

**NEW**

# English Adventure

## Teacher's Book

**LEVEL 2**

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# Scope and sequence

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVISION
<b>Pre-coursebook period</b>	Phrases: <i>How are you? I'm fine, thanks. Are you (Katrina)? Yes, I'm (Katrina). I No, I'm (Anna). What's your favourite colour/number/food? My favourite colour/number/food is ...</i>	<i>What's this? How many (books)? Count (the bags), please. What colour is it? What do you like? Do you like (carrots)?</i>	Classroom language: <i>Come here. Open/close the door. Open your books. Write. Say. Read.</i> Colours Classroom objects Numbers 1–20 Plurals Food Phrases: <i>Hello! What's your name? My name is ... It's my / your pencil. This is my / your rubber. There's a (pencil). There are (desks). I like / don't like (chicken).</i>
<b>Hello</b>	Alphabet Phrases: <i>That's A-N-D-Y. What's your lucky number / favourite colour?</i>	<i>How old is (the boy)? My favourite colour is (blue). My lucky number is (one).</i> Vocabulary: <i>balloon, please, ... right?</i> Classroom language	Colours Numbers 1–20 Phrases: <i>What's your name? I'm (Andy). This is (Mickey). How old are you? I'm (eight).</i>
<b>1 I'm happy</b>	Feelings: <i>angry, bored, excited, hungry, scared, surprised, thirsty, tired, worried.</i> Adjectives: <i>good, bad.</i> Phrases: <i>I'm not (sad). Are you (thirsty)? He's / She's (happy). Is he/she (happy)? I'm scared of (ghosts).</i>	<i>Are (they) (angry)? Is he/she (happy)? Look at the (boy). Who's this? How many (eyes)? What colour? Is Mickey scared of Pluto? Where are they? Is it dark? Is it a (ghost)? What's that? Come on! Phew! Who's (happy)? He/She likes (water). Why is the girl (excited)? How do you feel? Which feelings are (good)? Look at (Dash).</i> Vocabulary: <i>dark; owl, puppy; funfair; today.</i> Classroom language	Feelings: <i>happy, sad.</i> Family: <i>mum, dad, brother, sister.</i> Food Alphabet Vocabulary: <i>ghost, monster; dogs; water; garden.</i> Phrases: <i>I'm (happy). This is (mum).</i>
<b>2 It's snowing</b>	Weather: <i>cloudy, cold, hot, raining, snowing, stormy, sunny, wet, windy.</i> Seasons: <i>autumn, spring, summer, winter.</i> Months Vocabulary: <i>snowman.</i> Phrases: <i>It's (raining). What's the weather like?</i>	<i>Is it hot here? I'm wearing my (jacket). What season is number (1)? What's your favourite season? Where's (ice cream)? Who's this? Does Goofy like stormy weather? Why is Goofy happy? Is it (stormy)? What does Goofy find? What season is it? When is (Christmas)? These are the months of the year. What months are in (spring)? What festivals can you see? How many months are there? What is it about? What happens to Goofy? Do you like this weather?</i> Vocabulary: <i>season.</i> Classroom language	Alphabet Colours Numbers 1–20 Clothes Vocabulary: <i>flowers; ice cream, fruit; boat, cloud, mouse; garden; Christmas, Easter, Halloween.</i> Phrases: <i>It isn't (hot). I like (spring). There's my hat! I don't like (stormy weather). I've got my hat.</i>
<b>3 I'm dancing</b>	Actions: <i>dancing, drawing, juggling, jumping, reading, running, singing, swimming, talking, walking, writing.</i> Household items: <i>bowl, cup, plate, spoon.</i> Furniture: <i>sofa, wardrobe.</i> Sport: <i>gold medal, Olympic/world champion.</i> Verbs: <i>throw.</i> Phrases: <i>I'm (dancing). He's / She's / It's (drawing). Is the sofa (dancing)? Yes, it's (dancing).</i>	<i>What is Chip doing? Is (Belle) (sad)? Who is here? What can you see? What is the (cup) doing? What am I? Is it (sunny)? What's this? Look out! Oh, dear! Where are they? What do you remember about (Jessica)? Which number is singing? He/She isn't (running). Is it autumn?</i> Vocabulary: <i>park.</i> Classroom language	Actions Feelings Weather Furniture: <i>chair.</i> Vocabulary: <i>bird, flying.</i> Phrases: <i>He's / He isn't (tired). He/She can (run).</i>
<b>4 There's a park</b>	Places in town: <i>bridge, café, cinema, garage, hospital, hotel, library, museum, palace, park, school, shop, street.</i> Prepositions of place: <i>behind, in front of.</i> Actions: <i>falling.</i> Phrases: <i>There isn't a (school). There are (shops). Where's the (school)?</i>	<i>How many (cars) are there? Is there (a library)? Is it (behind) the (chair)? What can Mickey see? Does Minnie like the plate? Where's Goofy going? Why are they worried? What is Mickey doing? Has Mickey got the plate? Let's go in! Is the (cinema) (in front of) the (park)? Find the (girl). What is it? Is there a purple car?</i> Vocabulary: <i>zoo; fantastic; lots of, Queen, Buckingham, Thames, Tower.</i> Classroom language	Actions Household items Furniture Feelings Prepositions of place: <i>next to.</i> Vocabulary: <i>bus, cars; river; town; shark; old.</i> Phrases: <i>There's a (shop). He's / She's / It's (next to) the (tree).</i>

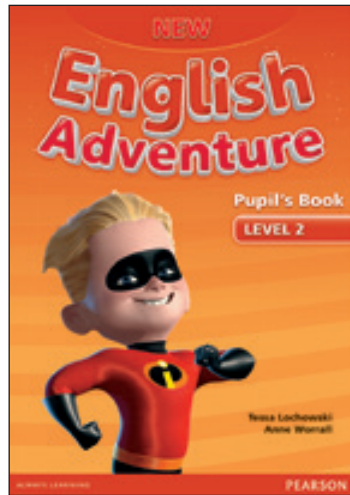
UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVISION
<b>5 My day</b>	Daily routines: <i>get up, go home, go to bed, go to school, have a shower, have breakfast, have lunch, have supper, play, work.</i> Vocabulary: <i>daytime, the Earth, night, sun.</i> Phrases: <i>I (get up). I (get up) at (nine o'clock). It's (one) o'clock. It's half past (five). It's early! We're late.</i>	<i>Does she (have breakfast)? She (gets up). Is she (happy)? What is she doing? Who is her friend? Can she (go to town)? Who's this? What time is it? What activity is it? What time do you / does she (get up)? She (plays at one o'clock). Where's Mickey? What's Goofy doing? Is it dark? Come on. What do you do at (seven o'clock)? Is it (daytime)?</i> Vocabulary: <i>every day/morning, go to town, lanterns, the same; people; lives; Poland, Japan.</i> Classroom language	Actions Feelings Weather Numbers 1–12 Vocabulary: <i>dark, hot, eggs.</i> Phrases: <i>I'm (not) (hungry).</i>
<b>6 My hobbies</b>	Hobbies: <i>adventure, archery, climbing, kayaking; do ballet/gymnastics/karate, go camping/ cycling/fishing/ hiking/running/swimming, have art/English/music lessons.</i> Days of the week Vocabulary: <i>scouts.</i> Phrases: <i>I go (swimming). I (have art lessons) at the weekend. She (goes swimming) on (Monday). I don't (do) (karate) on (Friday).</i>	<i>Is Mr. Fredriksen (happy)? Is he in the park? How old is Russell? Does Mr. Fredriksen like adventures? Who likes adventures? I have fun. What is it? What does (she) do on (Saturday)? Which day is missing? What day is it (today)? What do you do on Friday? What lesson is it? Does Mickey do ballet? Is Mickey angry? We do (ballet) on (Thursday). Can you (do ballet) at the Scouts? What colour is your uniform? What activities do you do? Who is a Scout? Vocabulary/Expressions: make friends, get (badges), learn new things, do lots of exciting activities, neckerchief.</i> Classroom language	Daily routines Months Seasons Weather Clothes Vocabulary: <i>hippos; cheese; trees; scarf, uniform, wear.</i> Phrases: <i>It's / Is it Friday.</i>
<b>7 Lions eat meat</b>	Animals: <i>antelope, crocodile, frog.</i> Animal food: <i>bugs, fruit, grass, leaves, meat, plants, seeds.</i> Vocabulary: <i>carnivore, herbivore, omnivore; flat/sharp teeth.</i> Phrases: <i>(Crocodiles) eat (meat). (Lions) don't eat (grass). What do (lions) eat?</i>	<i>What do (lions) eat? What are they eating? Are the animals happy? Can you see (the monkey)? Fly away. Who eats meat? What are these? What animal eats (meat)? What's number (one)? Oh dear! Do monkeys eat ice cream? What can they see? What has Goofy got? Are the monkeys hungry? Why is Minnie worried? Where's the monkey? Does Goofy like monkeys? Have tigers got (flat teeth)? Are they herbivores?</i> Vocabulary: <i>now.</i> Classroom language	Animals from Starter A & B and Level 1 Vocabulary: <i>cake, ice cream, sandwiches; hungry, thirsty, beak.</i> Phrases: <i>I like / I don't like monkeys. Is it a monkey? There are some monkeys. They've got / They haven't got (big teeth). They're (big). They can (swim). I'm (an antelope).</i>
<b>8 I like surfing</b>	Sports: <i>baseball, basketball, diving, riding, rock climbing, rodeo riding, roller skating, scuba diving, surfing.</i> Sports equipment: <i>racket, surfboard, swimsuit, trunks.</i> Phrases: <i>I like (swimming). I don't like (diving). Do you like (basketball)? He/She likes (swimming). He/She doesn't like (diving). Does he/she like (swimming)?</i>	<i>What do you like? What do they like doing? What are they doing? Where are they? What colour is (her swimsuit)? What does he/she like? What's he/she wearing? It's number (three). Are (they) playing basketball? Who likes jumping? Is Minnie happy? Here's a racket. Let's play! You're right. Me too. Oh dear! I'm sorry. This is fun. What's this? You're (cycling). Are you (happy)?</i> Vocabulary: <i>extreme sports, waves.</i> Classroom language	Colours / Clothes Feelings Sports: <i>ballet, camping, cycling, fishing, football, hiking, karate, running, swimming, tennis.</i> Animals: <i>fish, horse, shark.</i> Vocabulary: <i>beach, sea; run, jump; round and round.</i> Phrases: <i>I'm / He's / She's wearing (shorts). I've / He's / She's got (a racket). He/She isn't (worried/ scared). (My) favourite sport is ...</i>
<b>Valentine's Day</b>	Vocabulary: <i>card, chocolates, heart.</i> Phrases: <i>I love you!</i>	<i>Happy Valentine's Day. What is it? What has he/ she got?</i> Classroom language	Vocabulary: <i>cake, flowers.</i> Phrases: <i>I've / He's / She's got (a heart). Can I have (a card), please?</i>
<b>Harvest Festival</b>	Food: <i>corn.</i> Vocabulary: <i>corn doll, harvest.</i>	<i>We say thank you. When is Harvest Festival? What is it? How many (corn dolls)? Can you see...? Happy Harvest Festival.</i> Vocabulary: <i>food, lucky.</i> Classroom language	Food: <i>apples, bread, carrots, pears, pumpkin.</i> Seasons Vocabulary: <i>basket.</i>
<b>Mother's Day</b>		<i>Who is it? Where is (Dad)? What has (Grandma) got? Happy Mother's day.</i> Classroom language	Family Prepositions of place Vocabulary: <i>card, chocolates, flowers; cup.</i> Phrases: <i>I've / He's / She's got (flowers).</i>
<b>Bonfire Night</b>	Vocabulary: <i>bonfire, fireworks, Guy, potatoes.</i>	<i>What am I wearing? What is it? What colour is the bonfire?</i> Vocabulary: <i>remember, 5<sup>th</sup>.</i> Classroom language	Clothes Months Vocabulary: <i>big, hot, hungry.</i> Phrases: <i>He's wearing (a hat).</i>
<b>New Year's Eve</b>	Vocabulary: <i>clock, midnight, New Year's Eve, party.</i>	<i>What month/time is it? What's he/she doing? What's (he) wearing? What colour is it? Happy New Year.</i> Classroom language	Colours Vocabulary: <i>calendar, fireworks.</i> Phrases: <i>It's (a party). I'm (dancing).</i>

# Introduction

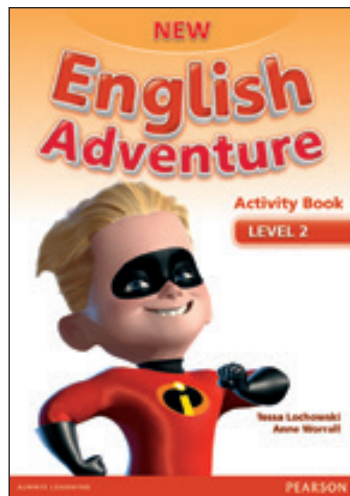
*New English Adventure* is a primary school course. *New English Adventure Level 2* is the fourth level of the course, aimed at 9- to 10-year-olds who have already had some contact with English. *New English Adventure* offers full-colour Pupil's Books and Activity Books, as well as additional materials such as CDs, DVDs, flashcards, story cards and posters, which are adjusted to the abilities and interests of pupils. *New English Adventure* allows pupils to explore the fascinating world of the English language. Completion of the course guarantees good basic knowledge of English, confidence, enthusiasm and, above all, motivation to learn more.

## COURSE COMPONENTS

The *New English Adventure Level 2 PUPIL'S BOOK* familiarizes pupils with the world of the English language using fascinating characters from Disney and Disney/Pixar studio films, which are well known to children. It is composed of an introductory unit (*Hello*), eight main units and five additional units related to festivals: *Valentine's Day*, *Harvest Festival*, *Mother's Day*, *Bonfire Night* and *New Year's Eve*. At the end of the Pupil's Book there are cut-out materials. There is also a DVD attached to each course book.



The *New English Adventure ACTIVITY BOOK* contains materials closely corresponding to the content of the Pupil's Book. Each page of the Activity Book corresponds to one page of the Pupil's Book. One of the innovations in the new edition of the course is the fact that there are listening exercises in the Activity Book. Another innovation is the section containing tasks for pupils with more developed reading and writing skills (*Extra Adventure*) placed at the end of the Activity Book. These exercises cover the material from the entire unit. Exercises in the Activity Book may be done during classes or may be treated as homework. **Only the listening tasks should always be performed during classes, as the relevant recordings are not available to pupils.** The teachers are free to choose the way they carry out the tasks. As regards the majority of exercises with partly coloured or black and white pictures, the teacher may decide whether pupils will only do the activity required by the rubric, or if they should also colour the picture in, e.g. if they complete the task early. At the end of the Activity Book there is also a Picture Dictionary. Additionally, there is a *Songs and Stories CD* attached to each Activity Book.



The **TEACHER'S BOOK** has a very clear layout and contains a lot of excellent extra materials. The first part offers general introduction, which outlines methodology issues related to teaching young learners. The introduction also contains character descriptions and plot summaries of the Disney and Disney/Pixar movies which the content of each unit is based on. What is more, it includes the Resource Bank, which provides an extremely helpful collection of extra games and activities, as well as ideas for working with posters, DVDs and stories. The main part of the Teacher's Book contains detailed lesson plans. The endmatter of the Teacher's Book consists of photocopiable materials. It contains worksheets consolidating the covered material from each main unit, lessons to be carried out during the pre-coursebook period and lessons connected with festivals, as well as Review worksheets covering the material from two subsequent units. The section with photocopiable materials also contains worksheets for working with DVDs.



The **SONGS AND STORIES CD** with all chants, songs and stories is attached to the Activity Book. Thanks to that, pupils may revise and consolidate at home the words and phrases they have learned in class.



The **DVDs** provide very interesting and enjoyable materials for pupils, which help consolidate vocabulary, as well as add variety to classes. There is one DVD available for each level of *New English Adventure*. The 'How to use the DVD' section describes in detail the content of the DVD. Supplementary DVD worksheets for particular episodes are included in the section with photocopiable materials. Pupils can watch the same movie material at home using the DVD accompanying the Pupil's Book.



The **FLASHCARDS** accompanying the *New English Adventure* course present vocabulary from each unit. They help pupils learn, remember, practice and revise vocabulary. Ideas for their use can be found in the Teacher's Book lesson notes and in the Resource Bank, which contains extra games and activities.



The **AUDIO CD** set contains 3 CDs with all the recordings for the Pupil's Book and Activity Book. The CDs also contain karaoke versions of songs and chants, immediately following the particular song/chant. The CDs also include recordings for the stories in two versions: one involving actors (with authentic voices of Mickey Mouse, Minnie and Goofy) and a special EFL voice-over version. In order to facilitate using the audio materials, all recordings are appropriately numbered on the pages of the Pupil's Book and the Activity Book.



The **STORY CARDS** contain pictures from the cartoon stories in lesson 5 of each unit of the Pupil's Book. The main characters of these stories are Mickey Mouse, Minnie, Goofy and Pluto the Pup. On the back of each card there is a transcription of the appropriate part of the story recording and questions to be asked before and after listening. More information on how to use the story cards during classes is available on page A16 of the Teacher's Book.



The **POSTERS** designed for the *New English Adventure* course are a great visual aid for revising vocabulary. The 'How to use posters' section details the way they can be used.



**TESTS** Upon completion of each unit of the Pupil's Book, the teacher is able to check the progress pupils are making by using a test. The tests are available in the Test Book at [www.pearsonelt.com.ar/newenglishadventure](http://www.pearsonelt.com.ar/newenglishadventure). The Test Book also contains a special comprehensive test to be carried out upon covering all the units of the Pupil's Book.

**ADDITIONAL ONLINE MATERIALS** On the website [www.pearsonelt.com/newenglishadventure](http://www.pearsonelt.com/newenglishadventure) there are additional online materials supporting the course.

We invite you to visit the [www.pearsonelt.com/primaryplace](http://www.pearsonelt.com/primaryplace) website, which offers primary teachers:

- free access to posters, methodology guidelines, photocopiable materials and other aids which are helpful while working with the young learners,
- articles on the newest trends in teaching English in primary schools,
- the possibility of professional development through participation in online trainings.

You are welcome to contribute to [www.pearsonelt.com/primaryplace](http://www.pearsonelt.com/primaryplace) and to share your professional experience with educators from all over the world.

## COURSE METHODOLOGY

### COURSE OBJECTIVES

The main objectives of the *New English Adventure* course are to increase pupils' motivation to learn English and to make learning fun. This is especially important, as pupils learn better when they are appropriately encouraged to work. The *New English Adventure* course focuses on the pupil himself/herself, engaging him/her emotionally, because during the learning process the feelings of a child are as important as his/her intellectual and perception abilities.

### MAIN CHARACTERS OF THE COURSE

#### The fantasy world

*New English Adventure* features characters from the Disney and Disney/Pixar studio animated films, which are very popular with children and well known to them. Apart from characters from full-length movies, in each unit pupils have a chance to meet Mickey Mouse, Minnie Mouse, Goofy and Pluto the Pup, whose funny adventures they can follow in the stories included in each lesson 5.

The presence of these characters has a particularly stimulating effect on pupils learning a foreign language. The characters have been selected very carefully for each of the course levels. This enables pupils to identify with the characters appearing in the movies, which makes learning easier and more enjoyable.

#### The real world

The *New English Adventure* course particularly emphasizes the personalization of language and gives pupils numerous chances to talk about themselves and about their own life experience. The level increases gradually and the tasks are adjusted to pupils' abilities and skills. The pupils are also exposed to a diversity of songs, chants and stories, which results in systematic development of motivation to work.

### NEW ENGLISH ADVENTURE GROWS UP ALONG WITH CHILDREN

*New English Adventure* changes along with the pupils' age, maturity and learning progress. At each level the course presents material adjusted to new abilities and interests of children, gradually leading them from the fantasy world of the kindergarten to the more realistic world of the first grades of primary school.

### VOCABULARY AND LANGUAGE STRUCTURES

Each level of the *New English Adventure* course familiarizes pupils with language through a diversity of topics carefully selected to match the stage of pupils' development. At first the subject area is restricted to the pupils themselves and their closest surroundings. Along with their development, children extend their lexical areas, gradually passing from what is close and familiar to more remote, general issues, which they might not have completely explored before.

At the lower levels of the *New English Adventure* course, the main emphasis is placed on language acquisition, on learning incidentally, not fully consciously. The course syllabus, appropriately adjusted to the pace pupils work at and reasonably increasing the level of difficulty, goes hand in hand with pupils' development, as it familiarizes them with lexical and grammar structures through receptive listening first, and only later requires active usage of the structures. Pupils use language actively only when they become familiar with it and they are ready to do so. No activities are forced and every pupil works at his/her own pace. It is important to ensure pupils feel comfortable and confident both linguistically and psychologically.

### SKILLS

#### Listening and speaking

At the beginning of learning a language, major emphasis is placed on listening comprehension and basic speaking. It is not expected that pupils will use particular linguistic structures if they have not had a chance to listen to them several times before. Only then are pupils asked to do simple, controlled speaking activities, where the new language is used in a clear context.

#### Reading and writing

Reading and writing skills were introduced in *New English Adventure Starter B* and are further developed in levels 1 and 2. The development of reading skills in the first three levels of the course is based on global reading: pupils first recognise words rather than read them. Level 2, while still relying on this principle for vocabulary presentation, also introduces elements of the phonic approach, as the opening Hello unit presents the alphabet and teaches spelling. In this level pupils are expected to become more confident readers, but words and texts in the course are still presented with appropriate images and audio support. Most exercises contain text and help pupils practise reading skills. Longer reading texts gradually develop basic reading subskills such as scanning, skimming and reading for detail. They are also designed to provide an intellectual challenge for students and encourage reading for pleasure. As in the previous levels of the course, learning to read may be supported by word cards, which are available on the [www.pearsonelt.com/newenglishadventure](http://www.pearsonelt.com/newenglishadventure) website.

The development of writing is also continued in *New English Adventure Level 2*. As in the previous levels of the course, pupils can still develop fine motor skills by drawing and colouring in the Activity Book and worksheets provided in the Teacher's Book. In level 2, however, simple drawing and colouring gives way to exercises requiring writing words, phrases and sentences, with and without models. The *Extra Adventure* section in the Activity Book provides more challenging exercises supporting reading and writing such as crosswords and word search puzzles. Pupils are trained to be able not only to recognise words, but also to reproduce their spelling from memory. What is more, personalisation exercises at the end of each Pupil's Book unit encourage children to develop creative and communicative writing skills.

### REVISING MATERIAL

- The youngest pupils, unlike any other age group, need continuous repetition of the covered material. The teacher's task is to plan the classes in such a way that it would be possible not only to introduce new material, but also to do some revision exercises.
- The *New English Adventure* course is developed so as to combine new and previously taught material in attractive exercises and games. It allows for continuous memory training and consolidation of words and phrases learned before. Besides, the material introduced earlier constitutes the base for the subsequent unit and, as a result, allows pupils to proceed to the next learning stage easily.
- Each unit ends with a revision lesson – exercises included in the Pupil's Book and Activity Book ensure revising the entire material introduced in a given unit. The teacher may also use Review worksheets covering material from two subsequent units, available in the Teacher's Book section with photocopiable materials. Such a cumulative revision additionally stimulates pupils' memory and, at the same time makes them aware how much they have already learned.

