbers 1–10

- Say a number. Students hold up the correct number of fingers. Repeat several times.
- Invite volunteers to say the numbers.

Presentation



SB pp36–37 Story: The ball

Aim: to listen and follow a picture story

- Point to the picture on SB page 32. Ask in L1 if the students can remember what the characters decided to play with. Elicit the word in English (*a/the ball*).
- Help students to turn back to SB pages 36–37. Ask in L1 where the characters are (near a river).
- Play the CD. Students follow in their books.
- Play the story again, pausing after each picture to confirm what's happening in L1. For example, after picture 2, ask where the ball is. After picture 3, ask what Mike's idea is.
- Say the word *crocodile* in a scary way and ask the students what it means in L1.

Audio script page T103

Practice



WB p36 Draw the ball and the stick.

Thinking skills: paying attention to visual details

- Point to the first picture and then gesture to the whole story. Ask *What number is it? Picture ... ?* Students find the correct picture in the main story and answer *Two*. Ask *What's missing? (A ball)*. Say *Draw the ball*. Explain in L1 that students need to draw the ball in the same place as it appears in the story (i.e., in the river in this case).
- **Note:** Students can share SBs if space is tight.
- Students compare the pictures with the main story and draw in the other missing ball and sticks.
- Circulate and ask *What's missing?* and *Where is it?* Students answer in L1.

Key:

- 1 the ball in the river (story picture 2),
- 2 the stick in two parts either side of the crocodile's mouth (story picture 5),
- 3 the stick in Mike's hand (story picture 4),
- 4 the ball near Leo and Polly (story picture 1)

Extension activity

Aim: to reinforce understanding of the story

- Invite five volunteers to the front. Students act out the story with your help, using the character masks and other available props (see "Materials").
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practice new language from the story

- Point to picture 4. Ask *Is Leo happy?* (No). Ask *How is Leo feeling?* Angry? (No, scared). Say Yes. He's scared. He says to Mike "Be careful!"
- Explain in L1 that we say *Be careful!* when something is dangerous and we don't want someone to get hurt. Practice saying the phrase with real feeling.
- Point to picture 6 and ask *Is Mike happy?* *How is he feeling?* (Scared). See if any of the students can remember what he says in the story (*Help!*). Practice saying the word, again with real feeling.
- In pairs, students practice this short exchange: Student 1 (pointing to an imaginary crocodile): *Be careful!*
Student 2: *Help! A crocodile!*
Encourage them to act with plenty of emotion.

Aims: to talk about the meaning of a story, to review language from the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story

Materials: CD 1, colored pencils or crayons, number mini cards from Units 1 and 4: WB pages 98 and 94 and scissors (optional)

Language competences: Your students will be able to interpret the deeper meaning of a story.

Warm-up

Aim: to review the numbers 1–10

- Hand the number flashcards out to 10 students and ask them to stand in a line from one to ten. You can choose a couple of students to direct the others.

Practice



SB pp36–37 Story: The ball

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on SB pages 36 and 37.

Aim: to think about the meaning of the story: working together

- Play the story again (CD 1, Track 53), pausing at appropriate points to discuss in L1 the values shown. Establish that Mike needs Gina's help in picture 3 and that they work together. Point out too that Leo is helping Mike in picture 4 by saying *Be careful!*
- Hold up your book and point to the last frame and say *Let's look for a sticker*. Help students find the Unit 4 story sticker at the back of the book and ask them to peel off the sticker. Then say *Find page 37 and stick*.

- Elicit from the students, in L1, what the sticker shows (Mike holding the ball with his friends around him). Ask in L1 who helped Mike get the ball (*Gina*). Explain in L1 that it is a good idea to work together and help each other.

Audio script page T103



WB p37 Complete the faces with ☺ or ☹.

Thinking skills: applying values from the story to new situations

- Ask students in L1 for examples of times when they have worked together (at home or at school, maybe in a team sport).
- Say *Look at the pictures and think. Which picture is right?*
- Talk about the pictures and establish that in the first picture the children can't manage to launch their kites on their own, but that they can do it together in the other picture.
- The children draw a happy face for the second picture. Circulate and check. As an option, the children can color this picture.

Extension activity

Aim: to practice numbers 1–10

- Students cut out the Unit 4 number mini cards (7–10) and put them together with the Unit 1 number mini cards to make a set of ten cards.
- Say a number. Students hold up the correct card.
- In pairs, students play the same game.

Ending the lesson

Aim: to practice the unit song

- Discuss in L1 the values shown in the song on SB page 35. Leo helps Polly by sharing his kite and they then play together.
- Play the song (CD 1, Track 50) for students to join in as much as they can. Encourage them to show the different emotions in the two verses.

Aims: to review language from the unit, to encourage children to reflect on their learning, to learn verbs for physical action

New language: *hop, skip, jump rope, throw, catch, bounce*

Recycled language: colors, classroom objects, toys, classroom instructions

Materials: CD 1, flashcards (classroom objects and toys) or real objects and toys, jump ropes and balls (optional)

Language competences: Your students will be able to use six action verbs.

Warm-up

Aim: to review describing the color of possessions

- Put a selection of classroom objects and toys, each of a color that students know, on your table.
- Hold up each object. Say *Look! What do I have?* Students answer, e.g., *A (blue) (book)*. Say *Yes. I have a (blue) (book)* and put each object in a bag.
- Ask *What do I have in my bag?*
- Invite a volunteer to say one of the things, e.g., *A (blue) (book)*. If it's correct, take the object out and say *Yes. I have a ...*. If not, say *No, sorry. I don't have a ...*. Repeat until all the objects are out of the bag. Give color clues or mime to help if necessary.

Practice



SB p38 Listen and point. Say the number.

Aim: to present verbs for physical actions

- Ask students to look at the photographs and say any actions they know. Then tell them that they need their colored pencils. Say *Listen and color*. Play the audio for the children to color in the white circles.
- Check the answers by asking *What color is number 1? (Green)*. Play the audio again for the students to repeat the actions.
- Play the audio again, and mime each action as you hear the words. Encourage the students to copy you. Practice again without the CD, but tell students they can look at the pictures if they need to.
- When your students are confident with the actions, give them a sequence of instructions to remember, e.g., say *Jump, hop, jump* or *throw, catch, bounce* and see if the students can remember and act out all three. They could then do this in pairs.

Audio script page T103



WB p38 Make a paper plane.

Aim: to follow instructions and make a plane

- Give the students time to look at the pictures. Point to the final picture and ask *What is it?* (A plane).

- Go through pictures 1-5 step by step, explaining first in English then in L1:
Fold your paper down the center and then unfold it.
Fold two ends in to make a point.
Fold the long sides into a point.
Fold the nose point back.
Fold each of the wing tips back.
- When students have made their planes, they decorate the wings as in picture 6. Circulate and ask *What color is this?*
- Invite the students one by one to fly their planes safely away from other people. If possible, take them to an open space where they can all fly their planes together.

Extension activity

Aim: to practice listening and following instructions

- Play "Simon says" with the instructions given below. For procedure, see page T10.
Sit down, Stand up, Pick up your ... , Put your ... on your desk/chair, Put your ... in your bag/pencil case. Close/Open your eyes, Jump, Hop, Jump rope, Throw the ball, Catch the ball, Bounce the ball, Do a jumping jack. Point to your nose/ears/mouth/teeth.

Ending the lesson

Aim: to review verbs and giving instructions

- In pairs, students take turns giving the instructions and miming the actions.

Aims: to review language and values from the unit and to encourage children to reflect on their learning

Recycled language: jungle animals, run, walk, swim, snap, hiss, roar, stomp, Walk through the jungle, home, Turn around, It's a big/small ...

Materials: CD 1, flashcards (jungle animals), colored pencils or crayons

Language competences: The children will be able to use language from the unit. They will be able to reflect on their learning.

Warm-up

Aim: to review jungle animals, noises, and actions

- Give instructions to review verbs and animal noises (*Run! Walk! Jump! Swim! Snap! Hiss! Roar! Stomp!*). Then do the actions / make the noises in their places.
- Ask the children to sit in a circle. Name each child with a jungle animal, around the circle, e.g., *tiger, rhino, elephant, snake, spider, crocodile*. Then say, e.g., *Elephants! Stomp!* All the children who are elephants go into the center of the circle and stomp around. Then say *Elephants! Sit down!* Repeat for the other animals and actions/noises (e.g., *Spiders! Walk!; Tigers! Run!; Crocodiles! Swim!*). Then repeat the game, but naming the groups in different orders. Sometimes repeat animals so that a group of children have to go into the center twice in a row.

Revision



SB p39

Listen and color.

Listen and act.

Thinking skills: noticing details

- Point to the picture on SB page 39. Say *Look at the jungle. What can you see?* Elicit the jungle animals (*elephant, spider, etc.*), *trees, flowers, and river*. Ask *Can you see pets? Where? Look and circle*. Point to one of the hidden pets if necessary (e.g., the goldfish in the bowl). Make sure the children realize they are looking for animals which don't usually live in the jungle. Circulate and help as necessary. Check answers with the whole class.

Audio script page T103



WB p39 Say the words. Color the circles.

Aim: to create a record of learning

- Students color the circles if they can say the words on their own. Ask them all to use the same color or let them use any of the six colors that they know.
- Circulate and ask students to say the words.
- **Option:** From Unit 4 onwards, this self-evaluation activity offers the option for students to trace the initial letter of each word, if you think they are ready for this.

Extension activity

Aim: to practice animals and instructions from the unit

- If possible, move your class into the school gym or an empty classroom.
- Say *Walk through the jungle*. The children walk around the space as if in the jungle (placing feet carefully, parting vegetation, etc.). Say *Walk at home*. Show the children how to walk around normally, as if in a house. They copy. Repeat these two instructions so the children get used to swapping between the styles of walking.
- Add in instructions from the unit, e.g., *Walk through the jungle. What's that? Turn around ...* The children turn around, looking scared. Say *It's a big tiger! Run!* The children run. After *Walk at home* say, e.g., *What's that? Turn around ... It's a small cat! Say "Hello, cat!"* Continue in this way, swapping between jungle animals and domestic animals.

Ending the lesson

Aim: to review language from the unit

- Play the children's favorite game from the unit or sing the unit song.

Phonics

- See page T88 for Unit 4 Phonics.

Aims: to present and practice furniture, to say a chant with the class

New language: *bathtub, cabinet, bed, couch, table, armchair What are you doing?, teddy bears, everywhere*

Recycled language: *This is my, sorry, Where's ... ?, cap, teddy bear, in, on, colors*

Materials: CD 2, flashcards (toys) or real toys, colored pencils or crayons, Unit 5 mini cards: WB page 94 and scissors

Language competences: Your students will be able to name furniture. Your students will be able to join in with a chant.

Warm-up

Aim: to review toys and instructions

- Review the toys with flashcards or real toys.
- Give students instructions to carry out with the flashcards/toys, e.g., *Put the (ball) on my chair.*

Presentation



SB p40 Listen and point.
Say the words.

Aim: to present furniture

- Point and ask *Who's this?* (*Mike, Dad, Mom, etc.*).
- Tell the students in L1 that they are going to learn the words for some of the furniture in Mike's house.
- Play the first part of the audio and establish in L1 that Mike has lost something. (You could either present the word *cap* or wait until the story.)
- Play the rest of the audio. Students point to the numbered pictures.
- Play the CD again. Students repeat the words.

Audio script page T103

Practice



SB p82 Listen and chant.

Aim: to practice furniture items

- Play the chant. Students point to the teddy bears on and in the furniture.
- Play the chant again for students to join in.
- Check the meaning of the chant by asking *Point to the teddy bear on the cabinet, etc.*

Audio script page T103



WB p40 Match and say the sentences.

Thinking skills: recognizing shapes

- Use the example to show students what to do. They match the jigsaw pieces by looking at the shapes.
- Focus on the written form if you wish, but students do not need to read the words in order to do the activity.
- Circulate and ask students *What's this?* Check that they have matched the jigsaw pieces correctly.

- Then tell them in L1 to color each item in a single color, using any of the colors that they know.
- Circulate again, this time asking *What's this? What color is it?* Say Yes. *You have a (red) (couch).*
- In pairs, students describe their pictures, e.g., *I have a (purple) (bathtub).*

Extension activity

Aim: to practice furniture items

- Ask students to turn to WB page 94 and cut out their Unit 5 mini cards, helping where necessary.
- Play the chant again and ask students to hold up the correct mini card when they hear it mentioned.

Ending the lesson

Aim: to practice furniture items

- Agree as a class on a mime for each item of furniture, e.g., stretching out on a couch with your hands behind your head, sitting at a table with a knife and fork eating, etc.
- Say the words for students to do the mimes.

Aims: to present and practice *in, on, and under*, to review furniture

New language: *in, on, under*

Recycled language: toys, furniture

Materials: CD 2, flashcards (classroom objects and toys) or real objects

Language competences: Your students will be able to say where things are.

Warm-up

Aim: to review language from the chant

- Draw large simple items of furniture on the board: a bathtub, a table, a couch, a bed, a cabinet with open doors, and an armchair.
- Point to the drawings. Students say the words.
- Put the *teddy bear* flashcard on one of the drawings so that it looks as if it is, e.g., on the table. Say *Look! A teddy bear on the table. Where's teddy? (On the table).*
- Move the teddy bear to different positions (in/on the cabinet, in the bathtub, etc.) and ask *Where's teddy?*

Presentation



SB p41 Listen and circle. Listen and answer.

Aim: to present *in, on, and under* and review furniture

- Say *Look at the pictures. Listen and point* and play the CD for the students to familiarize themselves with the details.

- Say *Listen and circle* and play the audio again for the students to circle the correct picture.
- Ask questions about the pictures on SB page 41, e.g., *Where's the plane? (Under the table).*
- **Note:** You may prefer to use the word *desk* if yours is the same design as the students' desks. Explain in L1, if necessary, that a desk is always for studying, never for eating.

Audio script page T103

Practice



WB p41 Find the toys.

Thinking skills: paying attention to visual details

- Say *Look at the house. There are six toys in the house – a teddy bear, a jump rope, a ball, a kite, a doll and a plane. Where's the kite?* Students find it and say *Under the bed*. Gesture that they need to circle it.
 - Give students time to find the other toys.
- Key:** kite: under the bed, doll: in the cabinet (in the bedroom), teddy bear: under the couch, jump rope: on the armchair, plane: on the table (in the living room), ball: in the bathtub

Extension activity

Aim: to review vocabulary with *in, on, and under*

- Arrange at least eight classroom objects and toys (or flashcards) in places known to the students (e.g., on or under a desk, chair, or table, in a bag, in or on a cabinet). Students watch.
- Say sentences, e.g., *It's under my desk. It's blue*. Students put up their hands when they know the answer. They say, e.g., *A book!*
- Make the activity competitive by dividing the class into two or more teams and giving the teams points if they are first to say the item.