## UNIT STRUCTURE

*New English Adventure* teaching methodology is based on the following model: presentation, practice, free production and personalization. Each unit consists of 8 lessons organized in a similar way. The first 3 lessons in a unit focus on presentation and practice of new material. Pupils should use vocabulary acquired in one lesson during the next classes and be aware of what they have learned.

### Lesson 1

This lesson presents and consolidates new vocabulary through listening comprehension exercises, which at the same time introduce pupils to the Disney or Disney/Pixar theme film of the unit. The listening texts also present the new structure which will be practised in the following lessons.

### Lesson 2

In this lesson pupils learn more new vocabulary connected with the topic of the unit. The vocabulary from lessons 1 and 2 is then consolidated in a song. Class CD tracks immediately following the songs recordings are karaoke versions of the songs.

### Lesson 3

In this lesson pupils learn the last set of new vocabulary and structures from a given unit. In order to keep pupils interested, various exercises requiring listening, reading and writing are presented in this lesson. In some units there is also a communicative exercise where pupils can use the new words and structures in simple, contextualised controlled dialogues.

### Lesson 4

In this lesson pupils revise the most important words and phrases from a given unit, practising various language skills, mainly listening, speaking and interaction, through listening comprehension exercises. There is also a tongue twister chant, drawing pupils' attention to the sounds of the English language.

### Lesson 5

In this lesson pupils become acquainted with a story presenting the adventures of Mickey Mouse, Minnie Mouse, Goofy and Pluto. Pupils already know the phrases used in the story from previous lessons; new words and phrases are introduced, but they are restricted to a minimum to enable pupils to listen, read and play for fun. Speech bubbles appear in the story and pictures are always accompanied by an audio recording. Once pupils listen to the story, they can act it out in the classroom.

### Lesson 6

This lesson develops all language skills: listening, reading, writing and speaking in exercises consolidating the language from the unit. Speaking is practised by means of simple communication games. In order to play the games pupils need to cut out cards at the back of the Pupil's Book.

### Lesson 7

In this lesson, along with vocabulary and phrases practised in a given unit, there appear a few new words and phrases, which allow pupils to develop various fields of knowledge in English (according to the concept of Content and Language Integrated Learning – CLIL). At the end of the lesson pupils prepare a mini-project related to the lesson topic.

### Lesson 8

This lesson is a summary of the material pupils have learned in the entire unit. It consists of listening, reading and writing tasks. In this lesson pupils also prepare a drawing corresponding to the topic of the unit (personalization). An important part of lesson 8 is self-assessment, i.e., the last task in the Activity Book, in which pupils become aware of the language learned. Pupils are able to say what they have learned and assess their own progress, using a sticker presenting the main character of the film related to a given unit. The teacher praises pupils for the effort they put into learning and for other linguistic achievement. Such motivation will undoubtedly encourage pupils to further work.

## DETAILED LESSON PLANS

In the Teacher's Book there are ready-made teacher's notes for all lessons, from warm-ups to ending procedures, so as to ensure effective lessons are conducted even by teachers who have little time for preparation or have no access to additional teaching aids. The lesson plan includes TPR activities to be conducted in the play area of the classroom, as well as additional exercises for pupils and classes who have mastered the material faster than others. Along with hints for particular lessons, there are reduced-size pages from the Pupil's Book with the correct answers to the exercises included.

## COMMON ELEMENTS WITHIN THE UNITS

### BEGINNING AND ENDING THE LESSON

Try to create a friendly atmosphere in the English classes. If possible, begin classes with the *Hello!* chant so as to introduce pupils into the world of the English language. At the end of the classes say the *Goodbye!* chant together to say goodbye in a friendly manner.

### WARM-UP

It is a regular part of the lesson, which is intended to make pupils start thinking in English. It can be a popular song, a game or an activity which the pupils like.

### SONGS AND CHANTS

In each unit of *New English Adventure Level 2* there is a song and a tongue twister chant. These activities provide an extremely motivating and funny way to learn vocabulary and pronunciation, and additionally they make pupils sensitive to the rhythm and intonation of the language. Pupils love them and thanks to them they remember vocabulary very well.

### Techniques of working with songs and chants

- First allow pupils to listen to the song/chant two or three times.
- Show pupils how they should clap to the rhythm of the song/chant (clapping with two fingers on the other hand will not be as loud as clapping with both hands).
- Focus on the most important vocabulary which is repeated over the song/chant, as pupils will remember it first.
- Read out particular lines of the song/chant loudly and clearly (to the rhythm of the melody). Ask pupils to repeat after you in the same rhythm.

- At the end of the class encourage pupils to sing the song/chant.
- During the following lessons establish the habit of singing a song/chant as a language warm-up or during breaks between one task and another.
- Use songs and key vocabulary included there to help pupils remember the material covered in previous units.

### STORIES

- Children really enjoy listening to stories, as they are part of their experience of the world beyond the classroom. Stories are a motivating way to introduce new language in its natural context.
- Detailed tips concerning working with stories before, during and after listening to the recording are included in teacher's notes for each lesson 5, as well as on page A16.

### ARTS AND CRAFTS

- Many children gain experience and knowledge through doing things. Therefore, it is very important to do various arts and crafts, as this consolidates practised vocabulary in a way which is very motivating for children. Pupils will be proud of their work and happy to show it in the classroom and at home.
- Arts and crafts in *New English Adventure* are related to lesson 7 of each unit. They are designed so that they can be done without a lot of preparation. Before pupils begin to work individually, they should see the final result of the work. Begin with commands in L1. Show pupils step by step how the poster/project etc. should be prepared. English vocabulary should be used at a further stage. When describing the way to perform the task, emphasize such words as: *fold, cut, stick, colour* and names of tools required for the task: *pencil, ruler, glue*, etc.
- When pupils are busy doing the project, quietly play the recording of the song introduced recently. If it is played too loudly, pupils will consequently have to shout out the recording in order to communicate with each other.
- Pupils may collect their works in their school files or you may put them on classroom display.

### PAIRWORK AND GROUPWORK

Working in pairs and groups allows to develop additional fluency in speaking. It is not sufficient to speak English with the teacher only. It is very important that pupils have a chance to practise speaking first by collective repeating (all pupils at the same time) before they start to work in smaller groups or in pairs.

### Working in pairs and groups will be effective and won't be too loud at the same time if pupils:

- know exactly what they have to do,
- know how they are supposed to complete the exercise,
- know who starts the exercise and in what order they are supposed to do the work,
- know how the exercise is supposed to end,
- know the vocabulary required for the work to be done,
- speak in hushed voices,
- have an easy task to do.

If there is too much noise while working in pairs or in groups, stop the exercise and check if pupils know what they are supposed to do and how. Then let them proceed, but ask them not to talk so loudly.

### GAMES

- Games are part of children's everyday lives, so playing during classes may help them to use English more naturally. It provides an opportunity to practise language in its natural context, as well as to become flexible when cooperating with other pupils. Another reason for playing with pupils during the lesson is to change its pace and diversify classes. After all, pupils need diversification and physical activity. If they are tired and bored, a game can stimulate them and encourage active learning.
- Games and activities in the *New English Adventure* course are easy to prepare and conduct. They do not require special props. Many of them are TPR (*Total Physical Response*) activities, which involve following simple instructions.
- General principles of organizing educational games and activities are the same as in case of working in pairs and in groups. Pupils who know what they are supposed to do will not make as much noise as pupils who do not know it exactly. It may happen that children who finish playing will make some noise and disturb other pupils. This is why it is important that the games do not last too long. Particular attention should be paid to hyperactive pupils and, as far as it is possible, additional tasks should be assigned to them in order to keep them busy.
- Ideas for games are included in the Resource Bank on page A21.

### PUPPET

A puppet or a soft toy is a symbol of playing and having fun, which is how learning English should be perceived by pupils at this stage. The puppet (best if it could be a Disney character such as Mickey Mouse, Minnie Mouse or other) should appear in particular, repetitive situations. These can be introducing pupils to the course of lesson, saying the *Hello!* chant together with the class, initiating games, helping pupils realize their language achievements, playing with pupils and teaching them, as well as saying the *Goodbye!* chant. The puppet also plays the role of a friend who provides pupils with a sense of predictability and gives them a sense of linguistic confidence in classes. Therefore, when it is not possible to obtain a puppet of a Disney character, it is advisable to use another puppet or soft toy. The puppet may 'live' in the classroom or only 'visit' the English classes.

## WORKING WITH THE COMPONENTS OF THE COURSE

### FLASHCARDS

The set of flashcards for level 2 consists of 64 cards. The cards present vocabulary for each topic area.

They may be used in multiple ways, e.g. for introducing or consolidating vocabulary, as well as in games. The teacher may also use flashcards with vocabulary from levels Starter A and Starter B and level 1.

#### Introducing new vocabulary

- Show pupils a card and repeat the word it presents two or three times. Take breaks between subsequent repetitions, do not cover your mouth, and speak loudly and clearly. Ask pupils to repeat the word after you three times. Do the same while teaching another word. Go back to the first word and check if pupils remember it. In this way you can introduce five or six new words in one lesson.
- Ideas for games and activities with flashcards are included in the Resource Bank on pages A21–A25.

### WORD CARDS

These are cards with words from each topic area, available on the [www.pearsonelt.com/newenglishadventure](http://www.pearsonelt.com/newenglishadventure) website. They may be used to introduce and consolidate new vocabulary and to practise basic reading (e.g. in an exercise where pupils match word cards with picture flashcards on the board). The teacher may also wish to prepare his/her own word cards.

### POSTERS

For every level of the *New English Adventure* course there is a set of four posters. They can be used for introducing and consolidating vocabulary.

Detailed instructions and tips for working with posters can be found on page A17.

### DVD

Children understand certain situations and events on the basis of what they see. They will begin to understand the language only when they understand the situation. Each time when children watch a DVD clip, they understand and remember more. It is advisable to return to the already viewed episodes as often as possible. Detailed instructions and tips concerning working with DVDs can be found on page A20.

## TEACHING CHILDREN

- Teaching young learners can ensure huge language success, but it should be remembered that they learn in a different way than older pupils or adults. Children learn through understanding certain situations, and only later through understanding the meaning of particular words, phrases, sentences and then longer utterances. Such understanding results from their life experience, cognition through senses and extremely rich imagination. Primary school teachers should select methods and techniques of working with pupils so as to take advantage of children's natural needs, as well as the abilities and skills resulting from their age.
- Children are very sensitive little creatures, requiring support and praise. Do not spare smiles, patience, friendliness and help towards them. If you provide them with such support and encouragement, you can undoubtedly count on educational success.
- *New English Adventure* satisfies the linguistic needs of little children, as it offers stimulating and motivating context for introducing new vocabulary, as well as various forms of exercises and activities. Pupils have the opportunity to individualize their language. They speak about things they like and don't like in a simple way. They describe themselves, their toys, animals, favourite colours, etc. The teacher makes sure that pupils are able to realize how much they can already understand and that they can be aware of their language achievements.
- All these actions are supposed to encourage pupils to learn. It is also important that exercises and activities in *New English Adventure* are diversified and a lot of attention is paid to revision. It should be pointed out that the better you use the time during lessons, the more the learning will pay off.

## USING L1 IN THE CLASSROOM

- Most teachers use L1 and English while working with little children. This is actually helpful, because the teacher is able to understand pupils when they use their language, not being able to express their thoughts in English. It is not easy to begin teaching children a foreign language if it is used exclusively from the very beginning. As a result, some children may feel discouraged and frustrated because they are not able to understand the teacher. It is advisable to introduce certain elements of foreign language gradually, ultimately conducting lessons in English exclusively and resorting to L1 in exceptional situations only.
- It is particularly important to use L1 to illustrate the context of a given situation. If pupils understand where the characters are or what situations are presented in the pictures, it will be much easier for them to understand the recording illustrating the exercise, and they are more likely to remember phrases from the story.
- It is not advisable, though, to use L1 if pupils are able to understand the foreign language. You should remember that children learn through understanding and actions. They derive knowledge from their own experience. They learn English through English. The Teacher's Book can be helpful here, as it specifies what should be said at particular point of the lesson.

- If pupils ask you questions in L1, try to answer them in English, using simple English phrases. Speak in a friendly voice and you will undoubtedly encourage pupils to use English. Do not pretend that you do not understand when a pupil uses L1. Smiling, help him/her to express his/her thoughts and ask him/her to repeat after you the needed phrase in English.
- Remember that when you talk to children in English, at the same time you should use gestures and mimics, point to appropriate pictures or touch surrounding objects. In the beginning pupils guess the meanings of given words through visual stimuli and voice tone. Only later will they begin to understand what you say to them.

## CLASSROOM LANGUAGE

### Greetings

*Good morning / afternoon.  
Hello! / Hi!  
How are you today?*

### Starting the lesson

*Let's start.  
Listen (to me).  
Look (at me / at the board).  
Open your books at page (4).*

### Managing the class

*Be quiet, please.  
Put your hands up / down.  
Repeat after me.*

### Instructions

*Draw / Colour / Stick / Cut out ...  
Let's sing.  
Show me / the class your (picture).*

### Questions

*Are you ready?  
Have you got a ...?  
How many ...?  
What can you see?  
What colour is ...?  
What's / Who's this?*

### Words of praise

*Excellent! / Fantastic! / Great work! / Well done!  
Good job. / That's correct! / That's nice.*

### Pair work/Group work

*Find a partner.  
Make a circle.  
Ask / Show / Tell your partner / friend / group.  
Work in pairs/groups.  
Work with your partner / friend / group.*

### Playing games

*Close your eyes.  
It's my / your / his / her turn.  
Pass the (ball, cup) etc.  
You're the winner!*

### Ending the lesson

*Close your books.  
Collect the stickers / cards / spinners / scissors, please.  
Put that in the (rubbish) bin, please.  
Tidy up, please.*

### Saying goodbye

*It's break time / lunch time.  
That's all for today.  
See you tomorrow.  
Goodbye!  
Have a nice weekend / holiday.*

### Useful phrases for the pupils

*(Excuse me,) Can I go to the toilet?  
I (don't) understand.  
I'm sorry.  
Can you help me?  
I'm ready.*

## PLANNING THE LESSONS

### BUILDING UP MOTIVATION

It is extremely important to maintain the involvement and motivation of young learners during each lesson. When pupils are motivated, they learn faster and in a more active way. It is also very important from the point of view of the teacher, who, if pupils are interested in the classes, struggles with fewer cases of difficult behaviour and discipline problems.

#### Below you will find a few ideas which will help you keep pupils motivated:

- Make the classroom a friendly and exciting place for learning. A happy and friendly atmosphere will have a stimulating effect on the pupils' creativity and their eagerness to learn and participate in classes.
- Primary pupils eagerly and easily engage in all activities, both emotionally and physically. They are not able to observe certain situations passively. Therefore, it is worth it to make pupils contribute to the course of lesson. For example, while listening to a story, pupils can learn about the adventures of their favourite character. They can also do physical exercises and activities, e.g. act out stories, short scenes or dialogues. Pupils also like to talk about themselves, their preferences and experience, and their knowledge of the world surrounding them. *New English Adventure* provides tasks that will enable them to do so. You may also invite pupils to invent their own games and activities and if they can be played in the classroom, carry them out.
- Success is the best motivating factor, so try to make each pupil feel like a winner and reward verbally correct answers, as well as good conduct.
- Mistakes must be corrected, but you should do this in such a way so as not to affect pupils' motivation negatively. Try to find out a positive, delicate way to correct mistakes. Avoid using words such as: *No* or *That's wrong*. Instead, say: *Good try! Try again!* Suggest the correct answer to the pupil and when he/she repeats it correctly, praise him/her, saying: *That's right. Well done.*

## DIFFERENT TYPES OF PERSONALITY, ABILITIES AND LEARNING STYLES

- It is important to be aware that in every group there are pupils with different personalities and tempers. Some pupils are very lively and daring; they can volunteer to give the answer without any fear or even shout it out proudly. You should also take into consideration the children who are shy, quiet and cannot demonstrate their knowledge loudly. This does not mean that they are not learning, but they need more time and appropriate encouragement from the teacher. Some will be happy when you ask them to come to the front of the class; for others it will be stressful. The latter could lose their willingness to learn if they are often pushed into situations which are difficult for them. They may feel more confident answering from their desks or being part of a bigger group. They may be gradually encouraged to act independently.
- Every child learns in a different way. There are children who learn through listening. There are also children who remember better while looking at pictures, objects or the teacher. Some learn most efficiently by performing physical exercises. *New English Adventure* is a course for children with various learning styles: auditory, visual and kinaesthetic learners. The Pupil's Book has large, colourful illustrations; the teacher and pupils can also use the material recorded on the CDs and DVDs. TPR activities and arts and crafts exercises are a regular element of each lesson.

## WORK DISCIPLINE

- This is one of the problems of teaching primary school pupils. Children at this age are not able to remain seated even for 10 or 15 minutes, and this is not the result of their viciousness or hyperactivity but their natural feature. Children need a lot of physical activity and we are able to ensure they get it through appropriate exercises performed during English lessons.
- It is worth it to make children accustomed to routine behaviour from the very first lesson, which over time will become their habit and make organizing work during classes easier. Each time when a child wants to say something aloud, ask something or come to you, ask him/her to raise his/her hand. If the pupil says something to you or calls you: *Mr./Mrs., can I...? , say: I can't hear anything. Nobody raised their hand.* As soon as the pupil raises his/her hand, answer his/her question. Remember that you have to repeat this procedure consistently until pupils get accustomed to the new way of communicating their needs.
- Introducing regular elements in lessons, so-called *classroom routines*, is also very helpful in effective organization of classes. Children feel confident when they know what will happen at every stage of a lesson and what they are expected to do. One of such regular elements may be beginning and ending each class with a song or a chant, e.g. *Hello!* and *Goodbye!*

## MAINTAINING PUPILS' ATTENTION

- Children at a young age are not able to concentrate on one task for a longer time. In this regard a lesson should be planned so that it includes multiple tasks in various forms. Children will certainly spend a 45-minute lesson with pleasure if there is a moment for a few short tasks requiring concentration and a few longer tasks but easier to perform. Primary pupils find it difficult to concentrate on longer texts or messages as they get bored quickly, which automatically affects their behaviour.

- Using short commands, e.g. *Look. Listen. Open your books.,* will help children to concentrate and understand the course of a lesson better. One of the elements of the *New English Adventure* course which will undoubtedly facilitate organization of classes and increase the children's interest in the material is short and interesting stories and listening exercises, which are characterized by simple and concise language.

## STIRRING AND SETTLING ACTIVITIES

- In order to avoid chaos during classes, you need to skilfully control children's conduct. Teachers would like their pupils to learn with enthusiasm, but on the other hand it is difficult to control children who become too excited. Therefore, it is worthwhile to make use of appropriate exercises which can both stimulate and calm pupils down.
- Stirring activities, such as discussions, competitions and TPR games, have an effect in particular when pupils are tired, bored or drowsy. Such exercises may also result in excessive excitement, which is difficult to control, especially in large groups of pupils. In such cases you may use other types of stirring activities, e.g. singing, reciting rhymes, chants, describing a poster or performing scenes and stories.
- Settling activities help calm down agitated and excited pupils. These exercises include: drawing, colouring, cutting out, e.g. cards and other arts and crafts exercises. You should remember to skilfully select the number of such exercises so as not to bore pupils.
- Each lesson in *New English Adventure* is designed to maintain the balance between stimulating and relaxing exercises. In this way, pupils are stimulated to learn, they do it with joy, and at the same time they perform exercises requiring concentration and creative thinking.

## PRE-COURSEBOOK PERIOD

- The beginning of the school year is the time for solving organizational problems and purchasing books. In lower grades it also means meeting new classmates and the new teacher; in higher grades it involves sharing memories from summer holidays. It is an extremely precious time, which should be used as efficiently as possible. Pupils are full of energy and eager to work. It is worth to make use of their positive approach and to establish principles of behaviour and work discipline, which are to be observed during the whole school year (see: 'Planning the lessons', p. A11).
- The Teacher's Book contains detailed Teacher's notes for four pre-course lessons. The material included there has been planned to revise the language children remembered in the previous school year and to build their motivation to learn more. Using these ready-made plans will facilitate integration of the peer group and, at the same time, the games and activities included will give children lots of joy.

## ASSESSMENT

- Assessment is the most difficult part of work for every teacher, especially one working with young learners. The moment when children begin formal education places them in numerous stressful situations. Firstly, they do not have their parents, grandparents or siblings by their side any longer. Secondly, everything is new for them. There are new teachers and new classmates among whom they have to find their place. There are new toys and new habits; everything is different.
- When starting formal education, children begin to be assessed for everything, in a more or less specific way: for tracing patterns, for gluing leaves to a sheet of paper, for an exercise in the Activity Book or a quarrel with Johnny who ate somebody else's sweets. At this stage of the children's development, the teacher plays the most important role, not only as a person who has to convey the knowledge efficiently, but also as a mentor. The teacher should be an authority for his/her pupils; still, it is not an easy goal to achieve. What is unquestionably helpful in obtaining the respect of pupils is a fair and consistent approach towards them. Pupils should know what will be assessed and in what way.

### What can be assessed?

- Everything: aesthetics of work, concept and effort put into the performance of a particular task. When assessing, praise drawings, intriguing selection of colours, creativity, pace or, on the other hand, neat but slow performance of a task. Praise activeness, cooperation with a classmate, friendliness or even neatness of workplaces. By motivating children in such a way, they are bound to develop their language skills, slowly, but with confidence.
- Pupils respond to various situations in different ways. For some pupils a mistake, a minor failure might be a tragedy, which will make them burst into tears or take offence, and then it is difficult to calm them down. In such situations it is worth to explain to children that everyone has the right to make mistakes, even their mother or teacher, and then to talk to them and show how such mistakes can be corrected quickly. We can even predict certain situations and try to solve problems before they appear. For example, before the game in which there is only one winner, we can talk to children that it may be so that they will not be happy when their classmate wins. You should explain to children that in the end they can play again and try to win.

### How to assess?

You may assess in two ways: in oral and written form. In each form you should emphasize positive sides of the performed task. It should not involve such terms as: *wrong, not good, hopeless*, etc. Such critique will not have any good impact on the child, he/she will only feel worse and lose his/her enthusiasm for work.

## CONTINUOUS ASSESSMENT

In many schools, marking appropriate fields in a table designed especially for that purpose works well. Similarly, when assessing children in English classes, you may consider many aspects of command of this language. With regard to language skills, we can assess primarily listening and speaking, as it is too early for the remaining skills. Having consulted other language teachers, you may specify the level of proficiency in a particular skill. For example:

### Listening comprehension

- Pupil understands listening tasks and performs the teacher's instructions.
- Pupil should work more on the comprehension of listening exercises and following the teacher's instructions.

### Vocabulary

- Pupil has mastered vocabulary from the covered units very well.
- Pupil has mastered vocabulary from the covered units well.
- Pupil should work more on learning the vocabulary.

### Speaking

- Pupil correctly repeats and pronounces words and phrases in English.
- Pupil should work more on the correct pronunciation of words and phrases in English.
- Each teacher develops his/her own system of continuous assessment. It would be most advantageous if all English teachers in a school decided on it together, because in such a way they could come to many consistent and interesting solutions. The most important thing is that teachers and also pupils and parents know what will be assessed and how. This information should be made available in a written document and distributed to parents at the first meeting.
- It is a good idea to introduce a system of assessment based on symbols, as little children cannot read. You can buy stamps with colourful ink, e.g. a smiling sun with rays means that the task has been completed very well, a smiling sun without rays – the task has been completed well, a sun emerging from behind a cloud – there were some mistakes in the answer, and finally clouds mean that the task should be completed again.
- We recommend supplementing the symbol assessment, which without a written note of teacher may seem unclear both to pupils and their parents, with appropriate oral comment, for example: 'Alex, you have circled the classroom objects: *pencil, pen, rubber* and *book* very well. These are the correct answers. You have completed the task very well. After all, there are no cats, birds or hamburgers at school. I like what you have done. Look, here is a stamp for you: a sun with rays. That means that you have completed the task very well. Thank you.'
- You may also assess pupils' knowledge using simple exercises which you don't necessarily have to call tests. For example, you can prepare a sheet of paper with pictures from a particular unit, copy it and ask children to colour it following your instructions, e.g.: *Colour the dog brown.* When children learn how to write numbers, you may ask them to write numbers by the pictures, e.g.: *The dog is number 1.* Then, collect the papers and check the correctness of the completed task. Try to reward each pupil, e.g. with a colourful sticker. Then, work individually with the pupils who need help. Collect the sheets so you are able to analyse progress in learning.

It is worth it inform parents about the results of such exercises at parents' meetings. In some cases you can arrange individual consultation with a pupil, e.g. a few minutes before or after the class.

- If a pupil fails to complete a task on time, try to assess what he/she has done and how. At the earliest opportunity make him/her sit at the desk to finish his/her work. A child must learn to accelerate the pace of work over time. You should think how to help the child and, first and foremost, discuss the issue with parents or the class tutor and the school psychologist, so together you may come up with a method of working with the pupil.
- Every teacher collects information on the progress of his/her pupils. The easiest way is to prepare a chart and, each time you assess something, to note the appropriate symbol together with the date. This will make it easy to revise the information on the extent to which the pupil has mastered the covered material. Such charts will prove helpful during talks with parents, because the information concerning what was assessed, when and how is very clear.

### SEMESTER/FINAL ASSESSMENT

Instead of marking appropriate fields in a chart, you may also write full sentences. For example: 'Alex learns the vocabulary introduced in the classes very fast. She likes singing and reciting poems. She can cooperate with her classmates during exercises in pairs and in groups. She performs the tasks very well and with care. She works at a good pace. She understands and correctly performs the teacher's instructions. She eagerly helps her classmates. She participates in classes actively. Congratulations!'

### ERROR CORRECTION

In the beginning it is advisable to turn a blind eye to errors so as not to discourage a child from expressing himself/herself and from learning. Still, there are some methods to address their errors gently. If a pupil says something incorrectly, e.g.: *It's car*, say: *Yes, it's a car*. You don't always have to ask the pupil to repeat the correct version after you. Let pupils make mistakes as they have the right to make them. When they reach fluency in expressing themselves, children will have time to take care of correctness of their utterances.

### SELF-ASSESSMENT

Self-assessment is an important element of teaching and learning. It reflects the child's opinion of himself/herself and his/her abilities and skills. In the process of learning a foreign language or any other subject, the acquired knowledge and, most of all, the awareness of it, should translate into practice and should be expressed in the following words: *I understand, I know, I can, I am able to do this*.

### Advantages for a child

A child aware of his/her linguistic competences not only perceives himself/herself in a positive way in the role of a pupil and is strongly motivated for further study, but also can handle stress and failures. Such a pupil is able to accurately determine his/her strengths and weaknesses and draw conclusions from the information provided by the teacher, which in turn stimulates him/her to develop himself/herself further.

### Advantages for the teacher

For us educators, training a pupil into conscious control of the learning process is helpful in shaping his/her autonomy. You should also remember that parents who send their children to English classes expect measurable benefits. A child should be aware of his/her own progress in studying; if not in every class, then at least upon completion of a particular unit or upon mastering particular grammar structures. This will positively affect him/her in creating his/her self-image as a successful pupil.

### Child's abilities

- The skills of comprehensive listening and performing the teacher's commands will undoubtedly be a success for a young learner. Then he/she will be able to express his/her achievements in a more concrete way, for example, he/she will be able to introduce himself/herself, ask about a name or sing a song. Even though it seems that these are not huge achievements, you should bear in mind that you are dealing with a child at an early school age, who learns to experience his/her surroundings and, most of all, gets to know himself/herself.
- From the very beginning it is important to notice and praise not only all the results of a child's learning, but also the effort, work and involvement put into their performance. It is worth motivating a pupil as only then will he/she succeed.
- It is recommended to devote a few moments at the beginning and at the end of each unit to discuss the pupil's planned achievements, i.e. the issues he/she will understand, know and be able to do. It emphasises the lesson objectives in a way which is understandable for a child.
- Each lesson 8 in all units of *New English Adventure Level 2* Activity Book includes a self-assessment task. It is based on a discussion with the teacher, during which children in a conscious way describe the things they can say in English. At the end pupils reward themselves with stickers presenting characters from the Disney and Disney/Pixar studio movies.

### CHECKING THE LEARNING PROGRESS

The *New English Adventure* course is accompanied by a Test Book which contains tests checking pupils' progress upon completion of each unit of the Pupil's Book (these tests are available at [www.pearsonelt.com.ar/newenglishadventure](http://www.pearsonelt.com.ar/newenglishadventure)). Additionally, in the endmatter section of the Teacher's Book containing photocopiable materials, there are additional worksheets for each main unit, as well as Review worksheets which sum up the material from two subsequent units.

### CERTIFICATE

At [www.pearsonelt.com/newenglishadventure](http://www.pearsonelt.com/newenglishadventure) there is a template of a certificate prepared for copying. The teacher fills in the certificate for each pupil individually, writing his/her first and last name on it. At the end of the school year, the teacher gives the certificate to each pupil as a reward for his/her work during the whole year.

## COOPERATION WITH PARENTS

### MUTUAL TRUST

Teachers who work with small children know how much the achievements of their pupils depend on the approach and involvement of their parents or guardians. Mutual trust between a child's parents and his/her teacher plays a fundamental role in the teaching process.

### THE TYPICAL SITUATION

Parents and guardians bringing their children to school impatiently await quick and measurable effects of teaching. When pupils leave the classroom smiling, they are besieged with questions: 'What did you learn today?', 'What did you do in the English class today?'. Very often the parents hear an answer they do not feel satisfied with and say to themselves with disappointment: 'Oh, so you played again ...'. At the same time in the empty classroom there remains the teacher who thinks it is a pity that parents are not acquainted with the methods of teaching children a foreign language. Parents may expect children to 'report' to them on the issues covered in the classes, whereas in fact classes are for teaching language and not the skill of talking about language.

### PARENTS' EXPECTATIONS

The fact that modern English language teaching departs in its objectives and form from traditional methods based on teaching words and grammar structures, and that performance is no longer measured with the quantity of covered material, does not make the work easier for teachers. Unfortunately, teachers very often struggle with unrealistic expectations of parents or guardians, which result from their personal experience and from understanding studying as a serious obligation and not a subtle response to a child's needs, including also the need to play.

### MOTIVATING PARENTS

In addition, a barrier between parents/guardians and teachers which is difficult to overcome arises out of a certain deal of mystery surrounding the English classes. It results from the character of foreign language and the lack of text in the primary Pupil's Book. You should notice that during the long period of learning English not only children need additional motivation, but also their parents/guardians should not lose the sense of reasonableness of their efforts.

### COOPERATION

By explaining principles of modern English teaching to parents/guardians, we give them the opportunity to help their child. Such help means mainly making sure that the child has done his/her homework, it is related to consolidating the covered material and it involves parents in motivating their child for further work. It should be remembered, though, that nobody can replace a professional teacher who knows the methodology of teaching English and the classroom techniques perfectly.



## HOW TO USE STORIES (STORY CARDS OR PUPIL'S BOOK)

Stories are an important element of a foreign language course as they allow pupils to easily acquire or consolidate language material in an interesting way. Lesson 5 in each unit of *New English Adventure Level 2 Pupil's Book* includes a story featuring Mickey Mouse, Minnie Mouse, Goofy and Pluto the Pup. These stories, although they feature characters created by Walt Disney, have been designed especially for the purposes of the *New English Adventure* course. The stories are intended to revise and consolidate language material covered in a particular unit. Their additional advantage is that they are recorded in two versions: a version involving actors, in which pupils hear authentic voices of Mickey Mouse, Minnie Mouse and Goofy, and a version with special EFL voice-overs. Furthermore, the teachers have cards with particular pictures of the story (*Story cards*) at their disposal, which may be used in many ways (below we present some ideas for exercises with the cards). On the back of each card, the teachers will find the transcription of the recording of the corresponding part of the story, as well as the questions to be asked before and after listening.

We suggest that the teachers work with the stories in the way presented below. If it is possible, conduct your classes involving the story in the part of the classroom where pupils can sit around you in a circle. Make sure that all pupils sit comfortably and that they can see the story cards properly. If you do not have the story cards, show pupils the pictures on the appropriate page of the Pupil's Book.

### Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise the children for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). It is advisable to ask such questions first in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used there.

### Stage 2 – Listening to the story

All the stories have been recorded by professional actors in two versions (original Disney actors and special EFL voice-overs) and are included on the Class CDs. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each card and in the Teacher's Book notes for every lesson 5. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

### Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or in the Teacher's Book notes for lesson 5; you are also welcome to make up your own questions. When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.

### Stage 4 – Role play

Having listened to the story a few times your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time. Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props. You can also ask pupils to make masks of the characters to wear during the role play.

It is very motivating for pupils to show off their new skills in front of their classmates or parents. You can prepare a small performance at school. If you decide to do so, you should remember that it is best to organize the performance for parents during the last class or even after classes, so as the parents manage to come after work and see that their children manage so well. Preparation of such a mini-performance is undoubtedly quite a challenge since it requires numerous rehearsals for every child to remember his/her lines well. You should also take care of appropriate stage design. On the other hand, in this way you will certainly win the parents, who will see measurable progress in the education of their children.

### Suggested exercises

#### Exercises with story cards

- Shuffle the cards, stick them to the board and ask pupils to arrange them in the correct order.
- Stick the cards to the board in the correct order. Ask pupils to close their eyes, then take away one card. The pupils are supposed to identify the missing card.
- Hide the cards in various places in the classroom. Ask pupils to find them and stick them to the board in the correct order.
- Divide pupils into a few groups. Give one story card to each group and ask pupils to invent a short dialogue which could correspond to such a card.
- Show pupils a story card and read the corresponding lines.
- When reading, make intentional mistakes, e.g. say *red* instead of *yellow*. Encourage pupils to correct your mistakes.
- Distribute the story cards among a few pupils. Play the story recording. When a pupil hears the lines referring to his/her card, he/she should stand up and show it to the class.

#### Exercises without story cards

- Ask pupils to draw a scene from the story they have heard.
- Ask pupils to invent another ending for the story they have heard.
- Pupils draw their favorite character.
- Talk to pupils about what the characters learned.
- Ask the children about the way they would behave or feel if they were one of the characters.
- Read some lines from the story. Pupils should provide the name of the character who says the lines.

## HOW TO USE POSTERS

- Colourful posters accompanying the *New English Adventure* course are an interesting idea for consolidating the material covered in the Pupil's Book.
- Stick the poster to the wall in a visible place. In this way it will remind pupils of the material they have covered. You can also use the poster at any stage of the lesson to revise vocabulary, especially when there is a need to change the way of conducting classes.

### TECHNIQUES OF WORKING WITH POSTERS

#### Predicting

In order to create the atmosphere of anticipation and to invoke curiosity in children, before you show the pupils a poster, give them its title. Tell pupils that in a moment they will see a poster with e.g. toys. Ask pupils to think about the vocabulary which may be presented in the poster. Encourage pupils to provide examples of particular words related to this thematic group. In the case of toys it will be: *a teddy bear, a doll, a ball, a kite*, etc. Then, stick the poster to the wall and check together how many words the pupils predicted correctly.

#### Asking questions

Point to the objects, people, colours, etc. presented in the poster and ask questions: *What's this? What colour is it? How many (bananas) can you see? Is it a (doll)?*, etc. Pupils answer the questions staying in their seats.

#### Finding and pointing

Ask individual children to come to the poster, find and point to appropriate objects, e.g.: *Point to the (red flowers)*, etc. You may also divide pupils into two teams and change finding particular elements into an exciting competition. Ask one person from the team to come to the poster and find a particular object. If he/she does it correctly, the team scores a point. If he/she makes a mistake, another team takes a turn. Pupils may replace the teacher and give the commands.

#### Memory game

Set a specific time limit, e.g. 30 seconds. Tell pupils to look at the poster carefully and remember as much as they can. Then, cover the poster or take it off the wall and ask children one by one about the objects presented in the poster. You may also ask about the features of these objects, e.g.: *Is the (ball) (big)? What colour is the (kite)?* The pupils' task is to answer from memory. You may also conduct this exercise as a team competition, observing the time limit. The team who provided the biggest number of names of objects from the poster wins.

#### True or false?

Point to various objects in the poster and make true or false sentences related to them. For example, point to a lion and say: *It's a zebra*. Pupils answer: *No*. Replace names of animals with other names and at the end say: *It's a lion*. Pupils answer: *Yes*.

### Quiz

Tell pupils that you are thinking about a certain picture from the poster. The pupils' task is to guess which picture you mean. You may describe the object you have in mind for more advanced pupils, e.g.: *It's grey. It's big. It has got big ears. What is it?* Pupils: *(It's an elephant.)*

### Peeping through a keyhole

Cut out a hole (5–7 cm wide) resembling a keyhole in the middle of a large sheet of paper. Place the sheet on the poster and ask pupils what they can see. Move the sheet on the poster so that each time children guess the name of another object.

### Singing

Use a song or a chant related to the subject of the poster and introduced in the Pupil's Book. Ask one or more pupils to come to the poster. Play the song or chant; the task of the children standing by the poster is to point to the objects mentioned in the recording.

### Placing words on the poster

When pupils can already read well, you may ask them to place additional word labels below the pictures in the poster. Such words should be prepared earlier. One by one, pupils come to the poster and place a card with the corresponding word in the appropriate place. Then, you may ask all pupils to read the words aloud together.

### VOCABULARY CONSOLIDATED IN THE POSTERS

**Poster 1.** Unit 2. Weather: *cloudy, cold, hot, raining, snowing, stormy, sunny, windy*. Seasons: *autumn, spring, summer, winter*. Months: *January, February, March, April, May, June, July, August, September, October, November, December*. Clothes: *boots, cap, coat, hat, raincoat, scarf, shoes, shorts, skirt, socks, sun hat, T-shirt, umbrella, wellies*.

**Poster 2.** Unit 4. Places: *museum, hotel, bridge, river, subway, skyscrapers, statue, park, zoo, café, library, street*.

**Poster 3.** Units 5 and 6. Days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*. Telling the time. Routines: *get up, have a shower, have breakfast, go to school, work, have lunch, go home, play, have supper, go to bed*. Hobbies: *do karate, do ballet, do gymnastics, have music lessons, have English lessons, have art lessons, go swimming, have dance lessons, go cycling*.

**Poster 4.** Units 3, 6 and 8. Sports and activities: *climbing, cycling, dancing, drawing, fishing, riding, juggling, jumping, reading, running, singing, skating, surfing, swimming, talking, walking, writing*.

## Poster 1

**Lesson aims:** to revise language from Unit 2 and learn new words.

**Target language:** *Valentine's Day, Mother's Day.*

**Revision:** months, numbers, seasons, weather, clothes, festivals. *It's / It isn't (cold). He's / She's wearing (a coat).*

**Receptive language:** *Is it (summer)? What's the weather like? What season is it? What's (he) wearing?*

**Materials:** poster 1. Sheets of paper, slips of paper with names of the seasons, clothes and weather written on them.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Write on the board: *Seasons, Clothes, Weather.* Put slips of paper into a bag/box. Have pupils draw a slip, read the word and place it on the board under the proper heading.

### Working with the poster

- Cut out the seasons and months from the poster. Then hang the poster on the board and the cut-outs next to it.
- Point to the months and go through each one by saying it together with the pupils. Then point to each month and have pupils say its name.
- Number the months on the board. Explain to pupils that you will say numbers and they have to tell you what months they are. T: *Eleven.* Pupils: *November.*
- Place pupils in two groups. Say the letters of the alphabet and have groups say the names of the months starting with the corresponding letters. Assign one point for each correct answer.
- Then point to the names of the seasons and ask pupils to read them. Place the season cut-outs on the poster but in the wrong places. Point to the pictures and ask: *Is it (summer)?* Pupils say: *No, it's (winter)* and swap the (winter) and (summer) cut-outs on the board. Continue until all the seasons are in the right places.
- Distribute the cut-out months among pupils. Say a season and pupils with the month belonging to the season stand up, say the month and place it on the board under the proper season.
- Point to April, October and December and ask pupils what festivals are held during these months (Easter, Halloween, Christmas). Then point to February and the appropriate month and revise/introduce Valentine's Day and Mother's Day. You may also introduce other festivals held in your country.
- Point to all the different types of weather on the poster and ask: *What's the weather like in (autumn)?* Pupils: *It's (windy).* Explain, in L1, that sometimes all seasons can share different types of weather, e.g. it can be raining in spring, autumn and winter. Say: *It's stormy. What season is it?* Pupils: *(Spring), (Autumn), (Winter).*
- Point to the children on the poster and ask: *What's (he) wearing?* Pupils: *(He)'s wearing (a hat and a scarf).*
- Place pupils in four groups and give each group a sheet of paper. Assign each group a season and they will have to write the months and clothes associated with it in 30 seconds. The group that writes the most correct things wins. Repeat the activity by giving groups a different season to work with.

### TPR

Place pupils in two lines and put the slips of paper and names of the months from the poster in a box/bag. Have last pupils in each line run to the front. The first pupil to touch the board draws a word and must mime it and/or say sentences which will help their group guess the answer, e.g.: *It's windy. It's autumn. It isn't October.* Pupils: *It's November!* The group has three guesses to get a point.

### Ending the lesson

- Place pupils in small groups. Give each pupil in the group a sheet of paper. Explain that you will give each group a season for them to draw a picture about and to write the months it is in. Tell them they can draw the months, clothes or the weather. When pupils have finished, the groups come to the front of the class and describe their drawings as best they can. Place work on classroom display.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Poster 2

**Lesson aim:** to revise language from Unit 4 and learn new words.

**Target language:** *skyscraper, statue, subway, zoo.*

**Revision:** places in a town, prepositions of place. *There's / There isn't a (library). There are (two) (statues). It's (behind) the (cinema).*

**Receptive language:** *Is there a (park)? Do you want to see the (library)? Where's the (cinema)? What's your favourite place in New York?*

**Materials:** poster 2, CD 2. Pieces of paper, sheets of paper, flashcards with places.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Place the flashcards with places on the board and ask pupils to tell you what places they see. Then play track 2.6 and have pupils point to the flashcards as they sing the song.

### Working with the poster

- Hang the poster on the board but cover the words *New York* and ask pupils to guess the name of the city.
- Cover the names of the places on the poster with pieces of paper. Point to one place at a time and ask pupils to say its name. As pupils answer, uncover the name of the place. Then point to new places, uncover their names, say the words and have pupils repeat them after you.
- Place pupils in four groups. Explain that they have to guess what place you are thinking of after you have given them a small clue. T: *There are cakes there.* Pupils: *(A café).* Assign a point to the group who raise their hands first and answer correctly.
- Tell pupils you are going to write on the board the names of famous places in New York. Have pupils come to the board and complete the names with the words from the poster. Use the following names, omitting the words in brackets: *[Statue] of Liberty, The Metropolitan [Museum] of Art, Brooklyn [Bridge], Central [Park], East [River], The Bronx [Zoo], The Plaza [Hotel].*
- Ask pupils to stand in two lines towards the board. Ask: *Is there a (park)?* The first pupils in each line run to the board and the one who touches the board first says: *Yes, there is a (park)* and points to the right place on the poster.
- Ask pupils if they remember other names of places. Elicit and write on the board: *hospital, garage, shop, school.* Ask: *Is there a (hospital) in New York?* Pupils: *Yes, there is a (hospital).* Say: *Yes, there (are) (hospitals) in New York.* Continue with other places.
- Complete the list of places on the board with the names from the poster. Explain to pupils, in L1, that they are going to hold a survey about which place in New York they would like to visit most. Ask: *Do you want to see the (library)?* Pupils raise their hands. Write the number of raised hands in the list on the board. Have pupils look at the survey and tell you which place is the most popular.
- Revise the prepositions of place. Put the flashcards on the board to resemble a map, i.e. cinema next to hospital, school behind the cinema, etc. Then ask: *Where's the (school)?* Pupils: *It's (behind) the (cinema).*
- Place pupils in pairs and have each of them make three sentences about the map on the board, one of which should be false. Pupils: *There (isn't) a (hospital). There are (two) (cinemas). The (library) is (next to) the (school).* Pupils say the sentences to each other and guess which one is false.

### TPR

Ask pupils to think of a place presented on the poster. Have pupils come to the front of the class and pretend they are in this place. Other pupils guess what it is. Pupils: *It's the (subway).*

### Ending the lesson

- Ask pupils: *What's your favourite place in New York?* Pupils: *The (park).*
- Ask pupils what they would like to see in their town. Give each pupil a sheet of paper and ask them to draw a picture of what their ideal town would have and to write a few sentences about it. Place all work on classroom display.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Poster 3

**Lesson aim:** to revise language from Units 5 and 6. To learn new words.

**Target language:** *have dance lessons.*

**Revision:** days of the week, time, daily activities, hobbies. *I (get up) at (nine o'clock). It's (two) o'clock / half past (two). He/She (goes swimming) on (Monday).*

**Receptive language:** *What day is it today? What time is it?*

**Materials:** poster 3, CD 2. Level 1 and 2 flashcards with activities, routines and hobbies. A large wall clock. Slips of paper with times. Slips of paper for TPR activity. Two paper hands for the clock on the poster. A large sheet of paper for each group of pupils.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Shuffle all flashcards and explain that you will show them to the class and they have to tell you what daily routine or hobby they see.
- Then place pupils in pairs. Explain that one pupil has to mime a hobby or a daily routine for his partner to guess.