Ending the lesson

Aim: to practice saying where things are

- Make sentences referring to the activity in the SB, e.g., *It's under the armchair*. Students say the correct toy.
- In pairs, students do the same with the activity in the WB.

Aims: to stimulate the students' imagination through listening and acting out, to practice listening to and following instructions

New language: *No, it isn't there*

Recycled language: *look, listen, in, on, under, couch, table, cabinet*

Materials: CD2, Unit 5 mini cards: WB page 94

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to preview *It isn't there*

- Before the lesson, place an item in a fairly obvious place (e.g., a book under the table). Pretend to look for your book, saying *Where's my book? Oh! I think it's in my bag*. Pretend to look, and say *No, it isn't there*. Repeat the language, looking in another place.
- Ask students *Where's my book? Can you see it?* Students say *(It's) under your table*.
- Say *Oh! There it is! Thank you*.

Practice



SB p42 Listen and act.

Aim: to practice following instructions

- With books closed, play the audio and show the class a clear mime for each action, e.g., 1 hand on your forehead to demonstrate looking, 2 hand cupped behind your ear and meow like a cat, 3 pointing to your eye and then whatever mime you and the class chose for couch in the first lesson, 4 pointing to your eye and then whatever mime you all chose for table, 5 shaking your head, 6 pointing and smiling and then whatever mime you chose for cabinet.
- Say *Listen and act!* and play the audio again encouraging the students to copy your mimes. Say the instructions in a different order and see if they can mime them.

Audio script page T103



SB p42 Listen and match.

Aim: to practice listening to details

- Ask the students to open SB page 42 and look at the pictures and numbers together. Say *Listen and match*. Play the first line of the audio and demonstrate drawing a line from the big number 1 to the picture showing the boy thinking with the cat's tail visible. Say *Number 1 is purple*.
- Play the rest of the audio. Students draw lines from the other numbers to the correct pictures.
- Check the answers by saying a number and asking *What color?* Or asking students to mime the action. Also encourage students to say some words or phrases from the audio.

Key: 1 purple, 2 green, 3 blue, 4 yellow, 5 orange, 6 red.

Audio script page T103



WB p42 Find pairs and circle.

Aim: to practice paying attention to detail and saying where things are

- Point to the first circled picture and say *Look! The teddy bear is on the ... (bed)*. Say *Yes! The teddy bear is on the bed*. Point to the second circled picture and say *The teddy bear is on the bed. A pair*.
- Students find pairs of pictures and circle them. They could use a different color to circle each pair.

- Check answers by choosing volunteers to point to the pictures and to describe the pairs using full sentences.

Key: The book is on the table. The jump rope is under the couch. The doll is in the bathtub. The plane is in the cabinet.

Extension activity

- Draw a pencil on the board, leaving space around it to draw in an item of furniture. Then ask *Where's the pencil?* and shrug your shoulders.
- Start to add to your drawing a line at a time for the students to guess, e.g., *On the cabinet!* You could use any furniture from this lesson, *chair* or *bag*.
- If you are a confident artist, you could introduce unexpected combinations such as *on the crocodile*, *under the elephant*, etc.
- Invite volunteers to take your place.

Ending the lesson

Aim: to review furniture and practice instructions

- Say the instructions again, but this time change the animal and the three items for furniture. You can elicit ideas from the children. Then say the new instructions again and make new mimes for them.

Aims: to review talking about where things are, to sing a song with the class

New language: *clean up, put (your toys) away, no more play*

Recycled language: furniture, toys, *put, in, under, on*

Materials: CD 2, flashcards (furniture)

Language competences: Your students will be able to join in with a song. Your students will combine known and new language to talk about cleaning.

Warm-up

Aim: to review furniture

- Show a furniture flashcard. Using either the right word or the wrong word, say *It's a (couch)*. Students say *Yes, (it's a couch)* or *No, (it's a table)*. Repeat several times.

Presentation



SB p43 Listen and sing.

Aim: to review instructions and sing a song

- Look at the picture together and ask: *Who can you see? Where are they?*
- Play the song. Students listen and point to the four smaller pictures as they hear the toys mentioned.
- Point and say *Oh, no! Look at Mike's bedroom. Where's the plane? (On the bed). Where's the doll? (Under the chair). Ask Is Mike's mom happy? (No, angry). Say Mike's mom says "Clean up, Mike! Clean up your bedroom!" Confirm the meaning of *clean up* in L1. Ask if students clean their bedrooms.*

- Point to the first of the smaller pictures and say *Mike is cleaning up. Where's the kite now? (In the cabinet)*. Repeat with the other pictures. Confirm the meaning of *put away* in L1.
- Play the song again for students to join in by singing the instructions *Put the kite in the cabinet*, etc. and the chorus.
- Use the karaoke version (see Extension activity).
[Audio script page T103](#)

Practice



WB p43 Listen and draw lines.

Aim: to review the song lyrics

- Point to the example and say *Mike cleans up. Where is Mike's kite? (In the cabinet)*.
- Students draw lines to link the other items to the correct places, following the lyrics of the song.
- Check answers by playing the song, pausing after each instruction to ask, e.g., *Where's the (kite)?*

Key: plane: under the bed, doll: on the bed, teddy bear: on the chair

[Audio script page T103](#)

Extension activity

Aim: to practice the song

- Teach a different version of the song, adapting the idea below as necessary for your own classroom and feeding in any new vocabulary.
Clean up, clean up. Put your things away!
Clean up, clean up. Put your things away!
Put the (pencils) in the (cabinet).
Put your (books) on (my desk).
No more work today.
Put your things away!
- You could use this song at the end of any lesson when you have some extra time and things to put away.

Ending the lesson

Aim: to practice giving instructions

- Students act out the story of the song in pairs (without singing). One student is Mike's mom, looking very angry and saying *Clean up! Put the (kite) (in) the (cabinet)*. The other student mimes following the instructions.
- Students can use other toys and places if they want.
- Students swap roles.

Aims: to present a picture story, to review language from the unit

New language: *of course*

Recycled language: *in, on, under, It isn't, head, cabinet, couch, table, your, cap, it's, yes, mom*

Materials: CD 2, props for acting out the story (optional): character mask (Mike), homemade hats/masks or props for Mike's sister, brother, mom, and grandma, a cap

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review *clean up* and *put away*

- Before the class, make the room messy, e.g., with pencils and erasers laid out on your table, books on the floor, bags on desks, chairs around the room.
- Look horrified and say *Oh, no! Look! There are (pencils on my desk). There are (books on the floor).* Say *Let's clean up! Let's put things away.*
- Give students instructions with *clean up* and *put away* to clean the room, e.g., *Let's clean up the pencils. Put the books away in the cabinet.*
- Mike's mom was angry, but you may prefer to use *please*.

Presentation



SB p44–45 Story: The cap

Aim: to listen to and follow a picture story

- If you talked about Mike's cap on SB page 40, help the students to turn back. Discuss in L1 how the story started before looking at SB pages 44 and 45.
- If not, simply remind the students that Mike was looking for something and give them time to look at the story pictures on SB pages 44 and 45.
- Play the CD. Students follow in their books.

- Play the story again, pausing after each picture to discuss what's happening.
After picture 1, ask *Where is Mike looking? Under the bed? On the bed? (No, in the cabinet).*
After picture 2, ask *What's in the cabinet? Is it Mike's cap? (No. A kite).* Continue like this and also point to elicit, e.g., *This is Mike's ... (sister).*
After picture 8, ask *Where's Mike's cap? What do they say? "On your ... (head)!"* Say *Point to your head.*

Audio script page T103

Practice

- 5** **WB p44** Look at the story. Find and say the picture number.

Thinking skills: paying attention to visual details

- Point to the first picture and ask *What's this? (A book).*
- Gesture to the story and say *Find the book. Where is it? Picture 1? Picture 2?*
- Students find the correct picture in the story and say *Picture 3.* Ask *Where's the book? (Under the couch).*
- Students find the rest of the items in the story.
- **Note:** Students can share SBs if space is tight.

Key: 1 = picture 3 (a book under the couch),
2 = picture 1 (a plane under the bed),
3 = picture 5 (a ball under the table),
4 = picture 2 (a pencil under the cabinet)

Extension activity

Aim: to reinforce understanding of the story

- Invite five volunteers to the front. Students act out the story with your help, using the Mike character mask and other available props (see "Materials").
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practice language from the story

- Pretend that you have lost something. Say *Where's my (book)?* Go up to a student and say *Oh! It's in your bag. Of course.* Encourage the student to look and say *No. It isn't here.*
- Choose different students and pretend to look for the item in different places: *Oh yes. It's under your chair/in your bag/under your bag, of course!* Each student looks and says *No. It isn't here.* Look more and more puzzled as you continue.
- Finally, pretend to "find" the item in your bag.

Aims: to talk about the meaning of a story: listening to people, to review language from the unit

Recycled language: language from the story

Materials: CD 2, Unit 5 story sticker, colored pencils or crayons

Language competences: Your students will be able to appreciate the values shown in the story.

Warm-up

Aim: to review the language in a song

- Play the song again (CD 2, Track 07) for students to join in.

Practice



SB pp44–45 Story: The cap

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on SB pages 44 and 45.

Aim: to think about the meaning of the story: listening to people

- Play the story again (CD 2, Track 10), pausing to discuss in L1 the values shown. Students explain in L1 that Mike's sister is trying to help him in picture 1, but he doesn't listen, that his brother tries to help him in picture 3, but again he doesn't listen, and so on.
- Say *Look at picture 7. Sister, mom, grandma, and brother are happy. They're laughing* (mime laughing). Ask why in L1 (because Mike's cap is on his head, but he didn't listen to his family when they tried to tell him).

- Hold up your book and point to the last frame and say *Let's look for a sticker*. Help students find the Unit 5 story sticker at the back of the book and ask them to peel off the sticker. Tell them to turn back to page 45 and then say *Stick*.
- Say *Look at picture 8 now. Is Mike happy? (No, sad)*.
- Ask why in L1 (he feels silly because he didn't listen). Encourage the class to talk about why it is important to listen.

Audio script page T103



WB p45 Complete the faces with ☺ or ☹.

Aim: to apply values from the story to new situations

- Ask students in L1 why Mike didn't find his cap earlier (he didn't listen when his family tried to tell him).
- Ask the students to find page 45 in the Workbook. Say *Look at the pictures and think. Which picture is right?* Explain in L1 that if they think the picture shows the right thing happening, they draw a smile. Elicit from the class that in the first picture the girl has listened to her mom and is happy. The children draw a happy face for the first picture. Circulate and check. As an option, the children can color this picture. Ask what is wrong in the second picture.

Extension activity

Aim: to practice listening carefully

- Arrange some items on your table and chair at the front, but hide them with, e.g., some books standing up. The items all need to be in, on, or under things.
- Tell students in L1 that there are some things on your table and chair, and you want them to listen carefully and to put the same items in the same places.
- List the items, e.g., *I have an eraser, a pencil, a book, and a pencil case*. Students get theirs ready.
- Describe where your things are, stopping for students to place their items correctly, e.g., *The book is on the table. ... The pencil is on the book. ... The chair is under the table. ... The eraser is in the pencil case*.
- Check by revealing your items for students to compare with theirs.

Ending the lesson

Aim: to practice listening carefully

- Invite a volunteer to the front. Explain in L1 that you are going to give some instructions, but only once. Say *Listen carefully*.
- Give some instructions, slowly and clearly, e.g., *Pick up the red pencil. It's on my desk. Put the pencil in my bag.* The student carries out the instructions.
- Repeat with other students.

Note: For the next lesson (Warm-up), you ideally need photographs of different types of homes, e.g., a tall apartment building, a cottage in the country, and a terraced house. You will also need small recyclable boxes and cartons for students to make doll's furniture.

Aims: to integrate other areas of the curriculum through English: geography

New language: *trailer, houseboat, palace, tree house, tent*

Recycled language: numbers 1–6, colors

Materials: CD 2, colored pencils or crayons, photographs of different types of home (optional)

Language competences: Your students will learn specific language to be able to talk about homes around the world in English.

Warm-up

Aim: to introduce the topic

- Show the photographs of different types of homes that you have brought or use the pictures on SB page 46. Ask in L1 what they have in common (people live there). Say in English *These are all homes. Homes. Families live in homes.*
- Ask students in L1 to point to the picture which looks most like their home. Say, e.g., *OK, (name), you live in an apartment. This is an apartment.*
- Explain in L1 that students are going to learn about different homes in this lesson.

Presentation



6 **CD2** **SB p46** Listen and say. Draw your home.

Aim: to present types of home

- Play the CD. Students point to the pictures.
- Play the CD again. Students repeat the words.
- Say the words out of order. Students say the number.
- **Note:** *Caravan* is British English. American English uses *trailer (home)*.
- Say to the students *Draw your home*. Make sure that everyone has enough pencils and colored pencils. Circulate and ask *Do you live in a/an (apartment/palace)?*

Audio script page T104



7 **WB p46** Make dolls' furniture.

Aim: to follow instructions and make model furniture

- Students make miniature furniture (e.g., tables, cabinets, chairs, etc.) as shown in the pictures.
- Help them with any potentially dangerous parts (e.g., making holes, cutting out).
- Students work in small groups and arrange their furniture to make rooms.

Extension activity

Aim: to practice talking about types of homes

- Do a simple class survey to find out which of the homes from the lesson is the most popular. Stick five or six photographs of homes onto the board or draw a rough outline of the five homes on SB page 46.
- For procedure, see page T32 Extension activity.
- Point to the results and say *The (palace) is number 1. The (tree house) is number 2, etc.* Talk in L1 about the good and bad things about living in each type of home (e.g., a palace is beautiful, but it might be cold).

Ending the lesson

Aim: to practice talking about homes

- Point to the pictures of homes on SB page 46 and say *Look. Where do I live? Which home is it?*
- Do a mime as if you are entering one of the homes on page 46 (e.g., bending down and unzipping a tent, climbing a ladder to a treehouse, stepping from the land onto a boat, opening the door of a palace and looking round amazed). Students say, e.g., *Tent. Say Yes! I live in a tent.*
- Repeat with other mimes.

Note: For the next lesson, you will need recyclable items for students to make models.

Aims: to encourage students to think about recycling, to review language from the unit, to encourage children to reflect on their learning

Recycled language: *trailer, houseboat, palace, tree house, tent*

Materials: examples of things that can be recycled (empty plastic bottles, empty drink cans, newspapers), recyclable materials that can be safely used for making model homes (empty cardboard boxes and tubes, plastic bottles, cloth), scissors, glue, paints, family and character flashcards (optional).