### Working with the poster

- Hang the poster on the board.
- Point to the days of the week and have pupils say each of them. Ask: *What day is it today?*
- Ask pupils to write three days of the week in their notebooks. Then place pupils in pairs. Explain that they have to say the days written in their notebooks for their partner to spell. Make sure pupils swap roles.
- Take out the large wall clock. Make different times on it and ask: *What time is it?*
- Place pupils in small groups. Explain that each group has to pick three slips of paper from the bag and draw the times written on them, e.g. *It's (three) o'clock.* Pupils draw a clock face showing three o'clock. The group that gets all the times correct wins. If all groups have all clocks correct, then the winner is the group that finishes first.
- Direct pupils' attention to the daily routines on the poster. Ask volunteers to tell you what activities they see.
- Explain to pupils that you will point to a daily routine and they have to say what time they usually do the activity. Pupils: *I (have a shower) at (half past seven).*
- On the board write: *She gets up at half past seven.* Place the paper hands on the clock on the poster using a pin or sticky tape. Make a time and point at a daily routine from the poster. Ask pupils to write the appropriate sentence: *(He) (gets up) at (half past seven).* Continue with other routines and times. Each time have volunteers read out their sentences.
- Direct pupils to the hobbies on the poster and have them say their names. Introduce the phrase *have dance lessons.*
- Place pupils in small groups. Have them look at all the hobbies for a minute. Then cover the poster and ask them to write as many hobbies as they can remember in thirty seconds. The group with the most hobbies written wins. Repeat the activity using daily routines.
- Point at pupils and make sentences about their daily routines and hobbies: *Look at (Mark). He (gets up) at (six) o'clock.* Pupils agree or disagree: *No, I (get up) at (seven) o'clock.*

### TPR

On the board write: *Go, Have, Do* with large spaces between them. Place pupils in three groups and give each the same set of slips of paper with the words which collocate with the verbs on the board. Say a word, e.g. *breakfast*, and pupils who have it must run to the board and stand under the proper verb. Assign a point to the group whose member does the activity first.

### Ending the lesson

- Play the song from Unit 6 (track 2.36) and have pupils mime to it.
- Place pupils in groups and give each one a large sheet of paper. Explain that pupils have to draw a few things they enjoyed learning about in Units 5–6 and to write a few sentences about them. Place all work on classroom display.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Poster 4

**Lesson aim:** to revise language from Units 3, 6 and 8.

**Revision:** action verbs, sports. *He's/She's (running). I like / don't like (swimming). He/She likes / doesn't like (dancing). Do you like (dancing)? Does (Pete) like (singing)?*

**Receptive language:** *Is (he) (juggling)?*

**Materials:** poster 4. Level 1 and 2 flashcards with sports and activities and a self-made flashcard depicting *juggling*. Sheets of paper, a large sheet of paper for each group of pupils.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Revise the names of sports from Unit 8 and activities from Units 3 and 6 in the "Guess and take it" game (see Resource Bank, page A21).

### Working with the poster

- Hang the poster on the board and cover all the people on the poster with pieces of paper.
- Distribute the flashcards among all the pupils (if necessary, give a flashcard to a pair). Say the names of the activities from the poster and have pupils with the corresponding cards come to the board and point to the relevant words. Each time uncover one picture to check the answer.
- Have pupils look at the poster. Point to particular people and ask: *Is (he) (juggling)?* Pupils answer: *Yes, (he's) (juggling) / No, (he's) running.*
- On the board write: *I like surfing and climbing. I don't like roller skating and riding.* Read the sentences to the class. Have pupils write a few sentences about what they like and don't like. Ask pupils to read their sentences to the class.
- Explain that the children on the poster are doing things they like. Point to the girl swimming on the poster. T: *Does she like (riding)?* Pupils: *No, she doesn't like (riding). She likes swimming.* Then point to the girl singing. T: *Does she like singing?* Pupils: *Yes, she likes singing.* Continue with all the items in this manner.
- On the board make a list of the sports/activities from the poster. Explain to pupils they have to pretend they are one of the children on the poster. Pupils answer your questions as you point to a sport/activity. Point to surfing and ask a pupil: *(Pete), do you like surfing?* (Pete): *Yes, I like surfing.* Write *Pete* and a tick next to *surfing*. Point to dancing and ask: *(Anna), do you like singing?* (Anna): *No, I don't like singing. I like dancing.* Write *Anna* and a cross next to *singing* and *Anna* and a tick next to *dancing*. Then, place pupils in pairs and have them take it in turns to ask each other the question: *Does (Pete) like (surfing)?* and answer it using the table on the board.
- Place pupils in different pairs than previously and have them choose activities and ask each other: *Do you like (swimming)?* Then have pupils write sentences about their friends to read to the class or to other pairs.
- Play "Simon Says" (see Resource Bank, page A24). Say sentences: *(Simon says:) I'm (running).*

### TPR

Play the game "Funny race" with the pupils (see Resource Bank, page A24). Say the same sentence to both teams each time. When you say: *I like (swimming)*, pupils move to their destination chairs performing the activity and say the sentence once they sit down. When you say: *I don't like (dancing)*, pupils run to their destination chairs backwards as fast as possible repeating the sentence until they sit down.

### Ending the lesson

- Place pupils in groups and give each one a large sheet of paper. Explain that pupils have to make a poster about sports/activities, using the one on the board as inspiration. Encourage them to be as descriptive as possible by writing sentences about their drawings as well. Place all work on classroom display.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## HOW TO USE THE DVD

### WHY IS IT WORTH TO USE A DVD?

DVD recordings are a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language fulfils its educational functions at all levels of understanding. Pupils may watch the same videos many times and each time their perception of the material they watch is enhanced.

### HOW IS THE DVD MATERIAL PRESENTED?

Each DVD contains four episodes presenting language material from two subsequent units in new situations. Occasionally new words are introduced with a clear presentation of their meaning. Each episode consists of three sections: *Song Time* (presentation of vocabulary), *Film Time* (fragment of a movie with a short text in English presented by a reader) and *Real Time* (presentation of introduced vocabulary in the context of everyday life). The main characters of the recordings are Ted and Lucy who sing and play together as well as talk to each other using words and phrases familiar to pupils.

### WHEN TO USE THE DVD RECORDINGS?

- To present new material. Pupils will not understand the entire text presented in the recording, but they will get the meaning of the pictures, sounds and the rhythm of the spoken language. They will remember some phrases, especially those which are often repeated.
- To revise the material. Children have got good short-term memory, but watching the same episodes again two months after new material was introduced will considerably stimulate their memorizing ability.
- To consolidate the covered material. The recordings include vocabulary and grammar structures introduced before and practised during lessons with the Pupil's Book.

### WHAT ARE THE TECHNIQUES OF WORKING WITH DVD?

- listening with the screen covered (*blind listening*)
- watching with the sound muted (*silent viewing*)
- singing songs along with the DVD

### HOW TO USE DVD RECORDINGS?

1. Watch the episode with pupils from the beginning to the end. Ask pupils if they have watched the film, the fragments of which they have just seen. Encourage pupils to say aloud the English words which they remember from the recording.
2. Watch the *Song Time* section again. You may watch this section a few more times until pupils are able to repeat words and gestures made by the characters.
3. Play the *Film Time* section. Ask pupils what it was about and ask them to say the English words which they remember. Watch this section again, stopping the recording after the questions, so that pupils could answer them. You may also play the recording with the sound muted and ask pupils to say words connected with the things they see.
4. Pupils complete the DVD worksheet corresponding to the recording.
5. At the end you may watch the *Song Time* section together again, making appropriate gestures along with the characters in the recording.

### WHERE CAN YOU FIND WORKSHEETS FOR DVD RECORDINGS?

The Teacher's Book (pages 99–102) includes special photocopiable DVD worksheets, which are described below.

#### DVD Worksheet 1, Units 1 and 2

Pupils complete the gaps under the pictures with appropriate words from the box.

- **Answers:** 3 *jumping*, 4 *swimming*, 5 *eating*, 6 *singing*.

#### DVD Worksheet 2, Units 3 and 4

1 Pupils look at the pictures of Ted and Lucy and match the sentences describing weather and feelings.

- **Answers:** *It's windy. Ted's angry. / It's sunny. Ted's happy. / It's stormy, Lucy's scared.*

2 Pupils find weather adjectives in the wordsnake, circle them and choose those that will match Lucy's smiling face. Then pupils draw the appropriate picture in the box.

- **Answers:** *windy, sunny, raining, hot, stormy, snowing, cold, cloudy; It's hot and sunny.*

#### DVD Worksheet 3, Units 5 and 6

1 Pupils match the insects with their names.

- **Answers:** 2 *beetle*, 3 *stick insect*, 4 *ant*, 5 *grasshopper*.

2 Pupils read the sentences and colour the boxes accordingly.

#### DVD Worksheet 4, Units 7 and 8

Pupils complete the gaps under the pictures with appropriate phrases from the box.

- **Answers:** 3 *Lucy likes reading*, 4 *Ted likes dancing*, 5 *Lucy likes tennis*, 6 *Ted doesn't like riding*.

## RESOURCE BANK

### FLASHCARD GAMES

#### Which card is this?

Cut out a small square in the middle of an A4 sheet of white paper. Cover the flashcards with this sheet of paper in such a way that pupils can see only part of the picture in the cut-out hole. Ask pupils to guess what the cards present.

#### Observation

Show pupils a flashcard, but do it quickly. Then ask them: *What's this?* The pupils' task is to name the object presented in the card. If pupils fail to guess it the first time, show them the card again a little slower than before.

#### Guess and take it!

Hold up a flashcard. The pupil who is first to say the word presented in the card may take it. The pupil who collects the highest number of cards wins.

#### Echo

Make sure that pupils are familiar with the echo phenomenon. Show pupils the flashcards and speak out relevant words. Ask pupils to repeat the words after you a few times quieter and quieter, like an echo.

#### Remember and say it!

Stick four or five cards to the board. Ask pupils to remember what they present. Then, remove the cards from the board and ask pupils to say the names. Repeat with other cards.

#### Remembering the order

Select four flashcards from the same topic and stick them to the board. Ask a few volunteers to look at the pictures and say the names of the objects presented. Then, ask pupils to remember the order in which the cards are placed on the board. Stick the cards face down on the board and ask pupils to say the words in the correct order.

#### What's missing?

Stick the flashcards on the board. Give pupils a few minutes to remember the order in which they are placed. Then, ask pupils to close their eyes and remove one of the cards. Ask them: *What's missing?* Pupils identify the missing card.

#### Snap!

Prepare flashcards from one vocabulary group. Say or write on the board one word from the group. Show pupils all cards from the group. When pupils see the card with the picture corresponding to the word, they call: *Snap!*

#### Which card have you got?

Select a few flashcards and give them to pupils. Ask them to pass the cards on in such a way that they cannot see what they show. At some point say: *Stop*, and ask: *Who's got the (apple)?* The pupil who has the card you asked for says: *Me!*

#### Where is this card?

Stick the flashcards all over the classroom. Say the words and pupils point to appropriate cards.

#### Listen and pass it on!

Distribute the flashcards with selected words among pupils (e.g. one card per desk). Speak out sentences including the selected words and ask the pupils to pass appropriate cards to you.

#### Standing up

Hand over the cards from one set, e.g. with animals, to particular pupils. Say the names of the animals aloud. The task of the pupil holding the card presenting the animal you named is to stand up when he/she hears the name and to show the picture to the other children.

#### Raise your card

Distribute the cards among pupils. Tell pupils a short story in English. When a pupil hears the word depicted in his/her card, he/she raises it up.

#### Yes!/No!

Show pupils the flashcards and ask them to name the pictures together with you. Then, show pupils the cards in such a way that only they can see the pictures. Say a word in English. The pupils' task is to say aloud: *Yes!* if the picture shows the word you said. If the picture does not show the given word, pupils say: *No!* Continue providing words until all the pictures are correctly named.

#### Numbers

Stick five flashcards on the board, e.g. with food. Ask one pupil to come to the board and to write numbers under appropriate pictures following your instructions, e.g.: *The (chicken) is number (one)*. Do the same with the four remaining cards. Then, ask particular pupils: *What's number (three)?*

#### Charades

If it is possible, ask pupils to sit in a circle. Give one pupil the entire set of cards, e.g. related to food. Play some music. Pupils pass the set on when they hear the music. Stop the recording. Then, the pupil who holds the set stands up, selects one card and mimes the word (e.g. if he/she had chosen a picture of a banana, he/she mimes peeling it and eating it). The task of the others is to guess the word. The card described is taken away and the game goes on.

#### Which is different?

Stick a set of five cards to the board: four from the same group and one from a different group. Ask pupils: *Which is different?* the pupils' task is to find the odd card as quickly as possible.

#### Categories

Revise the vocabulary belonging to two topics, e.g. animals and food, using the flashcards. Show pupils the flashcards and check if they can provide correct names. Then, divide pupils into two groups and ask them to recall as many words belonging to one category as they remember. Award the team with one point for one correct answer.

#### Pass the question

Stand in a circle with your pupils. Have six flashcards (e.g. with food words) ready. Pass one flashcard to the pupil on your right and ask: *Do you like (cheese)?* The pupil replies *Yes, I like (cheese)* or *No. I don't like (cheese)* and passes the flashcard to the next child, repeating the same question. Pass a different flashcard to the pupil on the left and ask: *Can I have (carrots), please?* The pupil says *OK, carrots* and passes the flashcard to the next child, repeating the same question. Once the pupils have passed the flashcards round both ways, add new flashcards and questions. The game ends when all the flashcards are handed back to you.

#### Word chain

Place all clothes flashcards on the board. Point to the pictures and ask the children to name the items. Think of a specific flashcard and say: *I'm wearing a (raincoat)*. Throw a soft toy ball towards a pupil, who should repeat the sentence adding another clothes-related word *I'm wearing a (raincoat) and (wellies)* and passes the ball to another child. The game ends when all the flashcard words have been used. The game may be used to revise other word categories or structures, e.g. *I've got ..., I like / don't like ...*

### Repeat if it's a match

Place e.g. food flashcards on the board. Point to a flashcard and say a word. The children repeat it, if it matches the pictures; if it does not, they stamp their feet. As the game progresses, you may use sentences instead of single words, e.g. *(She) likes / doesn't like (peas)*.

### Different charades

Draw a girl and a sad face on the board. Attach a flashcard next to the pictures, e.g. with a food item. The children look at the board and 'read' the sentence: *She doesn't like (peas)*. Have a volunteer write the food word or the whole sentence on the board. Repeat the exercise writing *He* on the board and drawing a smiling face. Pupils: *He likes (pizza)*. Continue the game using similar charades. You may also divide the pupils into two teams, award them a point for each correct guess and two points for each correctly written sentence.

## FLASHCARD AND WORD CARD GAMES

### Match the cards

Stick word cards belonging to one group on the board in one column. Stick a shuffled set of corresponding flashcards in another column. Ask pupils to come to the board one by one and match the flashcards with the appropriate words.

### Mime the word

Stick five or six word cards to the board in one row. Prepare the corresponding flashcards and ask certain pupils to come to the board and place the pictures under the appropriate word cards. When all cards are correctly matched, point to particular words and encourage pupils to read them together. Then, take off the flashcards. Ask one pupil to come to the board and point at the word to be mimed. Do the same with the other words.

### Find a match

Prepare five flashcards and five corresponding word cards. Distribute them among pupils and then ask them to come to the front of the class. Explain to them that you will count to ten (or fifteen, if pupils know these numbers) aloud together with other pupils and during this time they have to find their match. When they find their partners, pupils stand up and raise their cards.

### Bingo!

Ask pupils to prepare four or five word cards related to the topic you suggest. Raise the word cards, saying the name of the depicted object. The pupils' task is to mark in their sets the words which they saw in the pictures. The pupil who marks all the pictures calls: *Bingo!* Then, ask the winner to read out the marked words. You may continue the game with the other pupils.

### Music cards

Prepare a recording with music. Distribute shuffled flashcards and corresponding word cards among pupils. Play the recording. The pupils' task is to pass cards on one to another. When you stop the music, the pupils holding word cards stand up and read the words aloud. The pupils with flashcards stand up upon hearing a word corresponding to their picture.

### Draw the word

Place a set of word cards on the desk. Draw a box on the board. Ask a pupil to pick up the first card and draw the object mentioned in the card in the box on the board. Other pupils guess the word. When they guess the word, the pupil shows the word card to the class.

### Read and say *Stop!*

Prepare a set of flashcards and word cards. Place a chosen flashcard on the board and ask pupils to name it. Show the word cards one by one. Have the pupils read the words to themselves and say *Stop!* when they see a word that matches the flashcard. Place the word card on the board and read it out loud with the children. Continue the game with the other cards.

### Wandering circle

Pupils stand in a circle. Hand out flashcards (e.g. with food words) and matching word cards. Say a word. Children with matching flashcards and word cards hold them up and repeat the name. If they are correct, say *Start*. Pupils holding up cards run into the middle of the circle and firstly they swap flashcards for word cards, and then they swap places in the circle. Continue the game with a different word. As the game progresses, say a few words at a time and repeat words already used.

### Find a match 2

Prepare the same number of flashcard and word card pairs as there are pupils in class (optionally use one set of cards per pair of pupils). Hand them out and have the children walk around the class and ask: *Have you got a ...?* to find their match. Pupils place flashcard and word card pairs on the board.

## WORD CARD GAMES

### What's in the envelope?

Prepare word cards (e.g. with family members and favourite things), divide them into three piles and put them in envelopes. Assign each row of desks a sentence type, e.g. row 1: affirmative sentences, row 2; negations and row 3: questions. Pass an envelope to the first child in each row and play some lively music. Pupils pass the envelope from desk to desk. Stop the music. Each child holding an envelope opens it, picks a word, shows it to the other pupils and says a correct sentence.

### Draw the word

Place a set of word cards on your desk, face down. Draw a picture frame on the board. Ask a pupil to take a card and draw the object from the card in the frame. The other pupils have to guess the word. Once they guess, a volunteer writes it on the board while the first pupil shows the class the card to check spelling.

### All mixed up

Divide the class into small groups and give each group a set of various word cards (from different units). Ask the children to separate the cards into different categories (e.g. colours or classroom objects). The group which finishes first wins.

### Word snake

Divide the class into two teams (or more). Prepare word cards which pupils are familiar with. Choose a few words and write them on the board as a word snake (e.g. BLUEEDGREENORANGEBLACK). The children in each team have to identify all the words and write them down on a sheet of paper. The group that finishes first chooses two pupils, who go to the board, choose the correct word cards and put them on the board in the right order. Award the team a point per each correctly identified word.

### Board race

Divide the class into two teams (or more). Place word cards (a dozen or so, to make the game interesting) on the board. Have one pupil per team come forward. Say the word from one of the cards. The first child to touch the correct card on the board wins a point for their team.

### Oops!

Divide the class into a few teams. Write *Oops!* on several slips of paper and mix them with word cards (related to one or more topics) in a bag or box. Each pupil picks a word card and reads the word out loud. If they are correct, they keep the card and win a point for their team. If incorrect, you keep the card. If they pick *Oops!*, they don't win a point. To make the game more exciting, you may take away all cards and points won by a team if one of the team members picks *Oops!*

## GAMES WITH A PUPPET / SOFT TOY

### Words and scenes

Using a soft toy, speak out a new word in English and ask pupils to perform a simple task, e.g. *Find something red. Stand up. Pick up a rubber. Point to...* *Touch something...* etc.

### Questions

Using a soft toy, ask pupils simple questions, e.g.: *What's your name? What color is it? Have you got a pencil? Do you like cheese?*

### Can I have ..., please?

Distribute flashcards to pupils. Ask them to name objects presented in the cards. Then, using a soft toy ask for particular cards: *Can I have the (bird), please?* The pupils' task is to give appropriate card to the toy.

### Pass the soft toy

If it is possible, ask pupils to sit in a circle. Play the recording of the song you want to revise and ask pupils to pass the soft toy to one another when they hear music. When you stop the recording, the task of the pupil holding the toy is to say a word or a line from the song. Start the recording again.

## GAMES WITH SONGS AND CHANTS

### Sing and respond

Provide a few pupils with one word they have to remember. (The words should come from the song or chant you want to revise.) Play the recording and ask pupils to stand up and sing and sit down when they hear their word.

### Sing and stand in the correct order

Use the flashcards with objects appearing in the song you want to revise. Ask a few pupils to come to the board. Give them the cards. Explain to pupils that their task is to listen to the lyrics carefully and to stand in the order in which the words from their cards appear. The other pupils sing the song.

### Performances

Select a few songs or chants for which you can prepare simple costumes or props. Teach pupils to show the content of the song or chant with gestures or mimics. Invite parents, teachers or pupils from other classes to a mini-performance.

### Say and show

The pupils stand up at their desks or in a circle. Ask them to shake their hands to relax the fingers. Say a chant, using gestures: *Mum and dad are very tall.* (Point to your middle and index fingers.)

*Brother is big* (Point to your ring finger.)

*and sister is small.* (Point to your little finger.)

*Where's grandma? Where's granddad?* (Shrug.)

*I don't know.* (Shake your head.)

Explain any new vocabulary and repeat the chant. Encourage the pupils to chant together and to use gestures.

## TPR ACTIVITIES IN THE CLASSROOM

### What does the picture present?

Distribute small sheets of paper among pupils and ask them to draw on them one object from the covered material, e.g. food. Collect the papers and stick them to pupils' backs without revealing to them what the pictures present. The aim of the game is to stimulate pupils to ask questions, thanks to which they will be able to guess which picture they have on their backs, e.g.: *Is it a (banana)?* Pupils may walk around the classroom or play in pairs.

### Telephone (Chinese whispers)

Divide pupils into two groups. Pupils stand in two rows. First pupils in each row should stay close to the teacher's desk. Put flashcards belonging to two categories, e.g. food and animals on the desk. Whisper one word from different categories (e.g. *1 – bread, 2 – cat*) to the two last pupils in the rows. Say: *Start!* Pupils whisper the word one to another to the first pupil in the row. The task of this pupil is to select the appropriate picture card from the pile lying on your desk and show it to you. A team scores one point for every correctly chosen card. Then the first pupil in a row goes to its end and the game goes on.

### Alternative bingo

Ask each pupil to draw a picture presenting a word from a certain vocabulary group (e.g. animals). While pupils are drawing, write words belonging to this vocabulary group on small pieces of paper and put them in a box or a bag. Ask pupils to stand up. Pick up one piece of paper at a time and read out the word. The pupils who drew the corresponding animal or object should sit down. Continue until you use all the pieces of paper.

### How many of us are there?

Play a recording with lively music and ask pupils to move around the classroom in a particular way (jumping, walking, dancing). At some point stop the music and say a number between 2 and 5 in English. Pupils have to form groups composed of the appropriate number of people. Pupils who have not joined any group have to wait one turn. Continue the game. If pupils feel confident, say numbers between 6 and 10.

### Catch and say it!

Ask pupils to stand in a big circle. Say a category of vocabulary (e.g. *food*) aloud and throw a soft toy ball to a selected pupil. The pupil has to say a word from the category you chose. If the pupil doesn't catch the ball or say the appropriate word, he/she has to sit down. Continue the game until all pupils sit down.

### Pass the ball

Ask pupils to sit in a circle. Choose a category of vocabulary. Give pupils a small soft toy ball and ask them to pass it from hand to hand. Every pupil who receives the ball has to say a word belonging to the chosen category – if he/she fails to do so, he/she drops out of the game.

### The ball is burning

Pupils standing in a circle throw a ball or a soft toy to one another and name the colours. The ball or soft toy shouldn't be caught when somebody says: *Black!* If despite that, somebody catches the ball, he/she kneels or squats down and continues playing. When he/she catches the ball properly in the next turn, he/she stands up.

### Guessing game: pictures

Ask one pupil to slowly draw on the board a picture presenting a new word from the current lesson. Other pupils try to guess what the picture presents and say the appropriate word. The pupil who guesses the word first draws the next picture.

### I name it and you point to it

Pupils sit in a circle. In the middle place a few flashcards belonging to one vocabulary group. Ask pupils to keep their hands behind their backs. Say a word presented on one of the cards placed in the middle of the circle. The pupils' task is to touch it as quickly as possible. You can divide the class into teams and award points to the group whose representative touched the card first. Pupils may also play this game in pairs or in small groups.

### Simon says

Give pupils simple instructions. Warn them, however, that they can follow the instructions only when these are preceded by the phrase *Simon says*, e.g. when you say: *Simon says: Jump*, pupils can jump, but when you say only: *Jump*, they cannot move (explain pupils that Simon is a king who gives them commands). The pupil who makes a mistake loses one point. Vary the speed of instructions – to make the game more interesting. Later you may ask pupils to give instructions. Instead of the name *Simon* you may use the word *teacher*, your name, or the name of a toy or puppet, if you use it.

### Hot, cold!

Have three familiar items (e.g. classroom objects) ready. Remind pupils of the meaning of *hot* and *cold*. Ask two volunteers to leave the classroom. The other pupils hide the items according to instructions from the teacher, e.g. on/under the chair. When the volunteers come back, ask them *Where's the (ball)?* The pupils look for the objects while the other children say *hot*, if they get close to the hidden object, or *cold*, when they move away from it. When the pupils find the item, they have to describe its location, e.g. *The (ball) is (on) the (chair)*.

### Repeat after me!

Pupils work in pairs. Pupil 1 asks a question, e.g. *What's your name? How old are you?* while expressing a feeling (sadness, happiness, anger, etc.) and Pupil 2 replies, mimicking the same feeling. Pupils swap roles and continue the exercise.

### Look and show

Pupils stand up at their desks. Raise a set of flashcards (e.g. with toys) so that only the children can see them. Have them look at the first flashcard. The pupils show its meaning using gestures and you have to guess what it is. Continue the game with a few other flashcards, then have volunteers take your place.

### Listen and point!

Place a few flashcards (e.g. for each of family members and favourite things) in various places in the classroom. Play lively music and ask the pupils to stand up and dance. Stop the music and say various sentences (affirmative, negations or questions) using flashcard words. The pupils listen and point to the correct flashcards.

### Who am I?

Hand out slips of paper. Ask the pupils to write the names of animals in capital letters on them. Collect the slips, shuffle them, then attach (e.g. with a paper clip) one on each pupils' back. Have the children stand up, walk around the class and ask each other questions (e.g. *Can I (walk)?*), to guess what animal they are. The game may be used to revise other word groups or structures, e.g. *Is it a (scooter)? I Have you got a (scooter)?*

## TEAM GAMES

### Picture charades

Divide the class into 2 teams. Invite one representative of each team to the front of the classroom. Show each of them the same word card or whisper to them the same word. Pupils draw on the board pictures presenting the word. The team which is the first to guess the meaning of the picture and provides the correct word scores one point.

### Funny race

Divide the class into 2 teams. Each of the teams stands in a row behind one chair, placing another chair a few meters away. One pupil of each team sits on the chair standing at the front of the row. Give each group different names of activities (*jump, clap, stamp, dance*, etc.). Pupils have to move from the chair they sit on to the other one belonging to their team while performing the activity. The pupil who follows the instruction correctly and sits on the second chair first scores one point for his/her team.

### Board race

Divide the class into two teams. On the board draw a long racetrack divided into a number of stages corresponding to the number of questions prepared. Use pieces of colorful paper or magnets as pawns (one for each team). Ask pupils questions, e.g. show them flashcards, story cards or objects located in the classroom and ask: *What's this? How many?* the pupil who provides the correct answer scores one point for his/her team and may move the pawn to the next field. The team which reaches the finishing line with the highest score is the winner.

### Answer and draw points

Divide the class into two teams. Invite representatives of both teams to the board in turns. Quietly give them particular words and ask them to draw appropriate pictures on the board. If the picture depicts the word correctly, the pupil rolls the dice or spins the spinner and scores the indicated number of points for his/her team.

### Parachute

Divide pupils into two teams. On the board draw a big falling parachute with a parachutist. Think of a word from the current unit and draw as many strokes or lines attached to the parachute, as many letters there are in the word. Pupils from both teams try to guess the word. For each incorrect answer erase one of the lines. Grant points to the teams when they provide a correct answer. When you erase all lines before the word is guessed, the team who answered last loses a point. In order to make the game more dramatic, draw a shark emerging from the sea below the parachutist.

### Hanging the laundry

Cut out the shapes of some clothes from cardboard in various colors. On the board draw a line and stick the clothes there. You can also hang pieces of cardboard on a real washing line spread between two places in the classroom. Allow pupils to examine for a while the order in which the clothes are hung, then take them off the string. Ask pupils to draw clothes in their notebooks in the same order in which they saw them before. If there is no time to draw, ask pupils to give names of the clothes in the correct order. You may also divide the class into 2 teams and award points to the team which provides the correct answer first.

### Repetition game

Divide the class into two teams. Invite one pupil from each team to the front of the class. Stick a few flashcards to the board and number them. Ask a pupil to provide the number of a picture on the board. Roll the dice or spin the spinner. The pupil has to repeat a given word the stated number of times. For correct performance of the task, the pupil scores for his/her team the number of points equal to the number on the die or spinner.

### Team quiz

Show pupils a set of 10 flashcards and ask them to name the objects presented. Raising each of the cards, ask: *What is it?* The pupils' task is to name the picture: *It's (a boat)*. Stick the cards face down on the board. Behind the cards write numbers from 1 to 10. Divide pupils into two teams. Say the names of the objects on the back of the cards aloud. The pupils' task is to guess which number represents a specific picture. Reveal the card to which the pupils have pointed: if the answer is correct, the team scores 2 points. If the answer is incorrect, it's the turn of the other group to guess. The game continues until all cards are revealed.

### Noughts and crosses

Divide the class into two teams: 'noughts' and 'crosses'. Draw the grid for noughts and crosses on the board. Place one card in each field of the grid, face down to the board. Ask a pupil from the first team to reveal one card. If the pupil can say the correct word, he/she may take the card and place the sign of his/her team in that field. Then the pupil from the other team does the same. The winner is the team which manages to put 3 signs in a row.

### Listen and touch!

Divide the class into two teams. Stick a certain number of flashcards to the board. Ask one pupil from each team to stand in front of the board. Say one of the words presented on the cards on the board. The pupil who touches the correct card first scores one point for his/her team. Repeat with other pupils and cards.

### Guess the name

Divide the class into two teams. Ask one pupil from each team to come to the front of the class and stand with their back towards you. Hold up a flashcard, count to three and say: *Turn around*. The pupil who turns around first and says the correct word scores one point for his/her team. Repeat with other pupils and cards.

### The first one wins

Divide the class into two or three teams. Have the pupils stand in rows facing the back of the room. Put the same object (*a pen, apple* etc.) on each desk. Explain that you'll give the children instructions, e.g. *Put the pen under the table*. Explain the meaning of *put* if necessary. The pupils in each team have to place the objects in the correct place and return to their team as fast as possible. The first pupil to do the activity correctly wins a point for their team. Use prepositions of place: *on, under, next to, in*. The exercise can be made more challenging if you add another object, e.g. a chair.

### Up, down

Have children stand in a circle. Divide them into two teams and place them in two lines. The first pupil in each row gets a flashcard and starts the game when you say *Start!* The rule is for the children to pass the flashcard to the next pupil as fast as possible, sometimes overhead, sometimes through their legs, saying the flashcard word at the same time. The last pupil in the row brings the flashcard back to you and says its name out loud.

### Listen and act!

Divide the class into six groups and assign an animal name to each one. Pupils stand up at their desks. Give instructions, e.g. *Jump – bears*. The group that hears its name called out acts out the instruction. When pupils become familiar with the game, give instructions to more than one group, e.g. *Run – zebras, tigers, giraffes*.

# Pre-coursebook period

## Lesson 1

**Lesson aims:** to revise language from Level 1. To be able to introduce oneself. To integrate the peer group. To revise classroom commands.

**Target language:** *How are you? I'm fine, thanks. Are you (Katrina)? Yes, I'm (Katrina) / No, I'm (Anna).*

**Revision:** *Hello! What's your name? My name is (Anna). Come here. Open/close the door. Open your books. Write. Say. Read.*

**Materials:** CD1. Name tags. Sheets of paper. Optional: Worksheet 1 for each pupil.

### Starting the lesson

- Greet the children in English saying: *Hello!* Encourage them to reply: *Hello, teacher!*
- Remind pupils that we use *What's your name?* to ask people their names and answer with *My name is*. Bring a few pupils to the front and have them stand in line. T: *What's your name?* Pupil 1: *My name's (Pete)*. Help pupils say their name. Explain that each pupil has to ask the nearest person *What's your name?* Monitor and help. Then say aloud *What's your name?* and have pupils repeat after you. Point to yourself and say *I'm (Katrina)*. Again have pupils repeat after you but with their own names.

### Presentation: How are you?

- Explain that we ask *How are you?* out of politeness and answer *I'm fine, thanks*. Go around the class asking and having pupils answer. T: *How are you?* Pupil: *I'm fine, thanks*.
- Play the *Hello* chant (track 1.2) once. Repeat it and encourage pupils to say it with you.

Hi, hello, how are you?  
Fine, thanks, and you, and you?  
I'm fine, too. I'm fine, too!

1.2

- Replay the chant until pupils feel comfortable to say it along with the recording; you may then use the karaoke version (track 1.3).

### Groupwork: Ask each other

- Give each pupil a name tag and ask them to write their names on it. Have pupils form small groups and stand in circles. Explain that they have to ask the person on their right what their name is. Pupil 1: *What's your name?* Pupil 2: *My name's (Paul)*. Pupil 1: *How are you?* Pupil 2: *I'm fine, thanks*. Pupils change groups and repeat the activity.

### Presentation 2: Are you (Katrina)?

- Explain to pupils, in L1, that if we don't remember a person's name we use *Are you (Katrina)?* and that the answer is usually *Yes, I'm (Katrina)* or *No, I'm (Penny)*. Ask pupils *Are you (Pete)?* intentionally using correct and incorrect names. Help pupils answer.

### Groupwork: Are you (Katrina)?

- Have pupils form small groups and stand in a circle. Then ask half the group to swap name tags. Explain that they are going to ask each other *Are you (Katrina)?* They have to use the name they see on the name tag. Pupil 1: *Are you (Pete)?* Pupil 2: *Yes, I'm (Pete) / No, I'm (Paul)*. Help and encourage the pupils as they do the activity.

### Game: Simon says

- Mime *open/close the door, come here, open your books, write, say and read*. As you mime ask pupils if they remember the actions. Then say a command for pupils to mime. T: *Write*. Pupils mime writing.
- Explain to pupils that you are going to play "Simon Says" (see Resource Bank, page A24) using classroom language. T: *Simon says: Read*. Pupils mime reading.

### Presentation 3: Goodbye

- Mime opening a door and coming in. T: *Hello, pupils!* Pupils: *Hello*. Then mime opening the door and going out. T: *Goodbye, pupils!* Pupils: *Goodbye*.
- Ask the children to form a row while standing. Then split them into two teams. Explain that they are going to say goodbye to each other. Stand next to one of the teams and demonstrate how you say goodbye. Have teams stand in rows facing each other. The pupils copy your movements by shaking hands with a pupil from the other team and saying: *Goodbye*.
- Explain that pupils are going to hear a chant to mime to. Play track 1.4.

Goodbye, goodbye, it's time to say goodbye!  
Goodbye, goodbye, see you next time!

1.4

- Replay until pupils feel comfortable to say it along with the recording. If pupils feel confident, you may use the karaoke version (track 1.5).

### Ending the lesson

- Place pupils in pairs. Explain that they have to give each other a classroom command to mime. Pupil 1: *Read*. Pupil 2 mimes reading. Ensure that partners swap roles.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

- Place pupils in pairs. Explain that they have to ask each other what their names are, ask how they are and then say goodbye.
- Have pupils say a classroom command and intentionally mime the wrong one for them to correct you. Pupils: *Read*. Teacher mimes writing. Pupils: *No! Read!*

### Progress assessment

- Photocopiable materials, Worksheet 1 (page 78). The guidelines for using the worksheet can be found on page 73.

## Lesson 2

**Lesson aims:** to revise language from Starter A & B.

**Revision:** colours, classroom objects. *It's my/your pencil. This is my/your rubber. What's your name? My name's (Paul). How are you? I'm fine, thanks. Are you (Pete)?*

**Receptive language:** *What's this?*

**Materials:** CD1. Classroom objects. Sheets of paper. Optional: Worksheet 2 for each pupil.

### Starting the lesson

- Greet the children in English saying: *Hello!* Encourage them to reply: *Hello, teacher!* Say the *Hello!* chant.
- Go around the class asking pupils: *What's your name? How are you? Are you (Pete)?* Place pupils in pairs and have them ask each other their name. Pupil 1: *What's your name?* Pupil 2: *My name's (Paul)*. Pupil 1: *How are you?* Pupil 2: *I'm fine, thanks*.

### Revision: classroom objects

- Write the names of the classroom objects on the board. Go through each one and have pupils repeat after you and point to an item representing it.
- Pick up a pencil and rubber and say: *This is my pencil and this is my rubber*. Explain to pupils, in L1, that *my* always comes before the noun. Point to your chair, bag and board. T: *This is my chair. It's (yellow). This is my rubber. It's (blue). This is my bag. It's (red)*. Explain to pupils, in L1, that when we point to something we usually say *This is*. Walk around the class and point to different objects. T: (points to a pencil). Pupil: *This is my pencil*.

### Game: Show and tell

- Have pupils take a few of their classroom objects and form small circles. Explain that they have to show the group members their objects using *This is my*. Pupil 1: *This is my (bag)*. Walk around the groups and help pupils. Extend the activity by having them use colours to describe their objects. Pupil 1: *This is my (bag). It's (red)*.

### Revision: This is your pencil.

- Explain to pupils, in L1, that when something belongs to our partner we say *This is your (pencil)* and that *your* goes before the noun.
- Have a volunteer pupil come to the front of the class with a few of his objects. Give him your pen, rubber and book while he gives you his objects. Slowly hand them back. T: *This is your (pencil). This is your (rubber). This is your (ruler)*. Have the pupil return your objects using the same structure.
- Then explain, in L1, that when we ask *What's this?*, we usually answer with *It's*. Pick up a pencil. T: *What's this?* Pupils: *It's a pencil*. Then walk around the class, picking up pupils' objects. T: *What's this?* Pupil 1: *It's my (rubber)*.

### Game: This is my rubber. This is your pencil.

- Have pupils choose a few classroom objects and place them on their desks. Explain that they have to tell their partners what objects they have. Encourage them to describe their objects using colours if they can. Pupil 1: *It's a pen. It's yellow etc*.
- Then have pupils mix the objects on the desk. Explain they have to select an item and say whose it is. Pupil 1: *This is your (pen). This is my (book)*.

### Game: Find the objects

- Have pupils give you different classroom objects. Once you have collected something from every child, have them close their eyes and place the objects in different parts of the classroom. Place pupils in four or five groups. Explain that you will say an object for them to find. The group that collects the most items wins.

### Ending the lesson

- Give pupils a sheet of paper each and have them draw two classroom objects. Explain that one is theirs and the other one is their partner's. When they have completed their drawings, have them show the drawings to their partners and talk about them: *It's my (chair). It's (blue). It's your (book). It's (white)*.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

- Point to a classroom item and intentionally say its name incorrectly for pupils to correct you. T: (points to bag). *It's a book!* Pupils: *No! It's a bag!* Continue with all items taught.
- Place pupils in pairs. Explain that they have to point to an item for their partner to say its name. Pupil 1: (points to book). Pupil 2: *It's a book*.

### Progress assessment

- Photocopiable materials, Worksheet 2 (page 78). The guidelines for using the worksheet can be found on page 73.

## Lesson 3

**Lesson aims:** to revise language from Starter A & B.

**Revision:** numbers 1–20, plurals, classroom objects. *There's a (pencil). There are (desks). It's my (book).*

**Receptive language:** *What's this? How many (books)? Count (the bags), please.*

**Materials:** Self-made flashcards with numbers, flashcards with classroom objects (from Starter A & B or self-made), sheets of paper, a CD with lively music. Optional: Worksheet 3 for each pupil.

### Starting the lesson

- Greet the children in English saying: *Hello!* Encourage them to reply: *Hello, teacher!* Say the *Hello!* chant.
- Go around the class and point to different items pupils have. Encourage them to answer using *my*. T: *What's this?* Pupil: *It's my book.*

### Revision: numbers and plurals

- On the board place the number and classroom object flashcards. Point to each item and have pupils repeat. Ask pupils, in L1, if they remember how the plural is formed. Then pick up three pencils. T: *How many pencils?* Pupils: *Three pencils.* Write *Three pencils* on the board. Continue with a few more items.
- Place self-made number flashcards (11–20) next to classroom object flashcards, e.g. 12 / book. Point to the first cue and say: *Twelve books.* Have pupils repeat after you. Then point to the other cues and have pupils say the number and object.

### Game: Draw and ask

- Give pupils a sheet of paper and ask them to draw different classroom objects on it, but more than one of each, i.e. four rubbers, six rulers and so forth. Encourage them to use the numbers up to 20. Pick up a random drawing and show it to the class. T (pointing to objects in the drawing): *How many (books)?* Pupils: *(Eight) (books).* Continue with a few more objects.
- Place pupils in pairs. Have one of them point to his/her partner's pictures and the other one say: *(Two) (crayons).* Ensure pupils swap roles. Have them place their drawings on the side for the next game.

### Revision: There is/are

- On the board draw a pencil and six pupils. Under the pencil write: *There's a pencil.* Under the pupils write: *There are six pupils.* Remind pupils, in L1, that we use *There's* and *There are* to talk about what there is in a place.
- Pick up a drawing from the previous game and describe it to the pupils using *There / are*. Continue with a few more drawings, encouraging pupils to join you as you describe each picture.
- Place pupils in small groups and have them sit in circles. Ask them to place a few of their classroom items in the middle. Explain that each member has to say what there is/are in the circle.

### Game: There's a book. There are bags

- Place pupils in pairs and have them describe their drawings using *There is/are*. Pupil 1: *There are three books.* Pupil 2: *There's a ruler.* Explain that they can look at the board for help. Walk around the class to help pupils with the grammar structure. Have pupils place their drawings on the side for the next game.

### Revision: Count the bags

- Pick up six bags and four books. T: *How many bags?* Pupils: *Six.* T: *Count the bags, please.* Pupils and T: *One, two, three,* etc. As you count with the pupils, point to the objects. Continue with different objects from around the classroom.
- Collect a few notebooks, rubbers, pencils and other classroom items. Explain to pupils that you are going to say a classroom object and they have to count and tell you how many there are. T: *Desks.* Pupils: *There are twelve desks.* Hold up the pencils so that pupils can see how many there are. T: *Pencils.* Pupils: *There are ten pencils.*

### Game: Count, please

- Place pupils in pairs. Explain that they have to count the objects they have drawn at the beginning of the lesson. Pupil 1 points to objects and Pupil 2 counts: *One, two, three,* etc.
- Have pupils swap drawings or partners and continue.

### Ending the lesson

- Play a game of *How many of us are there?* (see: Resource Bank, p. A23) using numbers between 1 and 20 in English.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

- Ask pupils to take out their notebooks and draw the objects you say. T: *(Three) (books), (Two) (boards)* and so forth. Extend the activity by telling pupils what colour to colour them in. T: *Three blue books.* Have pupils check their answers with their partners.
- Ask pupils, in L1, what classroom objects they have at home and in their bags. Have them draw their desks or bags with items they have and write a few sentences if they can. Have them tell their partners what they have drawn, using *There is/are*. Place all work on classroom display.

### Progress assessment

- Photocopiable materials, Worksheet 3 (page 79). The guidelines for using the worksheet can be found on page 73.

## Lesson 4

**Lesson aims:** to revise language from Starter A & B.

**Revision:** colours, food. *I like / don't like (chicken). What's your favourite colour/number/food? My favourite colour/number/food is ...*

**Receptive language:** *What colour is it? What do you like? Do you like (carrots)?*

**Materials:** Self-made flashcards with colours, flashcards with classroom objects (from Starter A & B or self-made), flashcards with food (from Starter A & B and Level 1 or self-made). Sheets of paper. Optional: Worksheet 4 for each pupil.

### Starting the lesson

- Greet the children in English saying: *Hello!* Encourage them to reply: *Hello, teacher!* Say the *Hello!* chant.
- Explain that you will say silly questions and answers for the pupils to correct. T: *What's your name? It's my pencil.* Pupils: *No! My name's (Anna).* Continue with as many combinations of taught material as possible.

### Revision: colours

- Place flashcards with colours on the board. Point to each colour, say it and have pupils repeat after you. Then point to one colour. T: *What colour is it?* Pupils: *(Red).* Continue for all the colours.
- Explain that you will say a colour and pupils have to point to a classroom object of that colour and name it if they can. T: *Orange.* Pupils point to orange pencils, chairs and so forth.
- Give each pupil a sheet of paper and ask them to draw a colour blob they like best on half the page. On the board write: *My favourite colour is blue.* Read it to pupils and show the blue flashcard. Remind the term *favourite* if necessary. Have volunteer pupils stand and say what their favourite colour is as they show their colour blob. Have pupils tell their partners what their favourite colour is. Have pupils place their papers on the side for the next activity.

### Game 1: Guess the name

- Play "Guess the name" (see Resource Bank, p. A25) using the colour flashcards.

### Revision: food

- Place flashcards with food on the board and write the name of each food next to it. Point to each item, say it and have pupils repeat after you. Then point to an item. T: *I like salad. I don't like cake.* Point to a pupil. T: *(Sara), what do you like?* Pupil: *I like (ice cream). I don't like (chicken).* Continue with a few more pupils. Help pupils answer correctly.
- Place pupils in pairs and have one of them say the name of food, e.g. *ice cream*, and the other one say a complete sentence: *I like / don't like (ice cream).*

### Game 2: A food ranking

- Prepare a large sheet of paper. Draw a chart on it containing the names of the children and of food revised in this lesson. Ask the pupils to take turns to come up to the poster, ask each of them the question: *Do you like (carrots)?* Mark the answer on the poster using the relevant sign: ✓ (Yes) or ✗ (No). Together count the answers and see what the favourite food of the children in the classroom is.

### Presentation: favourite things

- On the board write: *My favourite colour is blue. My favourite number is seven. My favourite food is cheese.* Explain the sentences if necessary. Ask pupils to take out their sheet of paper with the colour blob and to draw their favourite food and write their favourite number next to it. Then write on the board: *What's your favourite colour/number/food?* and ask the questions pointing to random pupils. Explain that they have to point to the item they have drawn on their paper as they answer.
- Place pupils in pairs and have them ask and answer using *What's your favourite.* Explain that they have to ask and answer about food, colours and numbers.