Warm-up

Aim: to discuss the value of recycling

- Show students things that can be recycled and ask in L1 what they all have in common (they can be recycled).
- Demonstrate sorting things into different materials. Ask the students to help if you have enough materials, and count the items in English if possible.
- Ask students in L1 if they help recycle at home or at school. Discuss ideas such as using both sides of a sheet of paper and reusing old materials to make things to play with (as in today's lesson).

Practice

7 **Think!** **SB p47** Choose a home and make it.

Thinking skills: planning and making

- Look again at the different homes on SB page 46 with the class. Point and elicit the words, and then explain to the students that they are going to make a model. This activity can be done individually, in pairs/groups, or as a whole class, as you wish.

- If you decide to do it as a class or in groups, talk about the photograph in L1, discussing the different jobs that need to be done (finding the right size things, painting, assembling, etc.).
- Circulate and help, asking, e.g., *What's your home? Is it a trailer? What color is it? How many windows does it have?*

8 **WB p47** Say the words. Color the circles.

Aim: to create a record of learning

- Students color the circles if they can say the words on their own. Ask them all to use the same color or let them use any of the six colors that they know.
- Circulate and ask students to say the words.
- From Unit 5 onwards, this self-evaluation activity offers the option for students to trace the words if you would like them to do so. If practical, you could liaise with the literacy teacher to make sure that the letter formation is similar.

Extension activity

Aim: to review numbers 1–10

- Stick the family and character flashcards on the board in a row of ten, face down.
- Draw a large door shape around each flashcard, and write large numbers from 1 to 10 next to each door. Say *Ten houses. 1, 2, 3, ...*, etc. Remind the students of the word *door* which they heard on SB page 18.
- Point to the first “door” with the flashcard inside and say *Look. This is house number 1. Who lives at number 1?* Knock on the “door” on the board. Turn the flashcard over and say *It's (brother). (Brother) lives at number 1.*
- Invite a volunteer to come to the board. Ask *Who lives at number (4)?* The student knocks on the correct “door,” turns over the flashcard, and says who it is (e.g., *It's Mike*). Confirm by saying, e.g., *Yes, Mike lives at number 4.*

Ending the lesson

Aim: to review different types of homes

- Draw picture clues to represent the homes from SB page 46 on the board (e.g., a crown for *palace*, a tree for *tree house*, some wheels for *trailer*, a river for *houseboat*, and a campfire for *tent*). Students say the homes.

Phonics

- See page T89 for Unit 5 Phonics.

Review

- See page T97 for Review Unit 4 and Review Unit 5.

Aims: to present and practice farm animals, to say a chant with the class

New language: *horse, cow, dog, sheep, Who are you? Listen, run, running away*

Recycled language: *look at, cat, rabbit*

Materials: CD 2, flashcards (characters)

Language competences: Your students will be able to name farm animals.

Your students will be able to join in with a chant.

Warm-up

Aim: to preview *Who are you?*

- Give out the character flashcards to four students at random in the class, without seeing who has each character. Ask *Who are you? (I'm Leo) the (lion).*
- Repeat with other students.

Presentation



SB p48 Listen and point.
Say the words.

Aim: to present farm animals

- Point to Polly and ask *Who's this?* Establish in L1 that she is on a farm and what other animals are there.
- Play the CD. Students point to the animals.
- Play the CD again. Students repeat the words.
- Say the words out of order for students to point.

Audio script page T104

Practice



SB p82 Listen and chant.

Aim: to practice farm animals

- Play the chant. Students point to each animal as it is mentioned.
- Ask in L1 what the rabbit is doing in the last picture. Mime running and say *It's running. It's running away!*
- Play the chant again. Students join in, doing the animal noises and saying the animal words. They move their arms like a running rabbit at the end.

Audio script page T104



WB p48 Complete the animals. Say the words.

Aim: to review farm animals and to develop pencil control

- Demonstrate drawing in the other side of the dog's face as an example. Then point to the rest of the pictures. Say *Complete the animals.*
- Circulate and ask students *What's this?*
- Check answers by saying the numbers. Students say the word and make the animal noise from the chant.
- In pairs, students practice in the same way.

Extension activity

Aim: to practice the chant and animal names

- Teach the mimes as described below.
- Once the students are confident with the mimes, say the last line of the chant as a prompt instead, changing the words as follows:
Look at the cat, jumping away!
Look at the horse, trotting away!
Look at the cow, walking away!

Ending the lesson

Aim: to practice farm animals

- Do mimes as follows:
jumping, as if hunting something (cat),
bouncing, and holding reins, as if on a horse (horse),
walking around slowly (cow).
Say the words as you show the students.
- Say an animal. Students do the mime.
- Do a mime. Students say the animal.

Aims: to present and practice *My favorite*

New language: *My favorite color/toys/animals is/are (blue/planes/dogs). Nice to meet you. Tell me, What is/are your favorite (animal/things)? Let me think, I think, I know, a lot*

Recycled language: colors, toys, farm animals, *I like, I have, that's right*

Materials: CD 2, flashcards (colors 1*, farm animals, toys) *or six colored chalks

Language competences: Your students will be able to talk about their favorite things.

Warm-up

Aim: to review toys

- Show each toy flashcard. Students say the word. Ask *Do you like (kites)?*
- Explain in L1 that students will learn to talk about their favorite things.

Presentation



SB p49 Listen and circle. Say the sentences

Aim: to present *My favorite*

- Point to each photograph. Say *This is William/Elizabeth.*
- Explain in L1 that students need to listen to William and Elizabeth and circle their favorite things.
- Play the CD. Pause after the first color and demonstrate drawing around the blue splotch to show that it's William's favorite color. Pause after each subsequent answer for students to circle.
- Play the CD again for students to check.

Key: 1 blue, dogs, planes; 2 orange, cats, teddy bears

Audio script page T104

Practice



WB p49 Talk in class and count.

Aim: to practice talking about favorite things

- Use flashcards on the board or drawings to copy the SB chart at a height that the students can reach.
- Ask a volunteer *What's your favorite color?* Help him/her to reply, e.g., *My favorite color is green.* He/she then puts a check mark in the correct place on the board. Repeat for *My favorite (animals/toys) are (cats/dolls).*
- Call the students out to check their favorites. Ask each child one question with *What's your favorite ... ?* Count the check marks (in L1 beyond 10). Write the totals.

Extension activity

Aim: to practice talking about favorite colors

- Hold and point to items of the same color and say *Look! I have a (purple) (book). I have a (purple) (T-shirt). My favorite color is ... (purple).*
- Invite volunteers to do the same with your help.

Ending the lesson

Aim: to practice saying *My favorite*

- Tell the children that before they leave the classroom, they need to tell you about their favorite animal.
- Stand by the door, and as each child leaves they need to say *My favorite animal is (a monkey).*

Aims: to stimulate the students' imagination through listening and acting out

New language: *sniff/eat like (a rabbit), hide*

Recycled language: *look, dog, hop, run*

Materials: CD 2, flashcards (farm animals), thin white and black cardboard or black felt, cotton balls, glue, scissors

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to review farm animals

- Play the chant again (CD 2, Track 15), and ask students to join in with the animal noises and the animal words. Encourage them to say as much of the complete chant as they can.

Practice



SB p50 Listen and act.

Aim: to review language and practice following instructions

- With books closed, say the instructions with the CD. Show the class a clear mime for each action, e.g., 1 sniff the air, 2 eat a carrot, 3 stick your head out and stare, 4 move your arms up and down and take little jumps like a running rabbit, 5 move your arms further up and down like a running dog, 6 crouch down.
- Play the CD again. This time say *Listen and act!* for students to join in with the mime.

Audio script page T104



SB p50 Listen and match.

Aim: to practice listening and ordering pictures

- Point for students to say the numbers 1–6.
- Play number 1 and demonstrate drawing a line from the big 1 to the picture of the boy sniffing. Run your finger around the frame and say *Number 1 is purple.*
- Play the rest of the audio. Students draw lines from the other numbers to the correct pictures.
- **Note:** The students learned the word *hop* as the human action on one leg in Unit 4. We also use *hop* to describe a rabbit's running action.
- Check answers by saying a number and asking *What color?*

Key: 1 purple, 2 green, 3 red, 4 blue, 5 orange, 6 yellow

Audio script page T104



WB p50 Draw your favorite animal.

Aim: to encourage students to think of their favorite animal and to develop pencil control

- Ask individual children *What's your favorite animal?*
Say *Think of your favorite animal and draw.*

Extension activity

Aim: to practice numbers 1–10

- Draw ten sheep with a simple fence around them, as if they were in a field, on the board.
- Ask *How many sheep? (Ten).*
- Teach students a counting rhyme (or song, if you know the tune of *Ten green bottles*). Erase a sheep from your picture as each sheep “disappears”:
Ten woolly sheep, sitting in a field.
Ten woolly sheep, sitting in a field.
One woolly sheep ... isn't really real!
There are nine woolly sheep, sitting in a field.
- *Nine woolly sheep, ... etc.*

Ending the lesson

Aim: to practice animals and giving instructions

- Repeat SB Activity 1 using different animals with appropriate mimes. Students listen and do the actions. Here are some examples:
Meow like a cat, Drink like a cat (mime lapping milk), *Look, a dog! Run, cat, run!*
Meow, meow! Run, dog, run! Woof, woof!
Hide, cat, hide! Baaa like a sheep, Eat like a sheep (mime eating grass), *Look, a dog!*
Run, sheep, run! Baaa, baaa! Run, dog, run!
Woof, woof! Hide, sheep, hide!

Aims: to review *I like* and plurals, to sing a song with the class

New language: *Let's do the animal boogie-woogie, Come dance with me, (Dogs) are nice, too*

Recycled language: *sing, I like dogs/cats/sheep/cows, for you, me*

Materials: CD 2, flashcards (farm animals)

Language competences: Your students will be able to join in with a song.

Your students will be able to say which animals they like.

Aim: to review *I like*

- Stick the flashcards on the board. Point to the animals that you like, saying *I like (rabbits), (cats), and (cows)*.
- Invite volunteers to the board to point and make similar sentences.

Presentation



SB p51 Listen and sing.

Aim: to review *I like* and plurals and sing a song

- Play the song. Students listen and point to the animals as they hear the noises and animal words.
- Point to the pictures. Model the plural form for the class to repeat. Make sure that they don't add an *s* to *sheep*.
- Use gesture to convey the meaning of *dance*. Explain in L1 that *boogie* (or *boogie-woogie*) is a type of dance.

- Play the song again for students to join in.
- Use the karaoke version (see Extension activity).

Audio script page T104

Practice



WB p51 Listen, point, and say the words.

Aim: to practice the song lyrics

- Say *Point to the (dogs)*. Then sing the relevant line of the song, e.g., *I like (dogs), oh (dogs) are nice*. Students sing the line after you.
- Play the CD. Students point to the correct animals when they hear the animal noise, and then sing the relevant line from the song.

Audio script page T104

Extension activity

Aim: to practice the song

- Divide the class into four groups: Dogs, Cats, Sheep, and Cows. Say the animal words. The relevant group makes their animal noise.
- Practice the song, with each group (and only that group) joining in with the relevant lines.
- Use the karaoke version. When it is their turn, the groups stand up to sing and make their noise and then sit down. Everyone joins in with the rest of the song.

Ending the lesson

Aim: to practice *I like*

- Quickly show each flashcard and then shuffle them.
- Hold one of the flashcards so that the class can see it but you can't. Guess what's on the card by saying *I like (rabbits)*. Students say *Yes* or *No*.
- Give yourself three guesses. If you guess in three sentences or fewer, you get a point. If you don't guess, the class gets a point.

Aims: to present a picture story, to review language from the unit

New language: *tail, colors, fantastic*

Recycled language: farm animals, parts of the face, *I like, Who are you? your, Thank you, parrot, look*

Materials: CD 2, flashcards (face), props for acting out the story (optional): character mask (Polly), homemade hat/masks for the cow, horse, dog, cat, rabbit, and sheep, a paintbrush

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review parts of the face

- Use the face flashcards to review parts of the face.
- Say *Point to your (nose)*. Students do the actions.

Presentation



SB pp52–53 Story: I like your colors!

Aim: to listen to and follow a picture story

- Help students to find SB page 48. Ask in L1 where Polly was (on a farm). Tell them that they are going to find out what happens next in the story.
- Help them turn back to SB pages 52–53. Use the cow in the first picture, and mime, to present *tail*.
- Play the CD. Students follow in their books.
- Play the story again, pausing after each picture to discuss what's happening.
After picture 1, say *Polly says "I like your tail."*
After pictures 2–5, say *Polly says "I like your ...*

(teeth)." After picture 6, ask *What does the sheep say?*

"I like your ... (colors)."

- At the end, discuss in L1 what the sheep does (paints itself because it likes Polly's colorful feathers).

Audio script page T104

Practice



WB p52 Remember the story. Circle the parts of the face.

Aim: to remember details from a story

- Point to picture 1. Say *Polly meets the horse. She says "Who are you?" Then she says "I like your ... (teeth)."* Say *Circle the teeth* and demonstrate.
- Students circle the correct parts of the four animals.
- Check answers in the same way as you demonstrated the example.

Key: 1 horse: teeth, 2 dog: nose, 3 cat: eyes, 4 rabbit: ears

Extension activity

Aim: to reinforce understanding of the story

- Invite seven volunteers to the front. Students act out the story with your help, using the Polly character mask and other available props (see "Materials").
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practice farm animals

- Point to your eyes. Ask *Which animal is it (from the story)?* (Meow if necessary.) (Cat!)
- Do similar actions and mimes for the other animals.

Aims: to talk about the meaning of a story: paying compliments, to review language from the unit

Recycled language: language from the story

Materials: CD 2, colored pencils or crayons, Unit 6 story sticker, flashcards (colors 1 – optional)

Language competences: Your students will be able to appreciate the values shown in the story.

Warm-up

Aim: to review the language in the song

- Play the song again (CD 2, Track 19) for students to join in.

Practice



SB pp52–53 Story: I like your colors!

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on SB pages 52 and 53.

Aim: to think about the meaning of the story: paying compliments

- Play the story again (CD 2, Track 22), pausing at appropriate points to discuss in L1 the values shown. After picture 1, say *Polly says to the cow "I like your tail." Is the cow sad? (No, happy). Say The cow is happy. Polly says something nice. Polly thinks that the cow's tail is nice.*
- Repeat with the other animals in pictures 2–5.
- After picture 7, point to the last frame and say *Let's look for a sticker.* Help students find the Unit 6 story sticker. Tell them to peel off the sticker and then to turn back to page 53 and then say *Stick.*

- Say *Look at picture 8 now. Why did the sheep paint itself?* Establish that the sheep admires Polly's colors so much that she wants to look the same.
- Ask students in L1 for examples of when they can compliment their friends and family (e.g., because they admire some work that they have done in class, a sporting achievement, a new haircut, or pair of glasses). Point out in L1 that it is sometimes not nice to say when we **don't** like something because we might hurt someone's feelings.