### Ending the lesson

- Give each pupil a sheet of paper each and ask them to draw what they have learnt in the last four lessons. Explain that it can be about colours, numbers, classroom objects or food. As they work, walk around and ask what they are drawing using *What's this?* or *How many* if possible.
- Have pupils show their work to their partners.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

- Ask pupils to write a name of food, colour or number in their notebooks. Explain that you will call out an item and if they have it, they should pick up their notebooks and say it. T: *Red.* Pupils with the colour red have to pick up their books and say: *Red.* Continue with as many items as possible.
- Then ask pupils to write three sentences using *I like, I don't like* and *My favourite colour is* on a sheet of paper. Have them illustrate their work, write their names on it using *My name's* and then read their sentences to their partners. Place all work on classroom display.

### Progress assessment

- Photocopiable materials, Worksheet 4 (page 80). The guidelines for using the worksheet can be found on page 73.

# DISNEY AND DISNEY/PIXAR STUDIO FILMS

## CHARACTERS APPEARING IN DISNEY AND DISNEY/PIXAR STUDIO FILMS

The characters appearing in the Disney and Disney/Pixar studio animated films have an incredibly motivating effect on young learners. This is because children know these characters and their environment, and what is more, they associate them with pleasure and fun. Additionally, the films convey universal values to children, such as friendship, courage, loyalty, honesty and respect. Short summaries of the films used in *New English Adventure Level 2* and their main characters are provided below.

**UNIT 1 *I'm happy*** is based on *The Incredibles*. The main characters are superheroes Bob and Helen Parr, also known as Mrs. and Mr. Incredible, and their children: Violet, Dash and Jack-Jack.

Bob Parr, known as Mr. Incredible, was once one of the greatest superheroes in the world. Now he lives peacefully in the suburbs with his wife and three children, but still desires to return to his former lifestyle. One day, he receives a mysterious call to participate in a secret mission...

**UNIT 2 *It's snowing*** is based on *Frozen*. The main characters are Elsa and Anna, princesses of Arendelle, prince Hans, Kristoff the iceman, his reindeer Sven, Olaf the snowman and others.

Elsa and Anna, two sister princesses, grow up separated from each other as Elsa needs to control her dangerous ability to turn objects into snow and ice. When Elsa is to be coronated as queen, the sisters argue. Elsa opposes Anna's hasty marriage plans and in anger, inadvertently, she turns the kingdom into land of eternal winter. Scared, she decides to escape and live in seclusion. In order to save her sister, Anna sets off on an epic journey – teaming up with rugged mountain man Kristoff and his loyal reindeer Sven.

**UNIT 3 *I'm dancing*** is based on *Beauty and the Beast*. The main characters are the Beast, Belle, Gaston and the objects living in the Beast's house: candelabrum Lumiere, mantel clock Cogsworth, teacup Chip and others.

Belle ignores her suitor, the vain Gaston, as she cares for her father, the eccentric Maurice. When Maurice stumbles upon a castle while lost in the woods, the servants, enchanted into household objects, try to make him welcome, but he is thrown into the dungeon by the Beast. Belle comes to rescue her father and agrees to remain in the castle as his substitute. In order to break the spell, the Beast must learn to love another and be loved in return.

**UNIT 4 *There's a park*** is based on *Cars*. The main characters are Lightning McQueen; his rivals Strip "The King" Weathers and Chick Hicks; and the inhabitants of Radiator Springs: Doc Hudson, Sally Carrera, Mater, Luigi, Guido and others.

Lightning McQueen is a race car, driven to become the youngest car ever to win the Piston Cup Championship. But when the contest ends in an unprecedented three-way tie, McQueen jumps on the Interstate towards California where a tie-breaking race will determine the winner. When McQueen's impatience causes him to get separated from his driver, he gets lost and panics. Alone, he tears through the forgotten Highway 66 town of Radiator Springs, demolishing the town's main street. With the race just days away, McQueen is arrested and forced to slow down for the first time in his life. As he gets to know the town's offbeat characters he learns the importance of teamwork and friendship.

**UNIT 5 *My day*** is based on *Tangled*. The main characters are: Rapunzel, Flynn Rider, Mother Gothel, Pascal the chameleon and Maximus the horse.

Flynn, a charming troublemaker pursued by bandits, finds shelter in an abandoned tower. There he meets beautiful but temperamental Rapunzel, a girl whose golden hair has magical power. The princess living far away from others dreams of getting to know the world. The charming rogue Flynn becomes her pass to freedom.

**UNIT 6 *My hobbies*** is based on *Up*. The main characters are: Mr. Carl Fredricksen, Russell, Charles F. Muntz, Dug the dog, and the jungle bird named Kevin.

Widower Carl Fredricksen, the town balloon salesman, is ordered to move to a retirement village. He realizes this is his last chance to fulfill his late wife Ellie's dream of living at Paradise Falls, in South America. He ties thousands of balloons to his house and floats it southward. But he's not alone. Russell, a Junior Wilderness Explorer, who is determined to get his "Assisting the Elderly Badge," has accidentally stowed away in Carl's house. A storm forces them to land on an isolated tabletop mountain within view of Paradise Falls. The journey unearths Carl's childhood hero, the famous adventurer, Charles Muntz. Muntz has become obsessed with capturing the giant bird – and Carl suddenly becomes the bird's protector.

**UNIT 7 *Lions eat meat*** is based on *The Lion King*. The main characters are: Simba (the young Lion King), meerkat Timon, warthog Pumbaa, lioness Nala, lions Mufasa and Scar and bird Zazu (Simba's companion).

Simba is the son of Mufasa, the king of the Pride Lands. Mufasa's brother, Scar, develops an intrigue, which leads to Mufasa's death. Scar makes Simba believe that he is the one responsible for the death of his father and that he has to leave the Pride Land. Simba is saved by Timon the meerkat and Pumbaa the warthog. Simba lives a careless life with them until accidentally Nala, Simba's childhood friend, appears. She tells him about the damage their land has suffered. Simba returns to the Pride Rock and regains the title of the successor.

**UNIT 8 *I like surfing*** is based on *Lilo and Stitch*. The main characters are: a five-year-old Hawaiian girl named Lilo, her elder sister Nani, and an alien creature, Stitch.

A small lonely girl named Lilo, living in Hawaii, takes in a seemingly innocent creature which she names Stitch. Lilo is convinced that Stitch is a normal puppy and has no idea that he is a dangerous product of a genetic experiment who escaped from a different planet, aiming to just hide from the space chase. Lilo's unshakeable belief in "ohana", a Hawaiian family tradition, finally melts Stitch's heart and gives him what he was never going to receive – love and caring for others.



**NEW**

# English Adventure

## Lesson notes

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# Hello

## Lesson 1

**Lesson aims:** to learn the alphabet. To spell names. To ask and answer questions.

**Target language:** the alphabet. *That's A-N-D-Y.*

**Revision:** colours. *What's your name? I'm (Andy). This is (Mickey).*

**Receptive language:** *balloon, please, right.*

**Materials:** CD 1, self-made flashcards with the alphabet, a sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Tell pupils that they are going to listen to a chant that they will say to start every lesson (see page A26, track 1.2). T: *Listen.* Play the CD.
- Play the CD again a few more times and encourage pupils to join in.
- Once the pupils have learned the chant, ask them to say it to the karaoke version (track 1.3).
- Introduce yourself. T: *Hello. I'm (Anna).* Ask pupils to introduce themselves. Pupil: *Hello. I'm (Kate).*
- Ask pupils to look through their Pupil's Books and tell you what they see. Ask, in L1, which characters they know.

### Presentation

- Using the alphabet flashcards, go through the letters in the correct order. Then mix them up and stick on the board. Point to a letter and have pupils tell you which one it is.
- Bring a volunteer pupil to the board. Explain that you will say another pupil's name and that they will have to say a letter for the pupil at the board to point to. Once the pupil at the board has pointed to five different letters, bring another volunteer to the front.
- Write your name on the board: *(A-N-N-A)* and say: *I'm Anna. That's A-N-N-A.* Ask volunteers to write their names on the board and spell them.

### Pupil's Book, page 2

#### 1 Listen and chant.

- Have pupils look at activity 1. Ask pupils to point to the letters as they hear them. Play track 1.6.
- Play the chant two more times. Encourage pupils to join in and point to the alphabet.
- Once the pupils have learnt the chant, ask them to chant to the karaoke version (track 1.7).

#### 2 Listen and read.

- On the board write *Hello! What's your name?, I'm, No, This is, That's and Right.*
- Point to each phrase, say it and ask pupils to repeat after you.
- Have pupils look at Exercise 2. Explain that you will say phrases from it and that they have to point to them and repeat after you. T: *Hello!* Pupils point to the word *hello* in the text.
- Tell pupils to point to the texts that they will hear.
- Play track 1.8. Monitor that pupils are pointing to the correct texts by walking around the classroom. **Note:** The recording is available with the voices of the original Disney characters (track 1.8) and with special EFL voice-overs (track 1.9).
- Divide class into 3 groups and assign each one the role of Mickey, Minnie and the clown. Have each group read their part in unison.

#### 3 Now ask and answer.

- Pupils write their names in their notebooks, then spell them out.
- Place pupils in pairs. Read the texts from the activity and ask pupils to ask each other's name. Monitor and help.

### TPR

Give each pupil a sheet of paper. Ask them to write one letter from the alphabet on each side. Explain that you will say a letter and when they hear their one, they have to jump up and show it.

### Activity Book, page 1

#### 1 Listen and write.

- Pupils write the names next to each child. Play track 1.10 with pauses.

- 1.10
- 1 A: What's your name?  
B: I'm Sally. That's S-A-L-L-Y.
- 2 A: What's your name?  
B: I'm Charlie. That's C-H-A-R-L-I-E.
- 3 A: What's your name?  
B: I'm Laura. That's L-A-U-R-A.
- 4 A: What's your name?  
B: I'm Yannis. That's Y-A-N-N-I-S.

- **Answers:** 1 *Sally*, 2 *Charlie*, 3 *Laura*, 4 *Yannis*.

### Ending the lesson

- Tell pupils that they are going to listen to a chant that they will say to end every lesson (see page A26, track 1.4). T: *Listen.* Play the CD.
- Play the CD again and encourage pupils to join in.
- Once the pupils have learned the chant, ask them to say it to the karaoke version (track 1.5).
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils look at Exercise 2. Ask them to copy and draw their favourite character with their text.

**Hello**

1 Listen and chant. CD 1.6 KARAOKE CD 1.7

Aa Bb Cc Dd Ee Ff Gg Hh Ii  
Jj Kk Ll Mm Nn Oo Pp Qq Rr  
Ss Tt Uu Vv Ww Xx Yy Zz

2 Listen and read. CD 1.8 CD 1.9

Hello! A pink balloon, please.  
Hello! What's your name?  
I'm Minnie and this is Mickey.  
Minnie, that's M-I-N-N-I-E. And Mickey, that's M-I-C-K-E-Y, right?  
No, it's M-I-C-K-E-Y.  
What's your name?  
I'm Andy. That's A-N-D-Y.

3 Now ask and answer.

Lesson 1: The alphabet. I'm (Andy).

## Lesson 2

**Lesson aims:** to revise vocabulary from lesson 1. To ask and answer questions about age, favourite colours and lucky numbers.

**Target language:** *What's your lucky number / favourite colour?*

**Revision:** colours; numbers 1–20. *What's your name? I'm (Anna). How old are you? I'm (eight).*

**Receptive language:** *How old is (the boy)? What is (his) favourite colour / lucky number? My favourite colour is (blue). My lucky number is (one).*

**Materials:** CD 1, self-made flashcards with the alphabet, number (1–20) and colour flashcards, sheets of paper. Optional: Worksheet 5 for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- On the board write *What's your name?* and *I'm...* Place pupils in pairs and have them ask each other what their names are.

### Presentation

- Using the number flashcards, go through each card and have pupils tell you what number it is. Repeat activity with colour flashcards.
- On the board make three lists: *age, favourite colour* and *lucky number*. If necessary, explain these terms in L1. Ask pupils how old they are, what their favourite colours are and what their lucky numbers are. Write their answers on the board in the appropriate list.
- Give each pupil two sheets of paper. Then ask pupils to write their lucky numbers and draw blobs of their favourite colours.
- Ask each pupil to show and tell the class the number and colour they have drawn. Collect all papers and keep them for the TPR activity.

### Pupil's Book, page 3

#### 4 Listen and write in your notebook.

- Have pupils look at Exercise 4. Ask them how old they think the children are and what their favourite colours and lucky numbers could be.
- Ask pupils to copy the two fact files in their notebooks. Explain that they have to write what they hear in the gaps they have copied.
- Play track 1.11, pausing after each sentence for pupils to write their answers.

4 Listen and write in your notebook. CD 1.11

1

Age: ?  
Favourite colour: ?  
Lucky number: ?  
eight  
yellow  
twelve

2

Age: ?  
Favourite colour: ?  
Lucky number: ?  
ten  
red  
sixteen

5 Ask and answer.

How old are you?  
I'm nine.

What's your lucky number?  
Seven.

What's your favourite colour?  
Blue.

6 Play with a friend.

I can see something starting with P.  
Pencil?

Lesson 2: What's your favourite colour/lucky number? How old are you? I'm (eight). Numbers 1–20.

- 1.11
- 1 A: How old are you?  
B: I'm eight.  
A: What's your favourite colour?  
B: I like blue. But my favourite colour is yellow.  
A: What's your lucky number?  
B: My lucky number's twelve.
- 2 A: How about you? How old are you?  
B: I'm ten.  
A: What's your favourite colour?  
B: My favourite colour is red.  
A: And what's your lucky number?  
B: My lucky number's sixteen.

- Replay the track for pupils to check their answers. Then ask pupils for the answers. Write them on the board. T: *How old is the boy?* Pupils: *Ten.* T: *What's his favourite colour?* Pupils: *Red.*

#### 5 Ask and answer.

- Ask pupils to look at Exercise 5. Have two volunteer pupils read the text.
- Place pupils in pairs and have them ask each other the same questions. Check that pupils are asking and answering correctly.
- Then have pupils swap partners and repeat the activity.

#### 6 Play with a friend.

- Using alphabet flashcards, revise the letters of the alphabet. Hold up each letter and ask pupils to tell you as many words as they can that start with it. Write the answers on the board.
- Explain that in a moment they will play the *"I spy"* game. Pupils play in pairs. One pupil chooses an object in the classroom (but doesn't tell the other what it is) and says the first letter of the word. The other pupil tries to guess what the object is: *(Pencil?)*
- Ask two volunteers to read the text from Exercise 6. Then tell pupils to play.

### TPR

Give pupils the two drawings of numbers and colours from the Presentation and bring them to the front of the class. Have them form a circle. Explain that you will say different colours and numbers. When they hear their number and colour, they have to go to the middle of the circle and sit down. If the pupils sitting down hear their number or colour again, they go back to the circle.

### Activity Book, page 1

#### 2 Look and circle. Then draw and write.

- Have pupils look at the first picture. T: *How old is the girl?* Pupils: *Nine.* T: *What's her favourite colour?* Pupils: *It's purple.*
- Explain that pupils have to write the correct answer in their Activity Books.
- Have volunteers give you the answers and write them on the board.
- Ask pupils to draw themselves and complete the sentences in their Activity Books.
- **Answers:** 1 – *nine, purple*; 2 – *five*.

### Ending the lesson

- Pupils draw in their notebooks: 3 black cats, 8 yellow and red flowers, 12 green and purple books and 19 pink, orange and blue balloons.
- Have pupils show you their work.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to draw their best friend in their notebooks, and to write a small fact file about them, using Exercise 4 as an example.

### Progress assessment

- Photocopiable materials, Worksheet 5, page 81. The guidelines for using the sheet can be found on page 74.

# 1 I'm happy

## Lesson 1

**Lesson aims:** to learn vocabulary associated with feelings.  
**Target language:** *angry, scared, tired, worried; I'm not (sad).*  
**Revision:** *happy, sad, mum, dad, brother, sister; I'm (happy).*  
**Receptive language:** *Are (they) (angry)?*  
**Materials:** CD 1, flashcards with people expressing feelings. A sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Bring a few pupils to the front of the class. Ask the first one: *Hello. I'm (Anna). What's your name?* Pupil: *I'm (Max).* T: *How old are you?* Pupil: *I'm (nine).*
- The pupils then go to other classroom members and ask them their names and age.

### Presentation

- On the board write: *I'm happy/sad/scared/tired/worried/angry.* Go through each word and have pupils repeat. Define in L1 if necessary.
- Show the pupils the flashcards. Have volunteers stick them under the appropriate adjectives.
- Point to each flashcard randomly and have pupils say: *I'm (sad).*
- Show a sad face and say: *I'm not happy. I'm sad.* Then point to the flashcards, asking pupils: *Are you (angry)?* and have them answer: *Yes, I'm (angry) / No, I'm not (angry). I'm (sad).*

### Pupil's Book, page 4

#### 1 Listen and point.

- Pupils look at Exercise 1. Ask if they know the characters (Violet and Dash from *The Incredibles*; see page A30). T: *Is (Violet) angry?* Pupils: *Yes/No.*
- Explain that they have to point to the characters they hear. Play track 1.12.

Look! Who's this? It's Violet and her brother, Dash. They're in the forest. They can't find their mum and dad. Are they happy? No, they aren't happy. Violet is worried. Dash is scared! **1.12**

- Play the track again with pauses. Pupils repeat what they hear and point to the characters.

#### 2 Listen and repeat. Then look and say Yes or No.

- Pupils look at the items in this activity. Go through the adjectives and ask pupils to mime the words you say. T: *I'm (tired).* The pupils mime (yawning).
- Pupils look at each picture. T: *Point to sad.* Check that pupils are pointing to *sad.*
- Explain that pupils have to repeat the words they hear. Play the first part of track 1.13.

Part 1: *happy, sad, scared, tired, worried, angry.* **1.13**  
 Part 2: *I'm not worried. I'm happy! I'm not happy. I'm sad. I'm not tired. I'm scared. I'm not sad. I'm tired. I'm not angry. I'm worried. I'm not scared. I'm angry.*

- Play the second part of the track and have pupils repeat the sentences. Replay and have pupils mime what they hear.
- Ask pupils to look at the picture in Exercise 1. Ask pupils what feelings are represented in the picture. T: *I'm (hungry).* have pupils answer *Yes or No.*

#### 3 Listen and say.

- Ask pupils to look at the picture in Exercise 1 and complete the sentences they will hear by saying the correct words.
- Play track 1.14.

Look! Who's this? It's Violet and her brother, Dash. They're in the forest. They can't find their mum and dad. Are they happy? No, they aren't (...) happy. Violet is (...) worried. Dash is (...) scared! **1.14**

### TPR

Give pupils a sheet of paper each. Have them draw faces of how they feel. Place pupils in two lines. Explain that the first pupil in each line shows their drawing to the second pupil, who must say what feeling is presented in the picture. If they are correct, the first pupil goes to the desk. If they are incorrect, the first pupil goes to the end of the line. The line which finishes first wins. Keep all drawings for the Ending the lesson activity.

### Activity Book, page 2

#### 1 Look and circle.

- Explain that pupils have to circle the word that describes the picture best.
- Check answers with all class.
- **Answers:** 1 *angry.* 2 *happy.* 3 *scared.* 4 *worried.*

#### 2 Look and write.

- Pupils look at Exercise 2 and tell you the feelings they can see. Then have them write the answers under the pictures.
- **Answers:** 2 *I'm happy.* 3 *I'm angry.* 4 *I'm tired.* 5 *I'm worried.* 6 *I'm scared.*

### Ending the lesson

- Place pupils in pairs opposite each other. Ask one of them to mouth an adjective describing a feeling for the other to guess. Then pupils swap roles.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Hand back the drawings from the TPR activity. Have pupils write sentences using *I'm not ... or I'm ...* on the sheets.

**UNIT 1 I'm happy**

**1 Listen and point.** **1.12**

**2 Listen and repeat. Then look and say Yes or No.** **1.13**

**3 Listen and say.** **1.14**

**Lesson 1:** *angry, happy, sad, scared, tired, worried. I'm (happy). I'm not (sad).*

## Lesson 2

**Lesson aims:** to revise and extend vocabulary associated with feelings. To learn a song.

**Target language:** *hungry, thirsty; Are you (thirsty)?*

**Revision:** food; the alphabet. *angry, happy, sad, scared, tired, worried; I'm/I'm not (happy).*

**Receptive language:** *Is he/she (happy)?*

**Materials:** CD 1, self-made flashcards with the alphabet, flashcards with people expressing feelings from the previous lesson. New flashcards showing *hungry* and *thirsty*.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Place alphabet flashcards on the board and quickly revise them.
- Point to a letter and have pupils say as many words as they can beginning with it. T: points to (B). Pupils: *Boy, bat, beach,* etc.

### Presentation

- On the board draw an item of food (e.g. an apple) and a drink (e.g. milk).
- Point to each one, say and mime. T: *Mmmm. (An apple). I'm hungry. Mmmm. (Milk). I'm thirsty.* Repeat and have pupils copy you.
- Place all flashcards on the board, point to each one and have pupils tell you what feeling they represent.
- Ask three pupils to come to you and have each of them draw one flashcard. Ask: *Are you (thirsty)?* Pupils answer *Yes/No* until you guess the adjectives from their flashcards.

### Pupil's Book, page 5

#### 4 Listen and say the number. Then read and say.

- Direct pupils to Pupil's Book, page 5, Exercise 4. Point to the pictures and ask: *Is he/she (happy)?* Pupils: *Yes/No.*
- Then read texts a-f and ask pupils where they think each one may go.
- Explain to pupils that they will have to number the feeling they hear. If it is easier, they may write the numbers in their notebooks.
- Play track 1.15. Pause at each part for pupils to answer.

**4 Listen and say the number. Then read and say.** **1.15**

**5 Listen and sing.** **1.16** **1.17**

**Are you happy? Are you happy? Yes, I am. Are you happy? Are you happy? Yes, I am. I'm happy, I'm not sad. I'm happy, I'm not sad. I'm happy, I'm happy. Yes, I am!**

**Are you hungry? Are you hungry? Yes, I am. Are you hungry? Are you hungry? Yes, I am. I'm hungry and I'm thirsty, I'm hungry and I'm thirsty, I'm hungry, I'm so hungry. Yes, I am!**

**Are you angry? Are you angry? Yes, I am. Are you angry? Are you angry? Yes, I am. I'm angry, I'm so angry, I'm angry, I'm so angry. Yes, I am!**

**Are you tired? Are you tired? Yes, I am. Are you tired? Are you tired? Yes, I am. I'm worried and I'm scared, There's a monster in my bed! I'm worried and I'm scared. Yes, I am!**

**Lesson 2:** *hungry, thirsty. Are you (thirsty)? Feelings. I'm / I'm not (happy).*

A: *(yawning)*  
 B: *Are you sad?*  
 A: *No, I'm not sad. I'm tired!*

B: *(sighing)*  
 A: *Are you hungry?*  
 B: *No, I'm not hungry. I'm sad!*

B: *(gasping as if excited)*  
 A: *Are you happy?*  
 B: *Yes, I'm happy.*

A: *(sound of tummy rumbling)*  
 B: *Are you tired?*  
 A: *No, I'm not tired. I'm hungry.*

B: *(sound of swallowing as if thirsty)*  
 A: *Are you thirsty?*  
 B: *Yes, I'm thirsty.*

A: *(sound of gasping as if scared)*  
 B: *Are you angry?*  
 A: *No, I'm not angry. I'm scared.*

- Ask pupils to match the texts to the pictures. Check answers. T: *I'm thirsty.* Pupils: *Photo number 2.*
- Pupils form a circle. Play track 1.15 again and have them say and mime each feeling.

#### 5 Listen and sing.

- Have pupils read the song and ask them to tell you what feelings are mentioned in it.
- Tell pupils that they will listen to the song and to clap when they hear a feeling. Play track 1.16.
- Replay track 1.16 and encourage all pupils to sing along and mime.
- Once the pupils have learnt the song, ask them to sing along to the karaoke version (track 1.17).

### TPR

Place class in four groups and assign each one a stanza from the song. Tell the pupils that when they hear their stanza, they have to come to the front and act out what is being sung. For example, the first stanza group have to act out being happy and not being sad. Play track 1.16 and help the groups as they come to the front. Give groups new stanzas to mime if time allows.

### Activity Book, page 3

#### 3 Look, read and tick (✓).

- Have pupils look at the activity and tell you what feelings they see. Explain that they have to tick the correct sentence. When pupils have completed the activity, check answers by having volunteer pupils call them out.
- **Answers:** 1 *I'm hungry.* 2 *I'm not angry.* 3 *I'm not scared.* 4 *I'm thirsty.*

#### 4 Look and write.

- Ask pupils to read the words in the word pool. Have two volunteers read the first question and answer. Explain that pupils have to read the other questions and circle the correct word under each picture. Check answers by having volunteer pupils read an item aloud.
- **Answers:** 2 *angry, worried.* 3 *hungry, thirsty.* 4 *sad, scared.*

### Ending the lesson

- On the board write *I'm not hungry. I'm thirsty.* Read and mime it. Ask pupils to write their own two sentences using any of the feelings they have learnt. Have pupils read and mime their sentences to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 71

#### 1 Find and circle. Then write.

- Ask pupils to find the words hidden in the grid, circle them, then write them under the pictures.
- **Answers:** 1 *sad,* 2 *angry,* 3 *hungry,* 4 *tired,* 5 *happy,* 6 *worried,* 7 *scared,* 8 *thirsty.*

## Lesson 3

**Lesson aims:** to consolidate vocabulary from lessons 1–2. To describe other people's feelings.

**Target language:** *He's / She's (happy).*

**Revision:** feelings; family. *I'm / I'm not (happy). This is (mum).*

**Receptive language:** *Look at the (boy).*

**Materials:** CD 1, flashcards with people expressing feelings.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Play the song from lesson 2 and have pupils sing and mime it. Then say a feeling and ask pupils to mime it. Continue with all feelings taught.
- Bring pupils to front of class and ask them to form two lines. Explain that they will play "Telephone (Chinese Whispers)" (see Resource Bank, page A23, for instructions). Ask pupils to repeat sentences: *I'm / I'm not (tired).*

### Presentation

- On the board write *He's* and *She's*. Under each one place a flashcard of a male or female. Point to them and say: *Look at the (boy). (He's) (happy).* Then place all the flashcards on the board under the correct gender. Point to each one, say what he or she is expressing and have pupils repeat after you. Then point to each flashcard and have pupils describe it on their own.

### Pupil's Book, page 6

#### 6 Which person is Adam? Listen and find.

- Direct pupils to page 6, Exercise 6. Ask pupils if they remember the words for the family members. Write them on the board as they answer. Then next to each one ask which pronoun is used. T: *Mother. He or She?* Pupils: *She.* Write the pronoun next to each family member.
- Then look at each person in the activity picture and ask pupils who they think it is and how they feel. Pupils: *Mum. She's tired.*
- Explain to pupils that they will hear Adam describing his day out and they have to find him in the picture.
- Play track 1.18. Encourage pupils to point to the family members as they listen.

I'm Adam. I'm at the funfair with my family. 1.18  
This is my mum. She's tired.  
This is my dad. He's hungry.  
My sister's thirsty.  
My brother's sad.  
This is my friend, Sarah. She's scared.

- Replay the track and ask pupils to tell you who Adam is. Pupils: *Number 3!* Ask about the remaining people in the picture. T: *Number (1)?* Pupils: *It's (a friend/Sarah).* Quiz pupils for understanding. T: *Mum. She's ...* Pupils: *Tired.* T: *Dad.* Pupils: *He's hungry.*
- Place pupils in pairs and have them talk about the picture. Pupil 1: *This is my mum.* Pupil 2: *She's tired.*

#### 7 Look at Exercise 6. Read and say the number.

- Have a volunteer read the sentences in Exercise 7. Have the rest of the class mime the feelings.
- Explain to pupils that they have to read the sentences and match them to the pictures in Exercise 6. Place pupils in pairs and have them complete the activity.

### TPR

Place pupils into five groups. Assign each group the role of mum, dad, brother, sister, friend. Explain to pupils that they will hear the recording again but this time when they hear their role, they have to stand up and mime it. Recording: *This is my mum. She's tired.* Pupils assigned *mum* have to stand up and mime being tired. Play track 1.18. Pause between each sentence for pupils to have time to stand up and mime. Assign each group a different role and repeat the activity.

### Activity Book, page 4

#### 5 Write and draw.

- Ask pupils to look at the anagrams and tell you what words they think they are. Ask them to spell the words. As they do so, write the words on the board.
- Explain to pupils that they have to unjumble the anagrams and then draw the faces.
- Have pupils complete the activity and show you their work.
- **Answers:** 1 *He's happy.* 2 *She's scared.* 3 *He's tired.* 4 *She's sad.*

#### 6 Look and write.

- Have a volunteer read the words in the word pool. Explain that they have to place the words under the correct picture. Encourage them to use *He's* and *She's*.
- When pupils have completed the activity, check answers as a class. T: *Number one?* Pupils: *She's worried.*
- **Answers:** 2 *She's happy.* 3 *He's angry.* 4 *He's tired.* 5 *He's sad.* 6 *She's thirsty.*

### Ending the lesson

- Ask pupils to look at the picture in Pupil's Book, page 6, Exercise 6. Hold up your book and point to the mother. T: *This is me. I'm not happy. I'm tired.* Have pupils point to a figure of their choice and say how they feel or not.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils draw a picture showing an outing with their family and to write a few sentences about it. Place work on classroom display.

**6 Which person is Adam? Listen and find.** CD 1.18



**7 Look at Exercise 6. Read and say the number.**

a He's hungry. 4	d He's sad. 6
b He's happy. 3	e She's scared. 1
c She's tired. 2	f She's thirsty. 5

He's hungry. Number 4.

Lesson 3: He / She's (happy). Feelings. I'm / I'm not (happy).

## Lesson 4

**Lesson aims:** to consolidate topic vocabulary and structures. To practise phonics /ae/.

**Target language:** *Is he/she (happy)?*

**Revision:** feelings. *I'm / I'm not (happy). He's / She's (happy).*

**Receptive language:** *bad; Who's this?*

**Materials:** CD 1, flashcards with people expressing feelings.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Ask pupils to name the characters from *The Incredibles*. Write them on the board. (Violet, Dash, Syndrome, Mr. and Mrs. Incredible: see page A30).
- Have pupils choose a character who they will pretend to be. T: *I'm Violet. I'm scared and worried.* Pupils tell the class who they are and how they feel.

### Presentation

- On the board write: *He's happy. Is he happy? Yes. She's sad. Is she happy? No.* Point to each sentence, say it and have class repeat. Explain, in L1, that when we form questions, we use *Is he?* or *Is she?*
- Place flashcards on the board and point to each one asking questions that will elicit *Yes* or *No*. T: *Is she (sad)?* Pupils: (Yes.)
- Bring some pupils to the board to continue the activity.

### Pupil's Book, page 7

#### 8 Listen and answer Yes or No.

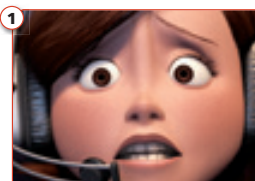
- Direct pupils to Pupil's Book, page 7, Exercise 8. Ask: *Who's this?* Pupils: (Violet.) Ask how the characters feel.
- Explain that they have to answer *Yes* or *No* after they hear the recording.
- Play track 1.19 with pauses after the question for pupils to be able to answer.

1 Is she worried? (...) Yes, she's worried. 1.19  
2 Is she scared? (...) Yes, she's scared.  
3 Is he sad? (...) No, he's angry.  
4 Is he worried? (...) No, he's happy.

UNIT  
**1**


**8 Listen and answer Yes or No.** CD 1.19

1 *Yes*




Is she worried?

2 *Yes*



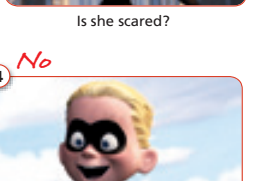
Is she scared?

3 *No*



Is he sad?


4 *No*



Is he worried?

**9 Tongue twister! Listen and repeat.** CD 1.20

Sam's cat is happy.  
Pam's cat is sad.  
Dan's cat is angry.  
Anne's cat is bad.



Lesson 4: Phonics: /ae/. Is he / she (happy)? Feelings. I'm / I'm not (happy). He / She's (happy).

- On the board write: 1. *Is she worried? Yes. She's worried.* Read it to the pupils.
- Place pupils in pairs and have them ask each other. Pupil 1: *Is she worried?* Pupil 2: *Yes, she's worried.*
- Follow-up (optional): Ask pupils to choose a picture and to write a question and its answer in their notebooks. Have pupils read their work to the class.

#### 9 Tongue twister! Listen and repeat.

- On the board write *apple, happy, table, sad*. Say each word, pointing to the a and have pupils repeat. Ask them what they notice about each word (the a in *apple, sad and happy* is different from *table*).
- Ask pupils to write two words in their notebooks that contain a and have them read these words to you. It doesn't matter if the words do not have the different a sound.
- Explain, in L1, what a tongue twister is. Then direct pupils to Exercise 9.
- Read the tongue twister. As you are reading, have the class point to the words in the text.
- Play track 1.20. Ask pupils to listen to the tongue twister and repeat it. Ask pupils how a is pronounced in each word.
- Replay track 1.20 as many times as necessary until pupils are confident to say the text without the recording.
- Place pupils in two groups. Have each group repeat the tongue twister as many times and as quickly as possible. The group that says it correct most times wins.

### TPR

Play "Simon says" together (see Resource Bank, p. A24). When you say *Simon says: I'm / He's / She's (sad)*, pupils mime the feeling. When you say *Simon says: I'm / He's / She's not (sad)*, they only move around. When you say the sentence without the phrase *Simon says*, they mustn't move at all. If pupils make a mistake, they have to go back to their desks. Play until only a few pupils remain standing.

### Activity Book, page 5

#### 7 Look, read and match.

- Ask pupils to look at the pictures in the activity. T: *Look at 1. Is she sad?* Pupils: *No, she's happy.* Continue in this way for all pictures.
- Ask pupils to complete the activity. Check answers by asking volunteers to read the questions and answer.
- Place pupils in pairs and have them ask and answer.
- **Answers:** 1 *b*, 2 *c*, 3 *d*, 4 *a*.

#### 8 Write the questions. Then look at Exercise 7 and answer.

- Ask pupils to unjumble the questions and answer them by looking at Exercise 7.
- Pupils complete the activity. Check answers as a class by asking what the first question is, writing it and the answer on the board.
- **Answers:** 2 *Is he hungry? No, he's thirsty.* 3 *Is she scared? No, she's sad / tired.* 4 *Is he happy? No, he's angry / worried.*

### Ending the lesson

- Have pupils draw their favourite Disney character and write a question and answer about him or her. Place all work on classroom display.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 71

#### 2 Follow, then draw.

- Pupils match the sentences and the pictures by drawing lines and draw the feelings for each sentence.

## Lesson 5

**Lesson aims:** to revise the language from lessons 1–4. To listen to a story.

**Target language:** *I'm scared of ghosts.*

**Revision:** feelings. *ghost, monster; I'm/I'm not (happy).*

**Receptive language:** *dark, owl; How many (eyes)? What colour? Is Mickey scared of Pluto? Where are they? Is it dark? Is it a (ghost)? What's that? Come on! Phew!*

**Materials:** CD 1, colour pencils and markers. A sheet of paper for each pupil. Optional: story cards.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Ask pupils to open their notebooks. Explain that you will mime a feeling and they have to write it in their notebooks. Mime *happy, sad, hungry* and *afraid*.
- Check answers by writing the words on the board and having pupils tell you what they are.

### Pupil's Book, page 8

#### 10 Listen and answer.

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have story cards, use them during the lesson.
- T: *Today, it's story time!* Ask pupils to open their Pupil's Books to page 8.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie. Point to the monster in picture 5 and ask pupils: Are you scared of monsters? Make sure they understand the question and have them answer: Yes/No.*
- Have pupils tell you what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (Mickey and Minnie are in the forest and they see a monster who turns out to be Pluto.)
- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *Is Mickey scared of Pluto?*
- Play track 1.21. Use the story cards or point to the frames in your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with the voices of the original Disney characters (track 1.21) and with special EFL voice-overs (track 1.22).
- Repeat the question: *Is Mickey scared of Pluto?* Encourage pupils to answer correctly. Pupils: *No.*
- Ensure pupils have understood the story by asking them to briefly summarise it in L1.
- Replay track 1.21 stopping at each frame to ask the following questions: Pictures 1 and 2: Point to each picture and ask *Where are they? (In the forest.) Is it dark? (Yes.) Is Minnie scared? (Yes.) What's Minnie scared of? (Ghosts.) Is Mickey scared? (No.)* Picture 3: *Is it a ghost? (No, it isn't a ghost. It's an owl.) Where's the owl? (It's on the tree.)* Picture 4: *Are Mickey and Minnie happy? (No, scared.)* Picture 5: *Are Mickey and Minnie scared? (Yes.)* Picture 6: *Is it a monster? (No, it's Pluto.) Is Pluto happy? (Yes.) Is Mickey scared of Pluto? (No.)*
- Replay track 1.21 pausing at each individual sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.
- Divide class into six groups. Assign each group a picture and have them read the text aloud, in unison.

#### 11 Now act the story out.

- Place pupils in groups of three and assign the roles of Mickey, Minnie and Pluto. Encourage them to act out the story with words and gestures. Monitor pupils and help if necessary. Invite volunteers to present the story to the class.

### Activity Book, page 6

#### 9 Read, look and tick (✓) or cross (x).

- Ask pupils to describe what they see in each picture. Explain that pupils have to look at the pictures, read the sentences and answer *Yes* or *No*.
- Have pupils complete the activity and check their answers with their partners.
- **Answers:** 1 *No.* 2 *Yes.* 3 *Yes.* 4 *No.*

#### 10 Ask and answer. Then write and circle.

- Place pupils in pairs. Explain to pupils that they have to ask each other what they are scared of.
- Have pupils complete the survey first about themselves and then about their friend. Monitor pupils and help if necessary.
- Once pupils have completed the activity, have them read out their sentences to the class.

### Ending the lesson

- Play the "Telephone (Chinese Whispers)" game (see Resource Bank, page A23, for instructions). Place class in three groups and have each repeat one of the sentences: *Is Minnie scared of ghosts? Mickey is scared of monsters. Mickey isn't scared of Pluto.*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Place pupils in pairs and have them choose a scene from the story. Give them a sheet of paper and ask them to draw it, copy the texts and present it to the class.

**10 Listen and answer.**

1 Mickey and Minnie are in the forest. Minnie's scared.  
Mickey! It's dark. I'm scared!  
It's OK. I'm not scared.

2 Listen! Is it a ghost? I'm scared of ghosts.

3 It's OK. It isn't a ghost. It's an owl. Look!

4 Listen! What's that? Is it a monster?

5 Yes, look! It's a monster! I'm scared of monsters!  
Oh, no! Now I'm scared, too!

6 Oh, Pluto! It's you!  
Phew! That's OK.  
Mickey isn't scared of Pluto!

**11 Now act the story out.**

Lesson 5 Story: owl. I'm scared of (ghosts). Feelings. I'm / I'm not (happy).

## Lesson 6

**Lesson aims:** to consolidate vocabulary from previous lessons. To play a game with cut-outs.

**Revision:** vocabulary from lessons 1–5. *dogs, water, garden.*

**Receptive language:** *Who's this? Who's (happy)? He/She likes (water).*

**Materials:** CD 1, a sheet of paper for each pupil, colour pencils or marker pens, scissors, slips of paper.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Give each pupil a sheet of paper. Have them draw two big circles and colour one red and the other green.
- Ask them to write feelings that are negative in the red circle and feelings that are positive in the green one.
- Call out a feeling and have pupils show you the circle they have written in.

### Revision

- On slips of paper write a feeling taught in previous lessons and give two slips to each pupil. Explain that you will call out a feeling and the pupils who have it must stand up and say it. T: *Who's (scared)?* Pupils: *I'm (scared).*
- Collect all slips for TPR activity.

### Pupil's Book, page 9

#### 12 Listen, read and say the number. Then answer.

- Direct pupils to Pupil's Book, page 9, Exercise 12. Ask them to describe the picture and encourage them to use feelings and pronouns.
- Explain that they have to read as they listen to the text and then tell you which number the sentence belongs to.
- Play track 1.23 once without pauses.
- Replay the track with pauses for pupils to call out the answers.
- Direct pupils to the questions under the picture. Read them out one by one and have volunteer pupils answer.
- Place pupils in pairs and have them ask and answer using the questions.

**12 Listen, read and say the number. Then answer.**

Hi, I'm Mia. Look! I'm in the garden with my friends. I'm happy!

1 This is my friend Sam. He likes ice cream. He's hungry!

2 This is Anna. She's scared of dogs.

3 This is Tim. He's tired.

4 And this is Polly. She likes water. She's thirsty.

1 Who's scared? Anna/4  
2 Who's tired? Tim/2  
3 Who's hungry? Sam/1

4 Who's thirsty? Polly/3  
5 Who's happy? Mia/5

**13 Cut out (page 73). Then listen and play.**

Are you scared? Yes, I'm scared!

Lesson 6 Skills: Feelings. I'm / I'm not / He's / She's (happy). I'm scared of (dogs).

#### 13 Cut out (page 73). Then listen and play.

- Have pupils cut out the cards on page 73. Ask pupils to describe the cards to you.
- Ask pupils to look at the photos in Exercise 13 and tell you how they think the game will be played. Play track 1.24.
- Place pupils in pairs. Explain that they have to place the cards face down in the middle of the table. One pupil picks up the card and has to mime what he sees in it. Their partner has to guess what is being mimed. If the pupil guesses correctly, they keeps the card. The game finishes when all the cards have been played.

### TPR

Give each pupil two slips of paper used in the presentation activity. On the board write *green, red, yellow, blue*. Place pupils in four groups. Explain that you will call out a feeling and a colour. Pupils with that feeling have to place the slip of paper under the correct colour on the board. The first group to finish wins. Repeat for enjoyment.

### Activity Book, page 7

#### 11 Find six differences. Then write.

- Ask pupils to look closely at the pictures. Explain that they have six differences which they have to find. Have pupils complete the first part of the activity. Ask a volunteer pupil to call out the differences.
- Explain to pupils that they have to complete the sentences under picture 2. Check answers by asking volunteer pupils to read their answers.
- **Answers:** 2 *He's thirsty.* 3 *He's happy.* 4 *She's worried.* 5 *She's scared.*

#### 12 Write.

- Ask pupils to tell you how the children in the picture are feeling.
- Explain that they have to read the text and complete it with a word from the word pool.
- When pupils have completed the activity, place them in pairs and have them read their answers to each other.
- **Answers:** *Are, not, Are, am.*

### Ending the lesson

- Give each pupil a sheet of paper. Have them draw their partners in a park doing something that makes them happy, sad, hungry or tired, and to write sentences about it like in Exercise 12.
- Have pupils show their work to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to place their cut-out cards face down in front of them in random order. They can shuffle them around once they are face down so they do not remember where each feeling is. Pupil 1 turns over a card and describes the feeling. Pupil 2 turns over a different card trying to find the matching pair. Pupil 1 can keep the pair if they match. If not, the cards are turned face down again and pupils play again. This time Pupil 2 turns over a card and describes the object and Pupil 1 tries to find a matching pair. The winner is the pupil with the most matching pairs.

## Lesson 7

**Lesson aims:** Social Science – to talk about feelings in different situations. To make a poster.

**Target language:** *bored, excited, surprised, good, bad.*

**Revision:** feelings. *I'm / I'm not (happy).*

**Receptive language:** *funfair, puppy; Who's (bored)? Why is the girl (excited)? How do you feel? Which feelings are (good)?*

**Materials:** CD 1. Sheets of paper, magazines, colour pencils or marker pens.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Ask pupils, in L1, what kinds of things make them feel happy, sad, angry and tired.

### Presentation

- On the board write: *bored, excited, surprised* and mime these terms to pupils. Then say: *It's my surprise party. I am ...* Pupils: *Surprised.* T: *It's my homework. I am ...* Pupils: *Bored.* T: *They're my presents. I am ...* Pupils: *Excited.*
- Ask, in L1, what other things make them feel surprised, excited and bored.
- Introduce the words: *good* and *bad*.

### Pupil's Book, page 10

#### 14 Listen, match and say.

- Direct pupils to Pupil's Book, page 10, Exercise 14. T: *Who's (bored)? Pupils: Number (2).*
- Explain to pupils that they have to match the photos 1–3 with the pictures a–c when they hear the recording. If it is easier, they may write the numbers in their notebooks.
- Play track 1.25.

- 1 Look at my presents! I'm excited!
- 2 I can't play. I'm bored.
- 3 Oh! I've got a new computer game! I'm surprised!

1.25

- Replay the track again, pausing to allow pupils to check their answers.
- Check for understanding. T: *Why is the (girl) (excited)?* Pupil: *(She's got presents.)*
- Check answers as a class by having volunteers say the answers.

#### 15 Listen, think and say. Then write and draw ✓ or X in your notebook.

- Have pupils write the numbers 1–4 in their notebooks. Explain that they have to think about the situation presented to them and write how it makes them feel and whether it's a good or a bad feeling by drawing a tick or cross.
- Play track 1.26 and ask pupils to follow the text.

- Look at the photos. How do you feel? Is it a good or a bad feeling? 1.26
- 1 It's your birthday. You've got a present. How do you feel?
  - 2 You can't play with your friends. How do you feel?
  - 3 You're at the funfair. How do you feel?
  - 4 Your brother's got your favourite toy. How do you feel?

- Replay the track with pauses for pupils to answer in their notebooks.
- Have pupils read out their answers: *I'm (excited).*
- Place pupils in pairs and have them present to each other a situation from the activity and react to it. Pupil 1: *(You've got a present.)* Pupil 2: *(I'm excited).*

#### 16 Project: make a feelings poster.

- Give each pupil a sheet of paper. Explain that they have to make a poster of different feelings. They can draw the feelings or paste cut-out pictures from magazines. They may place the feelings from least to most favourite. Encourage them to write a few sentences about each picture or drawing. When pupils have completed the activity, have each pupil present their work to the class and place all posters on classroom display.