Audio script page T104



WB p53 Complete the faces with ☺ or ☹.

Thinking skills: applying values from the story to new situations

- Say *Look at the pictures and think. Which picture is right?* Students draw a happy face for the first picture.
- Check answers and say *The boy in picture 1 is happy. Why? What does the girl say to him? She says "I ... (like your picture/sheep)."*

Extension activity

Aim: to review colors and the unit song

- Teach the students new lyrics for the song:
Let's do the color boogie – red!
Let's do the color boogie – yellow!
Let's do the color boogie – green!
Let's do the color boogie – blue!
Come sing with me and dance with me,
For you and me, the color boogie-woogie!
I like red, oh, red is nice! Red, ... etc.
I like yellow, oh ... etc. Yellow, ... etc.
I like green, oh ... etc. Green, ... etc.
I like blue, oh ... etc. Blue, ... etc.
Come sing ... etc.
And I like the color boogie, too!
Red! Yellow! Green! Blue!
Come sing ... etc.
- Hold up the color flashcards as prompts while the students sing the song. You could use the karaoke version of the song (CD 2, Track 20).

Ending the lesson

Aim: to practice paying compliments

- Choose a student in the class and say, e.g., *I like your pencil case.* Encourage the student to say *Thank you.*
- In pairs or groups, students practice doing the same.
- Circulate and feed in any new vocabulary if you wish.

Note: For the next lesson (Warm-up), you ideally need photographs of the habitats on SB page 54 (farm, African savannah, ocean). You could find them on the Internet to show on a projector or interactive whiteboard.

Aims: to integrate other areas of the curriculum through English: biology

New language: *dolphin(s), elephant(s), shark(s), snake(s), whale(s), zebra(s), on the farm, on the savannah, in the ocean, (Sharks) live (in the ocean).*

Recycled language: *cows, dogs, giraffes, horses, lions, sheep*

Materials: flashcards (a farm animal, Gina, or Leo), thin white and black cardboard or black felt, cotton balls, glue, scissors, photographs of habitats (optional)

Language competences: Your students will learn six new animal words and three phrases to talk about habitats in English.

Warm-up

Aim: to introduce the topic

- Show photographs of the three habitats if you can.
- Ask *What animals does Polly meet in the story on the farm? Lions? Parrots?* Students say, e.g., *No, cows. Say That's right. Cows live on the farm.*
- Explain in L1 that students are going to talk about which animals live in different places.

Presentation

- 6** **SB p54** Match the animals to where they live.

Aim: to think about the habitats of different animals

Thinking skills: associating animals with habitats

- Point to the three pictures in the center of the page and say *Look! The farm. The savannah. The ocean.* Encourage students to repeat.
- Present the new animals (*elephants, sharks, snakes, whales, and zebras*) by pointing and saying *This is an elephant. An elephant.* Students repeat.
- Ask the students to find a story with elephants and one with a zebra (SB pages 5 and 12–13).

- Use the cow as the example. Point and ask *What's this? (A cow). Where do cows live? On the farm? On the savannah or in the ocean? Draw a line.*

- Students draw lines from the animals to their habitat.

Key: cow – farm, elephant – savannah, giraffe – savannah, horse – farm, lion – savannah, shark – ocean, sheep – farm, whale – ocean.

Practice

- 7** **WB p54** Make a woolly sheep.

Aim: to follow instructions and make woolly sheep

- Students make sheep as shown in the pictures. You may wish to provide a sheep template for students to cut out, or large and small ovals and rectangles for the legs, which the students can stick together.
- If you like, students can work in groups and arrange their sheep on green painted “fields.”

Extension activity

Aim: to practice categorizing animals

- If possible, put the furniture in the middle of the room.
- Draw a simple whale on the board. Stick a farm animal flashcard in one corner of the room and the Gina or Leo flashcard in another corner, so that the three animals are far apart. Point at them one at a time and say *In the ocean, on the farm, on the savannah.*
- Ask the students to stand up. Call out animals from the lesson (see “New/Recycled language”) and encourage the students to go to the correct part of the room.
- In a large class, the students can turn and point to the correct part of the room, saying the habitat phrase, e.g., *Cow (On the farm!).*

Ending the lesson

Aim: to practice talking about where animals live

- Show a flashcard of an animal that students know (a farm animal, Gina, or Leo). Say a true or false sentence about where the animal lives, e.g., *Giraffes live in the ocean. (No).*
- Ask students to correct the false sentences, e.g., *No. Giraffes live on the savannah.*
- Repeat with the other animals.

Note: For the next lesson, ask your students to bring magazines with pictures of animals to class. They will need photographs of animals that live on the farm, on the savannah, or in the ocean.

Aims: to review language from the unit, to encourage children to reflect on their learning, to think about animal habitats

Recycled language: *cow(s), dog(s), dolphin(s), elephant(s), giraffe(s), horse(s), lion(s), shark(s), sheep, snake(s), whale(s), zebra(s), I like (whales), on the farm, on the savannah, in the ocean, (Sharks) live (in the ocean).*

Materials: magazines (or Internet printouts) with photographs of any of the known animals, scissors, glue, poster paper or thin cardboard, paints, flashcards from Units 1–5 (optional)

Language competences: Your students will be able to talk about where animals live.

Warm-up

Aim: to review animals

- Draw (or copy) an animal that students know on the board, one small part at a time, so that they have to guess the animal (e.g., start with just the tail of a zebra). Ask *What's this?* as you draw.
- Students guess the animal. Students have heard the question *Is it a ... ?* in previous creativity lessons, so you could begin to encourage them to use it.
- If you prefer not to draw, use pictures of animals and the farm animal flashcards. Cover them with paper and slowly reveal them instead, asking *What's this?*

Practice

7 **Think!** **SB p55** Make a poster.

Thinking skills: categorizing

- Point to each of the habitats on SB page 54 and ask *Is this the savannah, the farm, or the ocean?* Students practice saying *on the farm, on the savannah, and in the ocean.*
- Share out the magazines/printouts and scissors. Ask the students to cut out animals that live in the three known habitats. Students can also draw animals.

- While they are working, prepare a poster background with the three “habitats” (green with hedges to represent farmland, pale green/yellow with trees on the horizon for the savannah, and blue for the ocean).
- Call on the students individually with the animal that they have found/drawn. Ask *Where do (sharks) live?* Encourage the student to say, e.g., *Sharks live in the ocean* and to put his/her animal in the correct habitat.
- When the poster is complete, point and ask *Which animals live (on the farm)?* Students list the animals.
- Once they have found or drawn all the animals that they know in English, they can add other animals if you wish, asking you for the words in English.

8 **WB p55** Say the words. Color the circles.

Aim: to create a record of learning

- Students color the circles if they can say the words on their own. Ask them all to use the same color or let them use any of the six colors that they know.
- Circulate and ask students to say the words.
- Ask students to trace the initial letters if you wish. Circulate and check that they are forming the letters correctly.

Extension activity

Aim: to practice categorizing

- Stick flashcards from Units 1–5 on the board for some more “puzzles about which one doesn’t belong” puzzles, e.g.:
doll, jump rope, plane, nose
pencil, eraser, cat, book
kite, couch, armchair, cabinet
eyes, teddy bear, ears, mouth
grandpa, sister, pencil, grandma
- Give students time to choose the “one that doesn’t belong.” Then invite a volunteer to take down the different flashcard. He/she says the English words for all the items and explains in L1 why it doesn’t belong.

Ending the lesson

Aim: to review habitats and animals

- Divide the class into two teams. A student from Team 1 says an animal, e.g., *shark*. A student from Team 2 has to make a sentence about where the animal lives, e.g., *Sharks live in the ocean.*
- The next student from Team 2 says an animal for a student from Team 1 to make a sentence.
- The teams get a point for each correct sentence.

Phonics

- See page T90 for Unit 6 Phonics.

Aims: to present and practice food, to say a chant with the class

New language: *sausages, apples, cakes, ice cream, fries, dinner, tonight*

Recycled language: *carrots, for, I know, snakes, cats, parrots, sheep, you and me*

Materials: CD 2, flashcards (food), *cat, sheep*, and Polly flashcards (optional)

Language competences: Your students will be able to name food. Your students will be able to join in with a chant.

Warm-up

Aim: to review animals

- Draw a snake, a cat, a parrot, and a sheep on the board (or use the *cat, Polly*, and *sheep* flashcards). Students say the words.
- Draw another two snakes below the first one and say *How many snakes?* (*Three snakes*). Make sure that they pronounce the final *s* for the plural.
- Do the same to elicit *cats* and *parrots*.
- Draw more sheep and ask *How many?* Remind the students not to add an *s* (*one sheep, two sheep*, etc.).

Presentation



SB p56 Listen and point.
Say the words.

Aim: to present food

- Talk in L1 about where Polly is (at the supermarket) and what food students can see in the picture. Say *Polly's hungry. She's at the supermarket*.
- Play the first part of the recording and confirm in L1 that she's buying food for Gina, Leo, and Mike.

- Play the rest of the recording. Students point to the numbered food items.
- Play the CD again. Students repeat.
- Say the words out of order. Students point or say the numbers.

Audio script page T105

Practice



SB p83 Listen and chant.

Aim: to practice food items and plural forms

- Play the chant. Students point to the food and the animals.
- Ask in L1 what food the children are thinking about in the picture on the right (*sausages and fries*).
- Play the chant again. Students join in as much as they can. Stress the matching sounds in *cakes* and *snakes*, *apples* and *cats*, and *cream* and *sheep*, to help students remember the words.

Audio script page T105



WB p56 Look, draw, and say the words.

Thinking skills: understanding sequences

- For procedure, see page T25, WB Activity 2.
- Key:** 1 cakes, 2 ice cream, 3 fries, 4 sausages, 5 carrots, 6 apples

Extension activity

Aim: to practice understanding sequences

- For procedure, see page T25, Extension activity.
Here are some examples:
apples, carrots, carrots, carrots,
apples, carrots, carrots ... (carrots)
sausages, ice cream, ice cream, fries,
sausages, ice cream, ice cream ... (fries)
fries, fries, carrots, carrots,
fries, fries, carrots ... (carrots)

Ending the lesson

Aim: to practice food

- Play the chant again for students to join in. Use the food flashcards as prompts.

Aims: to present and practice *I don't like*, to review *I like* and food

New language: *I don't like (fries).*

Recycled language: *I like (ice cream), food, happy, sad, yummy, yuck*

Materials: CD 2, flashcards (food)

Language competences: Your students will be able to say which foods they like and dislike.

Warm-up

Aim: to review food

- Play the chant from SB page 83 (CD 2, Track 26) for students to join in.

Presentation



SB p57 Listen and circle ♥ or ✕. Say the sentences

Aim: to present *I don't like* and review *I like*

- Say a number. Students say the food item.
- Point to the sausages, say *I like sausages*, and draw a heart shape on the board. Mime circling the heart shape on SB page 57. Say *I don't like sausages*, draw an X over a heart shape and mime circling this on SB page 57. Confirm in English and then, in L1, that students have to listen and circle the heart if they hear *I like* or the crossed out heart for *I don't like*.
- Play the CD. Students listen and circle.
- Play the audio again for students to check their answers.
- Check the class's answers, saying the food item and asking them to stand up for "like" and stay seated for "don't like."
- Play the audio again for students repeat each line.

Key: 1 like, 2 like, 3 don't like, 4 don't like, 5 like, 6 don't like

Audio script page T105



WB p57 Look and check (✓) ♥ or ✕. Listen to a friend and check (✓).

Aim: to practice talking about likes and dislikes

- Draw the first table (ME) like the one on WB page 57 and use the flashcards to stick at the top of the table. Point to each food item on the flashcards and ask students to say the words.
- Show the students that they need to think about each food item and put a check mark in either the heart row or the row with the crossed out heart. Demonstrate this by first pointing to the square labeled *Me* and then pointing to yourself. Next say *Apples*. Look thoughtful and say *Hmmm. I don't like apples* and then draw a large check mark in the third row.
- Tell students to complete the first table by checking either the row with the heart or the row with the crossed out heart. Circulate and ask *Do you like ... ?* Check that students are marking the correct column.
- Draw a second table on the board and label it *my friend*. Invite students to tell you a sentence about each item of food, and draw a check mark in the appropriate column of the second table.
- In L1, explain that they will fill out the second table about their friend. In pairs, Student 1 makes sentences about each food item with *I like* or *I don't like*, keeping his/her book hidden, while Student 2 keeps a record according to what his/her partner says. Then they swap roles.
- Students check their answers by comparing books.

Extension activity

Aim: to practice *I like* and food items

- Stick the food flashcards on the board in a row. Students say *I like* and the food words in the order that they appear on the board.
- Remove a flashcard. Students say *I like* and list all of the foods again, including the missing item.
- Continue until all the cards have disappeared and students are saying all the words from memory.

Ending the lesson

Aim: to review like and don't like

- draw a large heart shape on a piece of paper and a crossed out heart on another piece, and stick the pieces of paper on opposite sides of the room.
- Say some sentences about different food items using *I like* and *I don't like*, and children need to run to the correct picture.
- Alternatively, students can point to the correct heart-shaped picture.

Aims: to stimulate the students' imagination through listening and acting out, to practice listening to and following instructions

New language: *smell, hungry, kitchen, take one*

Recycled language: *look, listen, go, eat, like*

Materials: CD2, dice/spinners, farm animal and food flashcards (optional)

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to review feelings and present *hungry*

- Mime feeling happy, sad, angry, or scared and each time ask *Am I (happy) or (sad)? (Happy)*. Respond to the students saying *That's right. I'm happy.*
- Rub your tummy and lick your lips. Say *I'm hungry.*
- Do the actions and practice the phrase together.

Practice



SB p58 Listen and act.

Aim: to practice following instructions

- With books closed, play the audio and show the class a clear mime for each action, e.g., 1 sniff the air with eyes closed, 2 Rub your tummy and lick your lips, 3 walk on the spot and use your arms too, 4 cup your ear, 5 point to your eye, then pick up an imaginary fry with your finger and thumb, 6 take a bite of the fry and chew a little then smile.
- Say *Listen and act!* and play the audio again, encouraging the students to copy your mimes.

Say the instructions in a different order and see if they can mime them.

Audio script page T105



SB p58 Listen and match.

Aim: to practice listening to details

- Ask the students to turn to SB page 58 and look at the pictures and numbers together. Say *Listen and match*. Play the first line of the audio and demonstrate drawing a line from the big number 1 to the picture showing the girl sniffing the air. Run your finger around the frame and say *Number 1 is red.*
- Play the rest of the audio. Students draw lines from the other numbers to the correct pictures.
- Check the answers by saying a number and asking *What color?* Or by saying a number and asking students to mime the action. You can also encourage students to say some of the words or phrases from the audio.

Key: 1 red, 2 purple, 3 orange, 4 green, 5 blue, 6 yellow

Audio script page T105

3 **WB p58** Play the game.

Aim: to practice talking about likes and dislikes

- Throw a dice (or spin a spinner) and read the number out loud. Count down the side of the grid on WB page 58 until you reach that number. Throw the dice again, read the number, and count your way across to the correct column.
- Follow the row and column that you have selected until they meet at a square (e.g., if you throw 5 and 3, you will get to the *whales* square). Make a true sentence about the items in the picture, e.g., *I like whales* or *I don't like whales*.
- Confirm the rules in L1.
- Students play the game in pairs or small groups.
- Circulate and help with language.

Extension activity

Aim: to practice listening to details

- Ask the students to look again at the game on WB page 58. Explain in L1 that you will give them a sentence and they have to find the numbers it relates to on the grid. So, say *I don't like horses* and the children should reply with 2, 6.

Ending the lesson

Aim: to practice instructions

- Say the instructions again, but this time change the food item. Choose foods that they know and which will vary the mimes, such as bananas, watermelon, and pasta. Then say the new instructions again, doing a new mime for the last line. Encourage students to say as much as they can.

Aims: to review talking about likes and dislikes, to sing a song with the class

Recycled language: *I like (apples), I don't like (sausages), food, no, yes*

Materials: CD 2, flashcards (food, farm animals), colored pencils or crayons (optional), Unit 7 mini cards: WB page 92 and scissors (optional)

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review talking about likes and dislikes

- Stick the food flashcards on the board and number them from 1 to 6. Say *I like (carrots)* or *I don't like (sausages)*. Students say the number.
- Say the numbers. Invite volunteers to make sentences with *I like* or *I don't like* about the food.

Presentation

 **SB p59** Listen and sing.

Aim: to review talking about likes and dislikes

- Play the song. Students listen and point to the food.
- Point to the food in the pictures and ask *What's this?* Students list the food (*fries, carrots, sausages, apples, cakes, ice cream*).
- Point to the girl in the first picture and say *Look at the girl. Is she happy or sad? (Sad). What does she say?* "*I don't like ... (fries, carrots, sausages)*." Do the same with the second picture, using *I like*.

- Play the song again for students to join in. Encourage them to look sad when they sing the first verse, and to rub their tummies happily for the second verse.
- Use the karaoke version (see Extension activity).

Audio script page T105

Practice



WB p59 Listen and draw.

Aim: to review the song lyrics

- Point to the first picture of the girl and the example in the thought bubble. Say *It's the girl from the song. She says "I don't like ... (fries)." Let's listen to the song again before we draw. Play the audio again. Then say, Draw pictures for "I don't like" and pictures for "I like."* Confirm the instructions in L1.
- Students can draw in pencil or use colors, as you prefer. Circulate as they draw, and ask about the food (and colors, if appropriate).
- Check answers by playing the song again and asking students to make sentences.

Key: Students draw carrots and sausages across the top, and apples, cakes, and ice cream across the bottom.

Audio script page T105

Extension activity

Aim: to practice the song

- Divide the class into six groups: Fries, Carrots, Sausages, Apples, Cakes, and Ice cream.
- Say the food words for the correct group to stand up.
- Practice the song. Each group (and only that group) stands up and joins in at the appropriate points, and then sits down again.
- Use the karaoke version. When it is their turn, the groups stand up to sing and then sit down.
- Alternatively, students cut out the Unit 7 mini cards and hold up the correct mini card at appropriate points as they sing.

Ending the lesson

Aim: to practice talking about likes and dislikes

- Draw pictures of a shark, a snake, an elephant (or just its head), and a whale on the board. Stick the *dog, cat, cow, horse, rabbit, and sheep* flashcards on the board near the drawings. Number the drawings and flashcards from 1 to 10.
- Repeat the procedure from the Warm-up activity, this time inviting volunteers to talk about which animals they like and which they don't like.

Aims: to present a picture story, to review language from the unit

New language: *carrot soup, full*

Recycled language: *food, hungry, my favorite, Oops, sorry, Oh, no! too*

Materials: CD 2, colored pencils, props for acting out the story (optional): character masks, a big (plastic) bowl, spoons, paper/plastic plates

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review talking about likes and dislikes

- Play the song from SB page 59 (CD 2, Track 30) and encourage students to join in.

Presentation



SB pp60–61

Story: Cakes and ice cream

Aim: to listen to and follow a picture story

- Ask students in L1 what Polly was doing at the beginning of the unit (buying food at the supermarket to make dinner for her friends). Tell them that they are going to listen to a story about the dinner.
- Ask students in L1 about the first picture. *Is it the end of the meal or the start of the meal? What does Polly have?* Present *soup*. Ask students *Do you like soup?*
- Play the CD. Students follow in their books.
- Play the story again and pause after each picture to discuss in L1 what's happening. After picture 2, say *Look at Leo. Is he hungry? Does he like carrot soup?* (Yes). Say *Yes. He says*

"My favorite." What about Polly, Gina, and Mike? Do they like soup? ... Yes, but look! No soup for Polly, Gina, and Mike. Leo's eating the soup.

- Do the same with the other food items for pictures 3–6, e.g., *Only one sausage and one fry for Gina! A little bit of apple for Gina, Mike, and Polly!*
- After picture 7, ask *Is Leo hungry?* (No). Ask why in L1. Establish that he's full. Say *Leo says "I'm too full." He's eaten soup, sausages and fries, and apples. Now he's too full. No cakes and ice cream for Leo.*
- Do the same for picture 8.
Audio script page T105

Practice

- 5** **WB p60** **Look at the story. Draw the food.**

Aims: to identify missing details and develop pencil control

- Talk about the missing items to feed in the new words *bowl* and *plate*, with the students supplying the food words.
- Students find the pictures in the story and draw the missing parts of the pictures.

- Circulate and ask *What's this?* (*A sausage*) to check their work.
 - **Note:** Students can share SBs if space is tight.
- Key:** 1 the soup bowl, 2 the plate with one sausage and one fry, 3 the plate with a slice of apple, 4 the plate of cakes

Extension activity

Aim: to reinforce understanding of the story

- Invite four volunteers to the front. Students act out the story with your help, using the character masks and other available props (see "Materials").
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practice feelings and new language from the story

- Say *I'm happy/sad/scared/angry/hungry/full*. Students mime the feelings.

Aims: to talk about the meaning of a story: eating sensibly, to review language from the unit

Recycled language: language from the story

Materials: CD 2, Unit 7 story stickers, scissors, flashcards (food), Unit 7 mini cards: WB page 92 (optional)

Language competences: Your students will be able to interpret the deeper meaning of a story.

Warm-up

Aim: to review some new language

- Play the song from SB page 59 (CD2, Track 30) again and ask the students to mime the lines.

Practice



SB pp60–61 Story: Cakes and ice cream

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on SB pages 60 and 61.

Aim: to think about the meaning of the story: eating sensibly

- Play the story again (CD 2, Track 33), pausing at appropriate points to discuss in L1 the values shown. After picture 2, ask *Is Gina happy? Is she hungry? No soup for Gina. Why?* Students explain in L1 that Leo eats all the soup. He isn't eating sensibly. After picture 3, ask *Does Leo like fries? Does Gina like fries? Does Mike like fries?* Explain in L1 that they all like fries, but Leo isn't eating sensibly. Continue like this for pictures 4–6, with students answering in L1 or English when they can. After picture 7, ask *Is Leo hungry? (No). That's right. He's too full. Is he happy? (No).* Explain in L1 that Leo has eaten so much that he can't enjoy the rest of the meal. If he had eaten sensibly and not eaten too

much, he would have had room for cakes and ice cream.

- Point to the last frame and say *Let's look for a sticker.* Students find the Unit 7 story sticker and peel off the sticker. Tell them to turn back to page 61 and then say *Stick.* Ask them to tell you what is wrong with Leo.

Audio script page T105

6 **WB p61** Complete the faces with ☺ or ☹.

Thinking skills: applying values from the story to new situations

- Say *Look at the pictures and think. Which picture is right?* Students draw a happy face for the second picture.
- Check answers, e.g., *The girl in picture 1 is greedy. She says "I'm hungry." Then she says "I can't play. I'm too full!" Look! The girl in picture 2 is happy. Why?* Students explain in L1 that she hasn't eaten too much, so she can play with her friends.

Key: Picture 2

Extension activity

Aim: to practice language from the story in a game

- Students each have a set of Unit 7 mini cards. In groups of four or more, they mix the cards up and deal them out.
- The object of the game is to collect sets of the same food (e.g., four *sausages* cards).
- The student who plays first asks any of the other students for a card, e.g., *(name) ... sausages. Mmm. I'm hungry.* He/she must

have at least one *sausages* card already in order to ask for another one.

- If the student who has been asked has a *sausages* card, he/she has to hand it over. The first student says *Mmm. My favorite!* and continues his/her turn by asking another student. If the student who has been asked doesn't have a *sausages* card, he/she says *Sorry* and the first student's turn ends.
- When a student has a set of four, he/she puts them down and says, e.g., *Mmm. Cakes. My favorite!*
- The student who has the most sets is the winner.

Ending the lesson

Aim: to consolidate new language from the story

- Say *I'm Leo!* and give out the food flashcards at random. Invite the students individually to offer you a card, saying, e.g., *Apples?* If you say *Mmm. I'm hungry*, the student gives you the flashcard. If you say *Oh, no! I'm too full*, they keep it.
- In pairs, students practice with the Unit 7 mini cards. Explain that this isn't a game with a winner, but they're just pretending to be Leo in the story.

Note: For the next lesson, you ideally need an empty egg box and empty orange juice and milk cartons or bottles. For the WB activity you will need cookies and ingredients to decorate them.

Aims: to integrate other areas of the curriculum through English: science

New language: eggs, milk, orange juice, hens, trees, the ground, What's your favorite meal? Any dessert? juicy, to drink, orange juice, a glass of (milk)

Recycled language: food, I like/don't like, let me think, yes, not, no, definitely, just, that's right, nice, my favorite, cows, parts of the face

Materials: CD 2, face cookie ingredients (see Note below), empty egg box, orange juice and milk cartons/bottles (optional)

Language competences: Your students will learn new food items and begin to talk about where food comes from.

Note: The WB craft activity involves decorating cookies. Check if anyone in the class is diabetic or allergic to any of the ingredients (nuts, wheat, dairy), and whether your school allows food in the classroom. You will need plain cookies / flat cakes, icing sugar mixed with water, edible decorations (e.g., colored/chocolate sprinkles, silver balls, liquorice laces, sweets, dried fruit, and nuts).

Warm-up

Aim: to present new food vocabulary

- Use real items or drawings on the board to present and practice eggs, orange juice, and milk.
- Say *I like (eggs). Do you like (eggs)?* Encourage individual students to say *I like / I don't like (eggs).*

Presentation

6 **SB p62** Match the food and where it comes from.

Thinking skills: associating food with its source

- Point to the photographs of food. Students say the words.
- Tell students to look at photographs 1–4. Give or check the words as follows: 1 *the ground*, 2 ... *What's this? (A cow)*, 3 *a chicken*, 4 *a tree*.
- Ask in L1 which photograph matches eggs (3) and why. Then give the sentence in English: Yes, *eggs come from chickens*. Students then draw lines for all the food.

- Check answers by saying the food items. Students give the picture numbers. Say *That's right* and help the students say (*Eggs*) *come from (chickens/trees/the ground)* and *Milk comes from cows*.

Key: eggs – 3, apples – 4, carrots – 1, milk – 2

7 **WB p62** Make cookie faces.

Aim: to follow instructions and make cookie faces

- Point to the picture of the completed cookie faces. Say *Look! Cookies with faces! They have eyes, a nose, and a mouth*. You may like to teach the word *hair*.
- Students decorate cookies or flat cakes in the same way. You may wish to ice the cookies/cakes yourself and allow students to decorate them. They should do this while the icing is still wet, using spoons to push or sprinkle the decorations into the icing. Circulate and ask *What's this? (Nose/Mouth)*, etc.
- Invite volunteers to describe their finished faces.

Extension activity

Aim: to talk about where food comes from

- Use the pictures on SB page 62 to help explain *Our food comes from the ground, animals, and trees*. Talk about other food words that the students know, using WB page 62. Encourage them to use as much English as possible but use L1 to clarify, e.g., *fries come from the ground* (from "potatoes," in L1).

Ending the lesson

Aim: to review parts of the face

- Invite volunteers to name four items to make their favorite meal.
- Show one of the cookies made in the WB activity and point to different parts of the face. Say *Here's my face, two eyes ...* etc. Students work in small groups to show and describe their cookies.

Note: For the next lesson, ask the students to bring magazines or leaflets with photographs of food and animals used for food, appropriate for your teaching situation.

Aims: to encourage children to think about where food comes from, to review language from the unit, to encourage children to reflect on their learning

Recycled language: food, (Eggs) come from (hens/trees/the ground), Milk comes from cows, animal

Materials: flashcards (food), magazines/leaflets/Internet printouts with photographs of food and animals/trees/landscapes, scissors, thin colored cardboard or paper arrows, glue, poster paper or thin cardboard (optional)

Language competences: Your students will be able to talk about where food comes from in English.

Warm-up

Aim: to review food items from the previous lesson

- Use the pictures or photographs on SB page 62 to review *eggs*, *milk*, and *orange juice*.
- Draw some eggs, a glass with white liquid (for milk), and a glass with an orange next to it and orange (or dark) liquid in it (for orange juice) on the board. Add the flashcards and number the food items from 1 to 9.
- Say *I like / don't like (eggs)*. Students say the number.
- Say the numbers. Students make sentences.
- Point to each item and ask *Where does it come from? An animal? The ground? A tree?* (using gestures to remind students of the meaning of *ground* and *tree*).

Practice

7 Think! **SB p63** Make food collages.

Thinking skills: organizing information

- Use the photographs to explain the activity in L1.
- Distribute the magazines/leaflets/printouts, thin cardboard/paper arrows, scissors, and glue. Students cut out pictures of food items and

of where the food comes from (a tree, a field, an animal) and stick the pictures onto paper or thin cardboard. They stick on an arrow to show that the food comes from the food source.

- Circulate and feed in any extra vocabulary as necessary, e.g., *What's this? Do you like (tomatoes)? Where do (tomatoes) come from?*
- When the collages are complete, you could display them with a title *Where our food comes from*.
- Point to a food item and ask *Where does it come from? A tree? The ground? An animal?* Students say, e.g., *An animal. Say That's right. (Meatballs) come from animals, from cows.*

8 WB p63 Say the words. Color the circles.

Aim: to create a record of learning

- Students color the circles if they can say the words on their own. Ask them all to use the same color, or let them use any of the six colors that they know.
- Circulate and ask students to say the words.
- Ask students to trace the words if you wish. Circulate and check that they are forming the letters correctly.

Extension activity

Aim: to practice listening and think about where food comes from

- Teach students actions as follows:
flapping your arms like wings and clucking (hen)
saying *Moo* (cow)
spreading your hands out in front of you (ground)
stretching your arms up high like branches (tree)
- Say a food word. Students do the correct action to show where the food comes from, and/or say the word. When all the students have done the action, make a sentence, e.g., *Yes. Eggs come from hens. / Milk comes from cows. / Ice cream comes from cows. / Carrots come from the ground. / Fries come from the ground. / Apples come from trees.*

Ending the lesson

Aim: to practice listening and think about where food comes from

- Make sentences about where food items come from: some true, some false. Students say *Yes/No*, e.g.:
Eggs come from the ground. (No.)
Sausages come from animals. (Yes.)
Carrots come from trees. (No.)
Apples come from animals. (No.)
Milk comes from cows. (Yes.)

Phonics

- See page T91 for Unit 7 Phonics.

Review

- See page T98 for Review Unit 6 and Review Unit 7.

Aims: to present and practice words for transportation, to say a chant with the class

New language: *boat, train, car, bike, scooter, bus, driving, That's cool, ride, sail, drive, Off we go!*

Recycled language: *plane, Wow, Come with us, I have a (red) (boat).*

Materials: CD 2, Unit 4 *plane* flashcard, flashcards (transportation), colored pencils or crayons

Language competences: Your students will be able to name methods of transportation. Your students will be able to join in with a chant.

Warm-up

Aim: to introduce the topic

- Show the *plane* flashcard. Say *What's this?* Ask *Do you like planes? Are you scared?* Ask in L1 if anyone has been on a plane and if they liked it.
- Explain in L1 that students are going to learn about other methods of transportation. Ask for examples in L1.

Presentation



SB p64 Listen and point. Say the words.

Aim: to present vehicles

- Point to Mike's book and ask *What's this?* (*A book*). Say *Yes. Mike is looking at a book.* Ask *What animals can you see? What's 1?* Students name the animals (*rabbit, cat, dog, cow, elephant, sheep*). Say *Point to the snake.* Students point. Say *Yes. It's in a plane.*
- Tell students in L1 that they are going to learn the names of the other vehicles.
- Play the CD. Students point to the numbered items.
- Play the CD again. Students repeat.
- Say the words out of order. Students point.

Audio script page T105

Practice



SB p83 Listen and chant.

Aim: to practice vehicles

- To preview the *-ing* form, point to the picture on SB page 64 and ask *Who's (driving) a (car)?* Students say the correct animals.
- Play the chant. Students point to the vehicles.
- Confirm the meaning of the new verbs in L1, but there is no need to practice saying them beyond the context of the chant. (The students will learn to use these verbs in the *-ing* form in the next lesson.)
- Play the chant again. Students do a mime for each action (riding a scooter for *ride a scooter*, pulling a rope on a boat for *sail a boat*, moving a steering wheel for *drive a car*, holding handlebars and ringing a bell for *ride a bike*, using a bigger steering wheel for *drive a bus*, and pulling the cord to sound the horn of a train for *drive a train*).
- If there is space in your classroom, arrange students in a large circle so that they can walk around to the music between verses. They stop to do the mimes. They can also hold onto each other to form a human train at the end of the chant for *Come with us!*

Audio script page T105

1 **WB p64** Match and say sentences.

Thinking skills: recognizing shapes

- For procedure, see page T40. Help the students make sentences, e.g., *I have a (red) (boat).*

Extension activity

Aim: to review transportation and practice memory skills

- Put the flashcards in the correct order for the chant on the board. Say the chant together.
- Remove the first flashcard and say the chant again.
- Continue removing flashcards one by one until the students are saying the whole chant from memory.

Ending the lesson

Aim: to practice methods of transportation

- Play the chant again for students to join in. Use the flashcards as prompts.

Aims: to present and practice *I'm driving/flying/riding/sailing*, to review transportation

New language: *I'm driving/flying/riding/sailing*

Recycled language: transportation, plane, yes, no, dog, cat, rabbit, parrot, lion, monkey

Materials: CD 2

Language competences: Your students will be able to describe ways of traveling.

Warm-up

Aim: to review vehicles

- Play the chant from SB page 83 (CD 2, Track 37) for students to join in and do the actions.

Presentation



SB p65 Listen and color. Play the mime game.

Aim: to present *I'm ... -ing* and review transportation

- Point to the pictures in random order for students to say the words.
- Play the first two lines of the recording and ask *What color? (Blue) Which picture? (Boat)*. Show students how to color the circle near the boat blue.
- Play the rest of the recording. Students listen and color.
- Check answers by saying the sentences in order across the page for students to give the color, e.g., *I'm driving a bus. (Red)*.

Key: Top row: red, yellow, orange
Bottom row: green, purple, blue

- Do a mime yourself (e.g., driving a car). Students guess, e.g., *Driving a car*. Encourage them to ask the question *Are you driving a car?* Say Yes. *I'm driving a car (or No)*.
- Play the game as a class or put students into groups.

Audio script page T105

Practice



WB p65 Follow the lines. Say the sentences.

Aim: to practice *I'm ... -ing* and transportation words

- Review the animal and transportation words.
- Do item 1 with the class, saying *Look! I'm a dog. Follow the line*. Trace the line with your finger and say *I'm driving a train*. Students trace over the lines, matching each animal with a method of transportation. Circulate and help students make sentences with *-ing* forms.

Key: 1 I'm a dog. I'm driving a train. 2 I'm a cat. I'm riding a bike. 3 I'm a rabbit. I'm riding a scooter. 4 I'm a parrot. I'm driving a bus. 5 I'm a lion. I'm sailing a boat. 6 I'm a monkey. I'm flying a plane.

Extension activity

Aim: to practice *I'm ... -ing* and transportation

- Check that students can name the animals in Mike's book on SB page 64. Remind them of the word *snake* if necessary.
- Make sentences, e.g., *I'm a snake. I'm flying a plane*.
- Invite volunteers to do the same thing. Say the animal word. The student makes two sentences.
- Do a transportation mime and ask *Who am I?* Students say the animal. Say Yes. *I'm a (cow). I'm (riding) a (bike)*. Repeat with other mimes.

Ending the lesson

Aim: to practice recognizing verbs and transportation.

- Pretend to be an animal from WB page 65. Say *I'm sailing a boat*. Students look at the completed activity and say *I'm a lion*.
- In pairs, students practice in the same way.

Aims: to stimulate the students' imagination through listening and acting out

New language: *you're (flying), land (v), get out, ask for*

Recycled language: *flying, your, plane, There's a café, under, go, to, lots of, ice cream, yummy*

Materials: CD 2, flashcards (vehicles), Unit 8 mini cards (WB page 90)

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to review transportation

- Show the flashcards. Students say the words.
- Say phrases, e.g., *driving a car*. Students mime.

Practice



SB p66 Listen and act.

Aim: to review language and practice following instructions

- With books closed, say the instructions with the CD. Show the class a clear mime for each action, e.g., 1 lean over while steering, 2 point down to the ground, 3 pull an imaginary steering wheel toward you, 4 open the cockpit door, 5 take a bowl of ice cream from an imaginary waiter, 6 pretend to eat ice cream with a spoon.
- Play the CD again. This time say *Listen and act!* for students to join in with the mime.

Audio script page T105



SB p66 Listen and match.

Aim: to practice listening and ordering pictures

- Point for students to say the numbers 1–6.
- Play number 1 and demonstrate drawing a line from the big 1 to the last picture of the boy flying his plane. Run your finger around the frame and say *Number 1 is orange*.

- Play the rest of the recording. Students draw lines from the other numbers to the correct pictures.
- Check answers by saying a number and asking *What color?*

Key:

1 orange, 2 blue, 3 yellow, 4 red, 5 purple, 6 green

Audio script page T106



WB p66 Listen and circle.

Aim: to practice listening to details

- Ask students which activities they can see on WB page 66.
- Say *Listen and circle*, and play the first two lines of the audio and then point to number 1 and demonstrate drawing an example circle around the picture of the boy in the car.
- Continue with the rest of the audio, pausing to allow students to circle.
- Check the answers by saying the numbers and getting the students to say the full sentence.
- Then give the instructions again in a different order and in the second person, e.g., by saying *You're flying a plane* for the students to mime.

Audio script page T106

Extension activity

Aim: to review the actions and the instructions

- Split the class into 6 groups, and give each group a number from 1–6. Tell them that each group needs to look at the pictures on the SB page and practice the action which matches their group number.
- Play the recording again so that the groups can do the mime along with the audio. Then tell them that they need to remember the words for their picture. Circulate and help with pronunciation where necessary. Then the whole class performs the instructions – speaking and miming – without the audio.

Ending the lesson

Aim: to review the vehicle words

- Stick four vehicle flashcards on the board face down, so that the students don't see what they are. Using their mini cards, tell the students to place four of them in row on their desks.
- Then turn each flashcard over, eliciting the vehicle word each time. Students see if their chosen mini cards match the ones on the board, and are in the same order.

Aims: to review transportation and ways of traveling, to sing a song with the class

New language: *we're having fun, join in, everyone, to the stars, push, All aboard!*

Recycled language: transportation, *I'm riding/driving/flying/sailing, look at, us, come, on, the ocean*

Materials: CD 2, flashcards (transportation)

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review *I'm ... -ing* and vehicles

- Do one of the transportation mimes from the chant on SB page 83. Encourage students to guess with an *-ing* form phrase, e.g., *Driving a train*. Say Yes. *I'm driving a train.* / No. *Guess again.*
- Invite volunteers to choose a flashcard and to mime for the class to guess.

Presentation



SB p67 Listen and sing.

Aim: to review *I'm ... -ing* and vehicles

- Play the song. Students listen and point.
- Say sentences about the pictures, e.g., *I'm sailing a boat*. Students point to the correct picture.
- Ask in L1 which vehicle from the first lesson is missing and elicit the answer in English (*bus*).
- Use the picture to confirm the meaning of *stars*.
- Play the song again for students to join in. Encourage them to do a mime for each vehicle and to point to the sky for *I'm flying to the stars*.
- Use the karaoke version to practice the song in six groups.

Audio script page T106

Practice



WB p67 Listen, point, and say the words.

Aim: to associate sounds with vehicles and practice the words

- Play the first sound effect. Point to the page and ask *Where is it?*
- Students point to the silhouette of the bike. Say *I'm riding a ... (bike)*.
- Play the rest of the recording, pausing after each sound. Students point to the correct silhouette and say the word or a complete sentence with *I'm ... -ing*.

Key: The vehicles are heard in the same order as the song: bike, car, plane, train, scooter, boat.

Audio script page T106

Extension activity

Aim: to think about ways of traveling

- Show the flashcards. Students make sentences, e.g., *I'm riding a scooter*.
- Explain in L1 that you are going to put the flashcards in order from the slowest to the fastest. Confirm that you are going to start with the slowest, but show the train and say *Number 1? (No)*. *What's number 1? (Scooter)*. Invite a volunteer to put the flashcard on the left of the board.
- Work with the class to order the flashcards like this from left to right:
scooter, bike, boat, bus, car, train
Discuss in L1, if necessary, that there are different types of boats (with and without engines), and that some specially made cars can be faster than trains.

Ending the lesson

Aim: to practice the song

- Play the song for students to join in. Encourage them to do the transportation mimes.

Aims: to present a picture story, to review language from the unit

New language: *this (boat), Super, at the fair*

Recycled language: *vehicles, I'm driving/flying/riding/sailing, look at, Wow, it's, fantastic, yes, I have an idea, Come with me, we're having fun, Thank you, mom*

Materials: CD 2, flashcards (transportation), colored pencils or crayons, props for acting out the story (optional): character masks, a homemade hat/mask for Mike's mom, a large picture book

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review *I'm ... -ing* and vehicles

- Show the flashcards. Students say, e.g., *I'm driving a bus.*

Presentation



SB pp68–69 Story: Oh, what fun!

Aim: to listen to and follow a picture story

- Help the students to find SB page 64. Ask students in L1 what Mike was doing (looking at a book with pictures of a car, train, bus, etc.). Tell them that in the story his friends are going to look at the book and then they will find out what happens next.
- Help the students turn back to SB pages 68–69. Point to the characters in the first picture and ask *Who's this? Who has the book? Do the animals like the book?*
- Play the CD. Students follow in their books.
- Play the story again, and pause after each picture to discuss what's happening: After picture 2, point to Mike's mom. Ask *Who's this? (Mom)*. Ask in L1 what the light bulb in her thought bubble means. Ask *Who says "And this train"? Gina, Leo, or Polly? (Leo)*. After picture 3, draw a light bulb in a thought

bubble on the board, look as if you have an idea and say *Mom says "I have an ... (idea)." Remind students, if necessary, that Mike used the phrase when he was going to play a trick on Gina (SB page 24) and when he thought of using the stick (SB page 36).*

- Ask students what the characters are saying in pictures 4–7. Students say the sentences in English. At the end of the story, discuss in L1 where the animals are and present *fair*.

Audio script page T106

Practice

5

WB p68 Look at the story. Draw and color.

Aim: to pay attention to visual details and develop pencil control

- Say *Look at number 1. Find Leo in the story. Leo says "I'm driving a ... (bus)." Say Draw and color the bus and mime or draw to demonstrate.*
- Students find and draw the vehicles for each character.
- **Note:** Students can share SBs if space is tight.
- Check answers by saying the numbers. Students say *I'm (sailing) a (boat).*

Key: 1 bus, 2 boat, 3 train, 4 plane

Ending the lesson

Aim: to practice language from the story

- Say more sentences from the story. Students name the character who says them. Here are some sentences that you could use:
And this train. Wow ... it's fantastic. (Leo)
Come with me. (Mom)
I'm driving a train! (Polly)
I'm driving a bus! (Leo)
We're having fun at the fair! (Gina and Leo)

Extension activity

Aim: to reinforce understanding of the story

- Invite five volunteers to the front. Students act out the story with your help, using the character masks and other available props (see "Materials").
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.

Aims: to talk about the meaning of a story: saying *thank you*, to review language from the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story

Materials: CD 2, Unit 8 story sticker

Language competences: Your students will be able to appreciate the values shown in the story.

Warm-up

Aim: to review *I'm ... -ing* and vehicles

- Play the song from SB page 67 (CD 2, Track 42) for students to join in.

Practice



SB pp68–69 Story: Oh, what fun!

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on SB pages 68 and 69.

Aim: to think about the meaning of the story: saying *thank you*

- Play the story again (CD 2, Track 45), pausing at appropriate points to discuss in L1 the values shown:
After picture 2, ask *Do the animals like the car, the bus, the boat, the train, and the plane?*
After picture 3, ask *What is Mom's idea?* Discuss in L1 why she decides to take them to the fair (so that they can enjoy themselves on the rides).
After each of pictures 4–7, ask *Is (Gina) happy or sad? (Happy).* Say *Yes. He/She's having fun!*
- After picture 7, point to the last frame and say *Let's look for a sticker.* Help students find the Unit 8 story sticker. Tell them to peel off the sticker and then to turn back to page 69 and then say *Stick.*

- Say *Look at picture 8 now.* Encourage students to talk about the picture. Then say *Mike is waving to his mom* and mime waving. Ask *What does he say?* Students say *Thank you, Mom!* Talk in L1 about the fact that Mike appreciates his mom's idea and so he says *Thank you.*
- Ask students for examples of times when their family has taken them to places so that they can have fun. Do they always remember to say *Thank you?*

Audio script page T106



WB p69 Complete the faces with ☺ or ☹.

Aim: to apply values from the story to new situations

- Say *Look at the pictures and think. Which picture is right?* Students draw a happy face for the first picture because it shows the boy being appreciative.
- Check answers. Say *The boy in picture 1 says "Thank you."* Look at picture 2. *He takes the present (use mime) ... but he doesn't say "Thank you."*

Key: Picture 1

Extension activity

Aim: to practice being appreciative

- Choose a group of five or six students to act out the first situation on WB page 69. Tell students in L1 to imagine that they are at a party. Choose a volunteer to be the boy/girl whose birthday it is. Students mime dancing or playing games. Encourage them to say *We're having fun!*
- Mime bringing out a cake and counting the candles (e.g., *one ... two ... three ... four ... five ... six!*). Sing a birthday song that your students know and the student playing the "birthday boy/girl" mimes blowing out the candles.
- The students mime giving the "birthday boy/girl" presents. Encourage them to say *Here you are.*
- The "birthday boy/girl" says *Thank you, (name).*

Ending the lesson

Aim: to practice language from the story

- Do one of the transportation mimes, e.g., sailing a boat, but say *I'm driving a train. Yes? (No! Sailing a boat.)*
- Repeat with other mimes, sometimes saying false sentences, sometimes true sentences.

Note: For the next lesson, you will need items in your classroom which are these core shapes: **triangles** (e.g., mathematical set squares, musical triangles, coat hangers), **squares** (e.g., the seat of a chair, windows), **circles** (e.g., wheels on a cart, wall clock, coins, the base of a can of paint or pencil pot), and **rectangles** (e.g., books, windows, board).

Aims: to integrate other areas of the curriculum through English: math

New language: *triangle, square, circle, rectangle*

Recycled language: *Color the ... (blue), blue, green, red, orange, numbers 1–8*

Materials: CD 2, colored pencils or crayons, items of different shapes (see Note on page T69), paper triangles (boat sails), colored pencils or crayons, ice pop sticks or thin cardboard cut into strips (one per student), Scotch tape, large plastic tray (without holes in the bottom), water

Language competences: Your students will learn the names of four shapes.

Warm-up

Aim: to present shapes

- Use the pictures on SB page 70 to present shapes.
- Practice the whole sentence *It's a (triangle)*.

Presentation



SB p70 Listen and color. Find shapes in the classroom.

Aim: to practice shapes and colors

- Point to the shapes. Say *Listen and color the triangle, the square, the circle, and the rectangle*.
- Play the CD. Pause after each sentence to give students time to color.
- Play the CD again for students to check.
- Check answers by calling out the shape. Students say the color. They also hold up their books.
- Place any extra examples of shapes that you have brought to class around the room.
- Point to each example in the photograph on SB page 70 and ask *What shape is this? A circle, a rectangle, a square, or a triangle?* Ask the students if they can see any items like these in the classroom.

- Encourage the students (two or three at a time) to walk around and find objects in the classroom that are one of the four shapes. As they find something, they hold it up (or point) and say the shape.

Audio script page T106



WB p70 Make a boat. Have a race.

Aim: to follow instructions and make boats

- Use the pictures to explain the activity.
- Give out the paper triangles (or ask students to cut out triangle shapes for the sails). Ask *What shape is it?* Students color their sails as they wish.
- Students fold the bottom of the sail and fix it on the ice pop stick with Scotch tape. Circulate and check that the sails are stuck well. Ask *What color is your boat?*
- Three or four students place their “boats” on the water at one end of the tray.
- Students blow the boats and see who reaches the other end first. They are not allowed to touch them.
- **Note:** If you have access to a safe play area with a wading pool, you could make bigger boats by using the ice pop stick as a mast, sticking the sail onto it and then sticking the ice pop stick upright on a plastic or polystyrene supermarket tray. The Scotch tape needs to be wound around the ice pop stick several times.

Extension activity

Aim: to practice shapes

- If possible, move the furniture to the middle.
- Draw simple shapes on pieces of paper and stick them on the walls of the classroom at a height that your students can reach.
- Say *Stand up. Touch the (triangle)*. Students move to touch the correct shape.
- In a large class, students can stand up and point.

Ending the lesson

Aim: to practice shapes

- Show students how to make each of the four shapes by holding up their hands: triangle: thumbs and index fingers of each hand out straight, points touching, square: thumbs and third fingers out straight, points touching, rectangle: thumbs and fourth fingers out straight, points touching, circle: thumb and index finger curved around to meet at the points.
- Say a shape. Students hold up their hands in the correct shape as quickly as they can.

Aims: to extend the focus on math through English, to review language from the unit, to encourage children to reflect on their learning

Recycled language: *triangle, square, rectangle, circle, numbers 1–10, colors, transportation*

Materials: CD 2, colored pencils or crayons, thin colored cardboard or paper cut into different sizes of triangles (of different shapes), squares, circles, and rectangles, scissors, glue

Language competences: Your students will be able to use four shape words.

Warm-up

Aim: to review shapes

- Draw shapes on the board. Students say the words.

Practice

7

Think!

SB p71 Count the shapes.
Make a shapes picture.

Thinking skills: focusing on detail

- Draw different triangles on the board (with three equal sides, two equal sides, and no equal sides). Explain in L1 that they are all triangles. Do the same with rectangles of different lengths and widths.
- Focus on the first picture on SB page 71. Point to the front of the train and ask *What shape is it? (Triangle)*. Say *How many triangles in the picture? Count all the triangles*. Check answers (*Three*).
- Say *Count all the circles. Count all the rectangles. Count all the squares*. When you have counted all the shapes as a class, ask *And what is it? (A train)*.

Key: 1 Three triangles, one square, six rectangles, four circles (train)

2 Six triangles, three rectangles, four circles, one square (plane)

3 Nine rectangles, one triangle, two squares, two circles (bus)

4 Seven triangles, four rectangles (boat)

- Explain in L1 that they are going to make similar pictures using shapes.
- Help the students plan their pictures in pencil first.
- Students then make a transportation picture as in the photograph, cutting out shapes or using the ones that you have provided and sticking them on a piece of paper.
- Students talk about their pictures in pairs or groups, e.g., *Two squares, a rectangle, ... etc. It's a train*.
- Invite volunteers to show and describe their pictures.

8

WB p71 Say the words. Color the circles.

Aim: to create a record of learning

- Students color the circles if they can say the words on their own. Ask them all to use the same color or let them use any of the six colors that they know.
- Circulate and ask students to say the words.
- Ask students to trace the words if you wish. Circulate and check that they are forming the letters correctly.

Extension activity

Aim: to practice listening and describing shapes

- Students draw an abstract picture using one, two, or three of each shape.
- Students work in pairs. Student 1 keeps his/her picture hidden and tells his/her partner what to draw, e.g., *Draw one square. Draw three rectangles. Draw two triangles. Draw one circle*.
- Students compare pictures and count the shapes. (Although they will have used the same number of shapes, the pictures will probably look different.) They then swap roles.

Ending the lesson

Aim: to practice shapes

- Tell students to make shapes with their hands, as in the previous lesson, this time working in pairs. Circulate and ask *What shape is it?*
- Give students time to try forming the shapes before choosing a pair to show possible positions.

Phonics

- See page T92 for Unit 8 Phonics.

Aims: to present and practice clothes, to say a chant with the class

New language: *hat, belt, boots, shirt, button, What a great party! Mike's a cowboy, That's that!*

Recycled language: *I like, your, (purple) (shirt), shoes, toys, classroom objects, numbers 1–10*

Materials: CD 2, flashcards (toys, classroom objects), items of clothing

Language competences: Your students will be able to name clothes. Your students will be able to join in with a chant.

Warm-up

Aim: to review (color) + (noun)

- Show flashcards of toys and classroom objects. For each item, ask *What's this?* and *What color is it?* Then encourage students to say full sentences, e.g., *It's a (green) (pencil)*. Model *an orange desk*, but students don't need to focus on *an* at this stage.

Presentation



SB p72 Listen and point. Say the words.

Aim: to present clothes

- Ask *Who's in the picture? Where are they?* Students tell you in L1 that the animals are at a party. Say *Yes. It's a party*. Point to the animals' clothes and ask in L1 what type of party it is (a costume party).
- Tell students in L1 that they are going to learn the names of some of the characters' clothes.

- Play the CD. Students point to the numbered clothes.
- Play the CD again. Students repeat the words.
- Say the words out of order. Students point.

Audio script page T106

Practice



SB p84 Listen and chant.

Aim: to practice clothes and colors

- Point to Mike and say *Look! It's Mike at the party. He has a big hat, boots, a button ... and a horse. What is he?* Students answer in L1. Present *cowboy*.
- Play the chant. Students point to the clothes.
- Ask *What color is Mike's (shirt)? (Purple)*. Say *Yes. He has a (purple) (shirt)*.
- Play the chant again for students to join in.

Audio script page T106



WB p72 Draw five lines. Guess with your friend.

Aim: to practice clothes and counting

- Practice saying phrases to talk about the clothes around the cabinet, e.g., *five hats, three belts*, etc. Model the extra syllable in *button*.

- Demonstrate the activity by drawing five lines in your own book from single or grouped items to the cabinet.
- When everyone has chosen, explain in L1 that students are going to work in pairs. They have to keep their books hidden and take turns guessing which five things their partner has chosen.

Extension activity

Aim: to transfer clothes to a real context

- Show the class the clothes that you have brought. Ask *What's this? What color is it?*
- Invite volunteers to put on the clothes. You may like to introduce the phrase *I'm wearing* (which students will hear on SB page 78).

Ending the lesson

Aim: to practice items of clothing

- Invite volunteers to tell the class what they have in their cabinet from the WB activity.

Aims: to review and extend food and drink vocabulary, to review talking about likes and dislikes

New language: *candy, chips, cookies*

Recycled language: *food, sandwich, eggs, salad, orange juice, milk, clothes, I like / I don't like* (optional vocabulary review: classroom objects, toys, furniture, transport)

Materials: CD 2, flashcards (food, clothes), a cardboard sandwich, some candy, a bag of chips, a bag of cookies, an empty egg box, empty cartons of orange juice and milk (optional)

Language competences: Your students will be able to name three more items of food.

Warm-up

Aim: to review and present food items

- Use the food flashcards, props, or drawings on the board to review food and drink items (see "Recycled language"). Ask the students in L1 to find the first thing that Polly served her friends on SB page 60 (carrot soup).
- Use real food or drawings on the board to present the new items *candy, chips, and cookies*.
- Leave the food flashcards and drawings on the board.

Presentation



SB p73 Listen and point. Choose food for a class party.

Aim: to practice talking about food likes and dislikes

- Play the CD. Students listen and point to the pictures.
- Pause after each item, and invite some students to make a sentence with *I like* or *I don't like*.

- Say *Imagine. We're going to have a party for the class. Which food do you like?* Explain in L1 that students can only choose 10 of the 15 items in the pictures. Say *Circle ten things with a pencil*. Give the students time to choose their items.
- Say a word and ask for a show of hands. Count in English up to 10 (and beyond in L1) and write the total next to the flashcard or drawing on the board.
- Figure out, with the class, the ten most popular items and check the relevant flashcards or drawings. Say *Our party food!* Point to each item and ask students to say the words.

Audio script page T106

Practice



WB p73 Follow the food and drink.

Aim: to identify food and drinks, to develop pencil control

- Explain in L1 that students need to draw lines only through the food and drink to find their way through the puzzle.
- Point to the example line from the apples to the candy. Ask in L1 which is the next food (eggs).

- Students work through the puzzle. Circulate and check vocabulary by asking *What's this?*
- Check answers by asking students to list the food and drink items in the correct order through the puzzle.

Key: apples, candy, eggs, cookies, chips, salad, fries, carrots, orange juice, cakes, milk, ice cream, sausages.

Extension activity

Aim: to practice vocabulary from the course

- Use the puzzle on WB page 73 to review vocabulary from the course. Say *Point to the (hat)*.
- Students do the same thing in pairs.

Ending the lesson

Aim: to review clothes

- Review clothes using the flashcards.
- Repeat the chant from SB page 84 (CD 2, Track 50).

Aims: to stimulate the students' imagination through listening and acting out, to practice listening to and following instructions

New language: *walk, surprise, dance, party hat*

Recycled language: *open the door, put on, eat cakes, friends*

Materials: CD2

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to present two action verbs, to review classroom instructions

- Mime walking and dancing and practice saying the words with your class. Invite them to join in with the mimes.
- Play "Simon Says." For procedure, see page T10. You can use classroom instructions, such as *open/close your books* and other actions such as *drive a train/bus/car*.

Practice



SB p74 Listen and act.

Aim: to practice following instructions

- With books closed, play the audio and show the class a clear mime for each action, e.g., 1 walking in place, 2 turning a door handle and opening the door, 3 Looking surprised and then smiling, 4 putting a hat on your head, 5 eating a cake and smiling, 6 dancing in place.
- Say *Listen and act!* and play the audio again. Say the instructions in a different order and see if they can mime them.

Audio script page T106



SB p74 Listen and match.

Aim: to practice listening to details

- Ask the students to open SB page 74 and look at the pictures and numbers together. Say *Listen and match*. Play the first line of the audio, and demonstrate drawing a line from the big number 1 to the picture showing the boy walking home. Run your finger around the frame and say *Number 1 is red*.
- Play the rest of the audio. Students draw lines from the other numbers to the correct pictures.
- Check the answers by saying a number and asking *What color?* Or by asking students to mime the action. You can also encourage students to say some of the words or phrases from the audio.

Key: 1 red, 2 blue, 3 green, 4 orange, 5 yellow, 6 purple

Audio script page T106



WB p74 Look and circle the different picture.

Aim: to identify words which are different

- Point to the first row. Invite a student to say the words.

- Ask in L1 why the shoes are crossed out (because the rest are family members). Tell students in L1 to cross out the picture that doesn't belong in each row.
- Check answers by saying the row number and choosing a student to say all the items in the row. Ask *Which one doesn't belong?* Students say which item they crossed out. Ask them to explain why in L1.

Key: 2 button (the rest are parts of the face), 3 kite (the rest are clothes), 4 ice cream (the rest are furniture), 5 desk (the rest are farm animals)

Extension activity

Aim: to practice categorizing

- Put one flashcard on the board from as many sets as you wish, depending on how much you have.
- Spread the rest of the flashcards from these sets out on your table.
- Invite a student to pick up a flashcard, say the word, and stick it on the board in the right category.
- This could be a team game, with points awarded.

Ending the lesson

Aim: to practice instructions

- Say the instructions again, but this time change the last three lines. So, you could have *Put on your party dress. Eat chips. Yummy!* and *Sing with your friends*. Make up new mimes for the three new lines and encourage the students to copy you and join in.

Aims: to review food, to sing a song with the class

New language: *wonderful, Clap your hands, Turn around, Shout "Hip, hip, hooray," in my tummy*

Recycled language: *What a ... party!, time, today, sausages, yummy, ice cream*

Materials: CD 2

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review new foods from lesson two

- Draw a bowl of salad, a plate of cookies, a bag of chips, and some candy on the board.
- Invite a student to the board and say *Point to the (candy)*. Ask *Do you like (candy)?* Repeat with the other items.
- Give out paper and ask the students in L1 to draw four plates. Say *On one plate, draw five cookies. On one plate, draw ten chips. On one plate, draw seven pieces of candy.*
- Students compare their pictures in pairs. Check by asking *How many (cookies/chips/pieces of candy)?*

Presentation



SB p75 Listen and sing.

Aim: to learn an action song

- Play the song. Students point to the food.
- Play the chorus of the song and use it, along with gestures and the pictures at the top of the page, to present *Clap your hands, Turn around and Shout "Hip, hip, hooray!"*
- Play the first verse and use it, along with gestures and the picture of the first group of children, to present *in my tummy*.
- Play the rest of the song. Students point to

the appropriate pictures.

- Play the song again, encouraging the students to start chanting the verses quietly and to get louder with the CD.
- Play the song again. The students stand up and join in, copying the actions from the pictures.
- Use the karaoke version to practice the song in two groups.
- **Note:** On a student's birthday, line 2 *It's party time today* can be sung as *It's (name)'s birthday today!*

Audio script page T106

Practice

4 **WB p75** Find five differences.

Aim: to practice language from the course

- Say *Look at the two pictures. Look very carefully. Are they the same?* Ask in L1. Talk about the example with the students. Point to the hat in picture 1 and ask *What's this? (Hat)*. Say *Yes. In picture 1, there's a hat. Look in picture 2, there's no hat.*
- Students find four more differences. Circulate and encourage students to use as much English as they can to describe the differences.
- Check answers by inviting students to give you

a key word, e.g., *dog*. You can then point and explain the difference, e.g., *Yes. In picture 1, this girl's wearing a shirt with a cat. In picture 2, it's a dog.*

Key: In picture 2:

1st row:

there are three sausages (not two)
the girl with her arms in the air has a dog
(not a cat) on her shirt

2nd row:

the boy on the right under the sausages is
brushing his teeth (not rubbing his tummy)
the boy on the right under the ice cream is sad
(not hungry)

Extension activity

Aim: to review feelings

- Do mimes to represent the feelings that students know (*I'm happy/sad/scared/angry/hungry/full*). Students say, e.g., *I'm scared.*
- In pairs, students practice in the same way.

Ending the lesson

Aim: to practice the song

- Play the song again for students to join in and do the actions.

Aims: to present a picture story, to review language from the unit

Skills: listening and following a picture story

New language: *Let's dance, Great idea, tired, money, Oh, no, our, What a mess! a lot of work, There! It looks great, Nice work*

Recycled language: *colors, sit down, ice cream, Look (at), no (money), party, everyone, clean up, again, Here's, for you, Thank you*

Materials: CD 2, props for acting out the story (optional): character masks, a homemade hat/mask (see Note on page T78), party hats, paper ice cream cones, music CD (optional)

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to set the scene for the story

- Look at SB page 72. Ask *What does Gina say?* "What a great ... (party)!"
- Remind the students in L1 that they know a party song. Sing the song from SB page 75 (CD 2, Track 54).

Presentation



SB pp76-77 Story: Nice work!

Aim: to listen to and follow a picture story

- Ask in L1 what the characters are doing (dancing). Explain that they are going to find out what happens at the party.
- Play the CD. Students follow in their books.
- Play the story again, pausing to discuss what's happening after each picture:
After picture 2, ask *Are they angry?* (No). Mime to present *tired*.
After picture 3, point to the ice cream stand. Ask *What's this?* (Ice cream). Ask in L1 what Polly has (an empty change purse). Say sadly *No money*. Confirm in L1.
After picture 4, say *Look! Bottles, balloons, trash*

everywhere! Oh, no! What a mess! Make a mess on your table with books and pencils and help students say *Oh, no!*

What a mess!

After picture 5, say *Leo has an idea. He says "Let's clean up!"*

After picture 6, remind the class in L1 about Mike's messy bedroom. Encourage them to join in with the chorus from the *Clean up!* song. Point to the new character and explain in L1 that he's a bear who sells ice cream. Call him *the ice cream bear*.

After picture 7, ask *Are they angry?* (No, happy).

Say *Yes. They're happy. The park is clean again.*

After picture 8, ask students in L1 why they say *Thank you* (the ice cream bear gives them ice cream).

Audio script page T107

Practice



WB p76 Look at the story. Find and say the picture number.

Thinking skills: paying attention to visual details

- Run your finger around the frame of the first picture and say *What color is it?* (Red). Explain in L1 that students need to find the mouse in the pictures. Say *Look! It's a mouse. Find the mouse in the story. Which picture?* (Picture 8).

- Students find details in the story pictures.
- Check answers by saying the color of the frames, e.g., *Green?* (1). Confirm the answer and give students the words in English if you wish, although they aren't core language.

Key: red – 8 (a mouse), green – 1 (a bird/woodpecker), blue – 6 (an apple core), orange – 4 (a bottle), yellow – 2 (a butterfly), purple – 3 (a squirrel)

Extension activity

Aim: to reinforce understanding of the story

- Invite five volunteers to the front. Students act out the story with your help, using the character masks and other available props.
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practice *Let's*

- Say *Let's stand up. Let's dance!* to the class. Play some music for students to dance.
- Stop the music and make more suggestions, e.g., *Let's throw/bounce a ball, Let's hop/jump, Let's ride a bike, Let's open our books*, etc.

Aims: to talk about the meaning of a story, to review language from the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story, colors

Materials: CD 2, colored pencils or crayons, the classroom objects, toys and Unit 5 *table* and *chair* flashcards and real toys (optional)

Language competences: Your students will be able to interpret the deeper meaning of a story.

Warm-up

Aim: to review the new clothes vocabulary

- Ask students to look at the story on SB pages 76–77 and ask questions about the characters' clothes. For example, say *Who's wearing a green hat?* (Mike), *Who's wearing a belt?* (Mike and Leo).

Practice



SB pp76–77 Story: Nice work!

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on SB pages 76–77.

Aim: to think about the meaning of the story: cleaning up

- Play the story again (CD 2, Track 56).
After picture 4, ask *Are the animals happy?* (No. Sad). Ask why in L1 (because the park is messy). Say *They say "Oh, no! What a mess!"*
After picture 5, say *Leo says "I have an idea."* He says *"Let's ... (clean up)."* Ask in L1 why the animals decide to clean up (because they made a mess in the park).

- After picture 6, say *Look! Mike says "It's a lot of work." He's tired*, and mime being tired. Ask in L1 if the animals stop cleaning because they are tired (no, they finish the job).
After picture 7, ask *How do the animals feel?* (Happy). Point out the ice cream bear and ask in L1 if the animals have seen him (No).
Point to the last frame and say *Let's look for a sticker*. Help students find the Unit 9 story sticker. Tell them to peel off the sticker and then turn back to page 77 and say *Stick*.
- Say *Look at picture 8 now* and talk about why the ice cream bear has given the animals ice cream (because he's happy that they have cleaned up). Talk about why it is important to clean up.

Audio script page T107



WB p77 Complete the faces with ☺ or ☹.

Aim: to apply values from the story to new situations

- Students draw a happy face on the picture which shows children cleaning up after themselves.
- Check answers and say *The boys and girls in picture 2 say "Let's clean up!"*

Key: Picture 2

Extension activity

Aim: To practice giving and following instructions

- Put a table, a chair, and a bag at the front of the classroom. Put some classroom objects and real toys on the table. Invite two volunteers to the front. Explain in L1 that (name 1) is going to give instructions and (name 2) is going to listen and follow.
- Student 2 stands with his/her back to the board.
- Stick two flashcards on the board: an item from the table (e.g., *doll*) and, next to it, a furniture item or *bag*.
- Student 1 makes a sentence, e.g., *Put the doll on the chair*. Student 2 follows the instructions. The other students watch and say *Yes/No*.
- Repeat with different volunteers and other flashcard combinations.

Ending the lesson

Aim: to practice some new phrases from the story

- Draw 3 pictures on the board: a light bulb in a thought bubble, a messy table with lots of books and pens on it, the same table with a neat stack of books. (Alternatively, you could do this with desks in the classroom.)
- Point to each picture and say the right phrase for each with lots of expression: *Great idea! What a mess! Nice work!*
- Then point to the pictures out of order, and then get faster for the children to practice.

Note: For the next lesson (Extension activity), you need adult-size clothes that the students know in English.

Aims: to integrate other areas of the curriculum through English: art

New language: *black, brown, pink, white, I'm wearing a (mask/crown), I'm a (pirate/superhero/princess)*

Recycled language: clothes, colors, numbers 1–10, *I have, rope, cowboy*

Materials: CD 2, flashcards (colors 1 and 2, clothes), colored pencils or crayons, thin black cardboard cut into pirate hat shapes, strips of thin white cardboard (to fit around students' heads), Scotch tape, stapler, real clothes, and dice/spinners (optional)

Language competences: Your students will be able to use four more colors.

Warm-up

Aim: to review and extend colors

- Use the flashcards to review the six known colors.
- Present *black, brown, pink, and white* with the Unit 9 color flashcards. Students say the words.
- **Note:** You may also want to introduce *gray* if your students wear a school uniform that uses this color.

Presentation



SB p78 Listen and say the number.

Aim: to practice clothes and colors

- Use the clothes flashcards to review the vocabulary.
- Say *Look! A costume party*. Point to the cowboy and say *Look! He looks like Mike. He's a ... (cowboy)*.
- Play the CD, pausing for students to give the correct number. Ask *What color is his/her (shirt)?*

- Tell students to listen again and find out what each child is. Pause the CD to present *pirate, superhero, and princess*. Ask *What's your favourite costume?*

Audio script page T107

Practice

7 **WB p78** Make a pirate hat.

Aim: to follow instructions and make pirate hats

- Use the pictures to explain the activity.
- Give out the white cardboard strips. Each student wraps a strip around his/her head and holds it in a circle, the right size to fit.
- Circulate and staple the ends of each strip so that the students all have a circle of white cardboard that fits their head.
- Students then stick a black pirate hat shape onto the front of the white strip and try on their hats.
- Encourage students to say *I have a black hat. I'm a pirate!*
- **Note:** This technique can be used to make a simple hat to identify the extra characters in story lessons for acting out (e.g., the zebra teacher, the crocodile). You can use any pictures

(drawn, printed from the Internet, or found in magazines) of the relevant animal and stick it onto a strip of thin cardboard worn around the head.

Extension activity

Aim: to practice numbers and clothes

- Sit the students in a circle with some adult-size clothes in the middle. The youngest student starts.
- Students throw the dice one at a time, say the number, and pass it to their left. The first student to throw a 6 starts putting on all the clothes as quickly as possible. When another student throws a 6, the first student has to take off the extra clothes quickly for the other student to put them on.
- If a student manages to put on all the clothes before someone else throws a 6, and can say all the clothes words, he/she wins a point.

Ending the lesson

Aim: to practice colors

- Put up to ten known items on your desk, ideally in all ten colors that the students now know.
- Hold up each item and elicit, e.g., *A brown teddy bear*. Give students time to look and remember the items.
- Say *Close your eyes*. Take one item away. Students look and say what's missing, e.g., *A (pink) (shoe)*.

Aims: to review language from the unit, to encourage children to reflect on their learning, to recognize numbers

New language: *tie, pants, sweater, skirt, socks*

Recycled language: numbers 1–10, colors, *shirt, button, I'm wearing / I have a (green) (sweater)*

Materials: colored pencils or crayons, Unit 9 clothes and colors, and the *Hello* Unit mini cards: WB pages 90 and 100 and scissors (optional)

Language competences: Your students will be able to use five more clothes words.

Warm-up

Aim: to review colors and present new clothes

- Present *tie, sweater, skirt, and socks* using clothes that you and the students are wearing.
- Review colors, especially *pink, black, brown, white* (and *gray*, if you presented it), by pointing to clothes that you and the students are wearing.
Ask *What's this / What are these? / What color is it / are they?*

Presentation



SB p79 Listen and color. Look and color.

Thinking skills: listening to and recognizing numbers

- Students listen and color the numbers at the top of the page first. Tell them in L1 to color around the 1, but leaving the number where they can see it.
- Check their answers by saying the numbers and asking students to respond with the correct color.

- Look at the black and white pictures together and ask *Who can you see?* (A cowboy, a princess, a pirate, a clown)
- Tell students to use their color key at the top of the page to color the four children.
- Circulate and ask *What color is/are her/his crown/boots?*
- When they have finished, the students can compare their pictures in pairs.

Audio script page T107

Practice

8 **WB p79** Say the words. Color the circles.

Aim: to create a record of learning

- Students color the circles if they can say the words on their own. Ask them all to use the same color, or let them use any of the ten colors that they now know.
- Circulate and ask students to say the words.
- Ask students to trace the words if you wish. Circulate and check that they are forming the letters correctly.

Extension activity

Aim: to practice colors and clothes

- Students cut out the Unit 9 mini cards (clothes and colors) and put them together with the *Hello* Unit mini cards. In pairs, they play “Pairs.” For procedure, see page T8 Extension activity.

Ending the lesson

Aim: to practice describing colors of items

- Give out paper and tell the students to draw a hat, a skirt, some pants, and some boots. They color each item as they wish.
- Play a form of “Bingo” with the class. Students can draw a check mark or circle their pictures. The winner is the first person to mark all four of their pictures.
- Say a series of color and clothes combinations, e.g., *a blue hat, a yellow skirt, brown pants, orange boots, a green hat, a purple skirt, red pants, pink boots*, etc. Make a note of all the combinations that you mention.
- When a student calls *Bingo!*, check his/her pictures against your list.

Phonics

- See page T93 for Unit 9 Phonics.