### TPR

Explain to pupils that you will say a situation and they have to mime and say how they feel. T: *A birthday party.* Pupils: *I'm (excited).* Use the following situations: *presents, homework, a puppy, a birthday cake, water, you can't play, a monster, too much homework, you can't find your friend, you have no friends, it's Christmas, a big hungry lion.*

### Activity Book, page 8

#### 13 Look, read and number.

- Ask pupils to describe each picture. Then ask a volunteer pupil to read the sentences. Explain that pupils have to match the sentences to the pictures.
- Have pupils complete the activity. Check answers as a class. T: *Picture a?* Pupils: *3. It's Christmas Day. I'm excited.*
- **Answers:** 1 b, 2 d, 3 a, 4 c.

#### 14 Read and write.

- Have a volunteer pupil read the words in the pool. Ask pupils which ones they think are good and which ones are bad.
- Ask pupils to complete the activity. Check answers as a class. T: *Which feelings are good?* Pupils: *Excited, happy, etc.*
- **Answers:** I feel good: *excited, surprised, happy.* I feel bad: *bored, sad, scared, worried, angry.*

### Ending the lesson

- Place pupils in small groups and give a sheet of paper to each one. Assign to each group a feeling and ask them to write sentences about situations that would make them feel that way. Have the groups present their work to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to look through the unit and to write as many sentences from it as possible. Set a time limit.

14 Listen, match and say. *I'm surprised. Picture a.* *I'm surprised.*

1 *I'm excited.* 2 *I'm bored. Picture c.* 3 *I'm excited. Picture b.*

*I'm excited. Picture b.* a b c

15 Listen, think and say. Then write and draw ✓ or X in your notebook. *✓ (I'm happy/surprised/excited/...)*

Look at these photos. How do you feel? Is it a good (✓) or a bad (X) feeling?

1 *It's your birthday. You've got a present.*

2 *X (I'm sad/worried/...)* You can't play with your friends.

3 *✓ (I'm excited/happy/...)* You're at the funfair.

4 *X (I'm angry/...)* Your brother's got your favourite toy.

16 Project: make a feelings poster.

Lesson 7 CLL: bored, excited, surprised, bad, good. Feelings. *I'm / I'm not (happy).*

## Lesson 8

**Lesson aims:** to revise the material from Unit 1. Self-assessment.

**Revision:** feelings. *I'm / I'm not / He's / She's (happy). Are you (happy)? Is he/she (happy)? I'm scared of (monsters).*

**Receptive language:** *today; Look at (Dash).*

**Materials:** CD 1. Optional: Worksheet 6 for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Have pupils look through the whole unit for about a minute. Ask them to close their Pupil's Books and to tell you what they remember from it. Encourage them to mention feelings, different situations and Disney characters.

### Revision

- Have pupils open their books. Explain that you will describe a feeling or character and they have to find it in the unit. T: *Mickey.* Pupils open to page 8 and point to Mickey. T: *Tired.* Pupils open to page 6 or 9 and point to figures showing they are tired.
- Continue with as many items as possible.
- Place pupils in pairs and have them continue with their partners.

### Pupil's Book, page 11

#### 17 Listen and answer.

- Direct pupils to Pupil's Book, page 11, Exercise 17. Ask pupils to identify the Disney characters. (Mrs. Incredible, Violet, Dash, Mr. Incredible: see page A30). Ask how they think they feel.
- Have a volunteer pupil read the words in the word pool.
- Then ask pupils about the characters. T: *Look at Dash. Is he sad?* Pupils: *No. He's excited/happy.*
- Explain to pupils that they will listen to the characters being described and that they have to answer the questions.
- Play track 1.27 once through.

17 Listen and answer. *1 - No, he isn't bored. 2 - No, she isn't sad. No, she isn't worried. 3 - No, he isn't scared. Yes, he's happy. 4 - No, she isn't tired. Yes, she's happy.*

happy sad scared bored tired worried

18 In your notebook, draw and write about you. Then tell a friend. *Pupils' own answers*

*Today, I'm sad.*  
*I'm not happy.*

Lesson 8 Review: Feelings. *I'm / I'm not / He's / She's (happy). Is he / she happy? Are you happy? I'm scared of (monsters).*

- 1 It's Dash. Is he bored? (...) No, he isn't bored.
- 2 It's Violet. Is she sad? (...) No, she isn't sad. Is she worried? (...) No, she isn't worried.
- 3 It's Mr. Incredible. Is he scared? (...) No, he isn't scared. Is he happy? (...) Yes, he's happy.
- 4 It's Mrs. Incredible. Is she tired? (...) No, she isn't tired. Is she happy? (...) Yes, she's happy, too!

1.27

- Replay the track with pauses for pupils to answer.
- Place pupils in pairs and have them ask each other questions about each character. Pupil 1: *Is Violet sad?* Pupil 2: *No, she's worried.*

#### 18 In your notebook, draw and write about you. Then tell a friend.

- Ask each pupil to tell you how they feel today.
- Tell pupils that they have to draw themselves and to write a few sentences about how they feel.
- Have pupils present their work to the class.

### Activity Book, page 9

#### 15 Look and write.

- Ask pupils to look at the picture and tell you what they think the Incredibles are doing. L1 may need to be used.
- Explain that pupils have to answer the questions under the picture.
- Check answers by choosing four pairs to read the question and answer.
- **Answers:** 2 *She's scared.* 3 *He's happy.* 4 *She's worried.* 5 *He's angry.*

#### 16 Say and tick (✓). Then stick.

- Ask pupils to read the sentences.
- Pupils assess their own skills by ticking the boxes. Encourage them to look through the unit in their Pupil's Book as they think about the sentences.
- Ask pupils to find the stickers for this exercise at the end of their Activity Books. If pupils can tick all the boxes, they put a sticker with the film character next to the exercise.
- Play the unit song in the background as pupils work (track 1.16).

### Ending the lesson

- Ask pupils to choose a song, story or activity they liked best from the unit. Play the appropriate tracks and have pupils mime the feelings or act out the story. Congratulate the pupils for having completed Unit 1.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils choose a lesson or scene they particularly liked from the unit. Ask them to draw it and then place their work on classroom display.

### Progress assessment

- Photocopiable materials, Worksheet 6, page 82. The guidelines for using the sheet can be found on page 74.
- *New English Adventure Test Book*, Level 2, Test 1.

# UNIT 2 It's snowing

## Lesson 1

**Lesson aims:** to learn vocabulary associated with the weather.  
**Target language:** *cloudy, cold, hot, raining, snowing, sunny; It's (raining).*  
**Revision:** the alphabet, colours, numbers 1–20.  
**Receptive language:** *Is it hot here? It isn't hot. What's the weather like?*  
**Materials:** CD 1, slips of paper with a letter, name of a colour, a number 1–20. A sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Give each pupil a slip of paper with a letter, colour or number written on it and have each pupil read it. Explain that when you call out *Alphabet!*, all the pupils that have a letter have to stand up and say it. The same will happen when you say a number or colour.

### Presentation

- On the board write the sentences (one below another): *It's cloudy/cold/hot/raining/snowing/sunny*. Read the sentences and have pupils repeat them. Ask volunteers to draw the weather phenomena next to the words they know.
- Draw similar pictures next to the other words. Then point to the pictures and ask: *What's the weather like?* Pupils: *It's (sunny).*

### Pupil's Book, page 12

#### 1 Listen and point.

- Have pupils look at Pupil's Book, page 12, Exercise 1. Ask if they know the characters (Anna, Sven and Kristoff from *Frozen*: see page A30). T: *Is it hot here?* Pupils: *No, it's cold.* T: *What's the weather like?* Pupils: *It's snowing.*
- Tell pupils to point to the characters they hear. Play track 1.28.

Who's this? It's Anna and her friends, Kristoff and Sven.  
 What's the weather like? Is it hot? No, it isn't hot. It's very cold. Brrr!

- Play the track again, this time with pauses. Pupils repeat the text and point to the characters, miming *cold, hot* and *brrr*.

#### 2 Listen and repeat. Then look and say Yes or No.

- Pupils look at each picture. T: *Point to (cold).* Monitor pupils' work.
- Explain that pupils have to repeat the words they hear. Play the first part of track 1.29.

Part 1: hot, cold, sunny, cloudy, snowing, raining.  
 Part 2: It's hot. It's cold. It's sunny. It's cloudy. It's snowing. It's raining.

- Play the second part of the track, pausing for pupils to repeat. Point to a picture and ask: *What's the weather like?* Pupils: *It's (hot).*
- Ask pupils to look at the picture in Exercise 1. Say the sentences from the recording, e.g. *It's hot*, and have pupils answer *Yes* or *No*.

#### 3 Listen and say.

- Ask pupils to look at the picture in Exercise 1, listen to the recording and finish the sentences.
- Play track 1.30 and have pupils answer in the pauses.

Who's this? It's Anna and her friends, Kristoff and Sven.  
 What's the weather like? Is it hot? No, it isn't (...) hot. It's very (...) cold. Brrr!

- Follow-up (optional): On the board write: *It's cold and it's snowing*. Ask pupils to write similar sentences in their notebooks, then read them to the class.

### TPR

Give pupils a sheet of paper each. Have them draw a weather phenomenon from this lesson. Next, have pupils sit in a circle. Explain that as you say weather words, they have to give their drawing to the person next to them. They stop when you say a word loudly. The pupils with that word go to their desks. T: *Cloudy, hot, cold, raining, SNOWING!* Keep drawings for the Ending the lesson activity.

### Activity Book, page 10

#### 1 Read and match.

- Pupils match the icons to the words by drawing lines. Point to the pictures and have volunteers read out the answers.

#### 2 Find and circle. Then write.

- Pupils look for weather-related words in the grid, then write them next to the correct icons. Have them check answers with their partners.
- **Answers:** 2 *It's sunny.* 3 *It's cloudy.* 4 *It's windy.* 5 *It's snowing.* 6 *It's raining.* 7 *It's hot.* 8 *It's cold.*

### Ending the lesson

- Give pupils drawings from TPR activity and ask them to describe the weather in sentences: *It's (sunny).*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 72

#### 1 Look and write.

- Pupils work out what the sentences are by breaking the code. Have them complete the activity and show you their answers.
- **Answers:** *It's snowing. It's sunny. It's raining. It's cloudy. It's hot.*

UNIT 2 It's snowing

1 Listen and point. CD 1.28

2 Listen and repeat. Then look and say Yes or No. CD 1.29

hot cold sunny cloudy snowing raining

3 Listen and say. CD 1.30

It's cold. It's snowing.

Lesson 1: cloudy, cold, hot, raining, snowing, sunny. It's (raining).

## Lesson 2

**Lesson aims:** to revise and extend weather vocabulary. To learn a song.  
**Target language:** *stormy, windy; What's the weather like?*  
**Revision:** clothes; weather. *It's/It isn't (cold).*  
**Receptive language:** *I'm wearing my (jacket).*  
**Materials:** CD 1, Level 1 and Level 2 flashcards with clothes and types of weather.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Play the "Guess and take it!" game with the flashcards (see: Resource Bank, page A21).

### Presentation

- Put clothes flashcards on the board, if you have them, or draw the items of clothing on the board. Ask pupils if they know the names of these clothes. Point to any item pupils remember. Then quickly go through all the clothes by saying the names and having pupils repeat.
- Point to an item and say. T: *It's hot. I'm wearing my...* Pupils: *Sun hat.*
- On the board write: *What's the weather like?* Read the question and have pupils repeat it. Place weather flashcards on the board. Point to *stormy* and *windy*, say the words and have pupils repeat after you. Ask a volunteer to come to the board and have a classmate ask him or her: *What's the weather like?* The volunteer points to a weather flashcard and answers: *It's (sunny).* Continue with other pupils.

### Pupil's Book, page 13

#### 4 Listen and say the number. What's missing? Then read and say.

- Direct pupils to Pupil's Book, page 13, Exercise 4. Ask them to describe what they can see.
- Then read the texts a–f and ask pupils where they think each one may go.
- Explain to pupils that they will listen to the CD and say the number of the picture which is being described.
- Play track 1.31. Pause at each part for pupils to find the right picture.

4 Listen and say the number. What's missing? Then read and say. CD 1.31

5, 2, 1, 6, 3. Missing: It's cloudy.

1 It's hot and sunny. 2 It's snowing. It's cold. 3 It's stormy.

4 It's cloudy. 5 It's windy. 6 It's raining.

5 Listen and sing. CD 1.32 KARAOKE CD 1.33

It's cloudy, it's snowing, it's cold!  
 Where's my sweater?  
 It's windy, it's sunny, it's hot!  
 Where's my sun hat?  
 It's raining, it's stormy, it's wet!  
 Where's my raincoat?

Lesson 2: stormy, windy. Clothes. Weather. It's / It isn't (cold). What's the weather like?

A: What's the weather like?  
 B: It's snowing. It isn't hot. It's cold. Brrr! I'm wearing my hat and scarf. 1.31

A: What's the weather like?  
 B: It's windy. I've got a kite.

A: What's the weather like?  
 B: It's stormy. I'm wearing my jacket.

A: What's the weather like?  
 B: It's hot and sunny. I'm wearing my sun hat, a T-shirt and shorts.

A: What's the weather like?  
 B: It isn't sunny. It's raining. I'm wearing my raincoat and wellies.

- Explain that one text is missing in the recording. Ask: *Which one is missing?* Pupils: *It's cloudy.*
- Place pupils in pairs and have them match the texts to the pictures. Pupil 1: *It's hot and sunny.* Pupil 2: *Picture number 6.* As optional follow-up, have pupils write the answers in their notebooks. Check answers.

#### 5 Listen and sing.

- Have pupils read the song and ask them to tell you what weather and clothes are mentioned in it.
- Tell pupils that they will listen to the song and ask them to stomp when they hear an item of clothing and clap their hands when they hear a type of weather.
- Play track 1.32.
- Replay the track and encourage all pupils to sing along.
- Once the pupils have learnt the song, ask them to sing along to the karaoke version (track 1.33).

### TPR

Give pupils a sheet of paper each and ask them to draw a type of weather of their choice. Next, explain that you will say a clothing item and if they can wear it in the type of weather they have drawn, they have to jump up and say what they have drawn. T: *What's the weather like? I'm wearing my wellies.* Pupils: *It's raining. It's snowing.* Have pupils swap pictures and repeat the activity.

### Activity Book, page 11

#### 3 Look and write.

- Have a volunteer read out the sentences. Explain to pupils that they have to match the pictures to the sentences. Check answers by having volunteers call them out.
- **Answers:** 1 *It's sunny.* 2 *It's hot.* 3 *It's raining.* 4 *It's windy.* 5 *It's snowing.* 6 *It's cold.* 7 *It's stormy.* 8 *It's cloudy.*

#### 4 Look, write and match.

- Explain to pupils that they have to write the words for the clothes items in the gaps and then match the completed sentences with those on the right to make pairs.
- Pupils complete the activity and check answers with their partners.
- **Answers:** 1 – d; *raincoat*, 2 – a; *scarf*, 3 – c; *sun hat*, 4 – b; *T-shirt*.

### Ending the lesson

- Give pupils a sheet of paper each. Explain that you will say two sentences which they have to draw. T: *It's sunny. I'm wearing a sun hat. I'm happy.* Repeat as many times as necessary for pupils to draw. T: *It's stormy. I'm scared.* Again, repeat as many times as necessary.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to draw their favourite Disney character in the rain, sun or snow wearing appropriate clothes. Place work on classroom display.

## Lesson 3

**Lesson aims:** to consolidate vocabulary from lessons 1–2. To introduce the four seasons.

**Target language:** *autumn, spring, summer, winter.*

**Revision:** weather. *flowers, ice cream, fruit; It is / It isn't (snowing). I like (spring).*

**Receptive language:** *season; What's the weather like in (spring)? What season is number (1)? What's your favourite season? Is it (cold/summer)? Where's (ice cream)?*

**Materials:** CD 1, self-made pictures of the four seasons (e.g. magazine cut-outs).

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- On the board write the following sentences: *It's sunny. I'm wearing my wellies. It's stormy. I'm wearing my raincoat. It's snowing. I'm wearing my T-shirt. It's windy. I'm wearing my jacket.*
- Read the sentences and ask pupils to correct the false ones.

### Presentation

- On the board write *Seasons*, beneath place pictures of the four seasons and write their names. Read through the season words and have pupils repeat after you.
- T: *What's the weather like in (spring)?* Pupils: *It's (sunny).* Write their responses and other words associated with the seasons under the pictures. Introduce the word *snowman*.
- Then ask what type of clothes they wear in summer, spring and so forth.

### Pupil's Book, page 14

#### 6 Listen, read and say the number.

- Direct pupils to page 14, Exercise 6. T: *What season is number 1?* Pupils: *It's spring.* Continue with all the items.
- Ask pupils what the weather is like in each picture.
- Explain that they will hear a picture being described and they have to tell you which number it is.
- Play track 1.34. Encourage pupils to point to the picture as they listen and say the answer.

It's hot and sunny. It's summer. 1.34  
It's cold. It's winter.  
Look at the colours: red, yellow, orange. It's autumn.  
Look at the pretty flowers. It's spring.

- Replay track 1.34. Then ask pupils what they remember from the listening. Write answers on the board.
- Have pupils describe one picture to their partner.

#### 7 Listen, point and say. Then write in your notebook.

- Point to the children's drawings in Exercise 7 and ask pupils: *Is it (cold)? What's the weather like? Is it (summer)? Where's (ice cream)?*
- Explain that pupils have to listen to the recording, point to the picture the children are talking about and say the name of the season.
- Play track 1.35.

1 A: What's your favourite season, Sarah? 1.35  
B: It's spring. I like spring flowers.  
2 A: What's your favourite season, Ben?  
B: It's autumn. I like autumn fruit and I like the colours of the trees.  
3 A: James, what's your favourite season?  
B: I like winter. I like snow! Look at my snowman!  
4 A: How about you Molly? What's your favourite season?  
B: I like summer. I like hot weather, and I like ice cream!

- Ask pupils to look at the pictures and write in their notebooks: *I like (hot weather) and I like (ice cream),* etc. Have pupils read their sentences to the class.

### TPR

Have pupils sit in a circle. Assign each one a different season. Explain that when you say a season, the pupils with that season have to stand up and say a word associated with it. T: *Summer.* All pupils who are summer stand up. Pupils: *Ice cream, hot, sun hat, T-shirt.* Pupils who associate a wrong item with their season, go back to their desks.

### Activity Book, page 12

#### 5 Look and write.

- Ask pupils to tell you what season they think each picture represents.
- Ask a volunteer pupil to read the sentences. Explain that pupils have to write the season under the correct image.
- Have pupils check their answers with their partners.
- **Answers:** 1 *It's spring.* 2 *It's summer.* 3 *It's autumn.* 4 *It's winter.*

#### 6 Draw and write.

- Have a volunteer read the two sentences. Explain that pupils have to draw their favourite season and then write a sentence about it. Have pupils show their work to the class.

### Ending the lesson


- Tell pupils you are going to write a silly sentence on the board: *It's summer. It's snowing and it's windy.* T: *Is this correct?* Pupils: *No! It's hot and sunny in summer.*
- Have pupils write a silly sentence about a season to read to their class for other pupils to correct.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 72


#### 2 Find and write. Then draw.

- Explain to pupils they have to get through the maze and pick up letters to write a sentence on the way. When they find the words, they have to write them and then draw a picture of the season.
- **Answer:** *It's summer.*


**6 Listen, read and say the number.** CD 134 2, 4, 3, 1




1 It's spring.



2 It's summer.




3 It's autumn.



4 It's winter.


**7 Listen, point and say. Then write in your notebook.** CD 135

1 *spring*



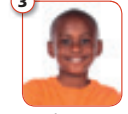
Sarah

2 *autumn*



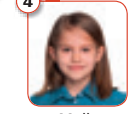
Ben

3 *winter*



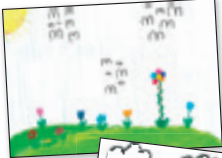
James

4 *summer*




Molly


I like ...




1 - I like spring flowers.



2 - I like hot weather, and I like ice cream!



3 - I like autumn fruit, and I like the colours of the trees.



3 - I like snow!

## Lesson 4

**Lesson aims:** to consolidate weather and seasons vocabulary. To practise phonics (/au/ and /əu/).

**Target language:** *snowman.*

**Revision:** seasons, weather. *snowman, boat, cloud, mouse; What's the weather like? It's / It isn't (snowing).*

**Receptive language:** *Who's this? Is it (sunny)?*

**Materials:** CD 1, a sheet of paper for each pupil. Self-made pictures of the seasons.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Give each pupil a sheet of paper. Explain that you will say a season and they have to draw an item associated with it. Check answers before moving on to the next season.

### Revision

- Place pictures of the seasons on the board. Under *winter* write: *It isn't hot. It's cold. It's (snowing).*
- Read the sentences and then point to *summer*. Explain to pupils that they have to finish your sentences. T: *It isn't...* Pupils: *Cold. T: It's...* Pupils: *Hot and sunny.* Continue for all pictures.

### Pupil's Book, page 15

#### 8 Listen and say 1 or 2.

- Direct pupils to Pupil's Book, page 15, Exercise 8. T: *Who's this?* (Olaf from *Frozen*: see page A30). *What's the weather like?*
- Explain that they have to listen and choose the correct picture.
- Play track 1.36 with pauses after each answer for pupils to point to a picture. Stop the recording before the last question and ask pupils which picture it is: 1 or 2.

UNIT  
**2**

**8 Listen and say 1 or 2.** CD 136

1



It isn't cloudy. It's hot and sunny.

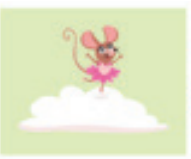
2



It isn't hot. It's snowing.

**9 Tongue twister! Listen and repeat.** CD 137

There's a **mouse** on a **cloud**.  
There's a **snowman** in a **boat**.




Lesson 4: Phonics: /au/ vs. /əu/. What's the weather like? Seasons. Weather. It's / It isn't (snowing).

15

A: What's the weather like in the picture? Is it cloudy?  
B: No, it isn't cloudy.  
A: Is it windy?  
B: No, it isn't windy.  
A: Is it snowing?  
B: No, it isn't snowing.  
A: Is it winter?  
B: No, it isn't winter.  
A: Is it hot and sunny?  
B: Yes, it's hot and sunny.  
A: Is it picture 1? (...)  
B: Yes, it's picture 1.

1.36

- Point to pictures 1 or 2, ask pupils these questions: *Is it cloudy? Is it windy? Is it raining? Is it winter?* and have them answer *Yes* or *No*.
- Place pupils in pairs and ask them to describe pictures in turns. Pupil 1: *It's (snowing).* Pupil 2: *Picture number 2.*

#### 9 Tongue twister! Listen and repeat.

- On the board write *mouse, cloud, snowman, boat*. Say each word, pointing to *ou, ow, oa* and have pupils repeat. Ask them what they notice about each word (the *ow* in *snowman* is the same as the *oa* in *boat*).
- Remind pupils, in L1, then point to Exercise 9 and ask pupils what they can see in the pictures.
- Read the tongue twister. As you are reading, have the class point to the words in the text.
- Play track 1.37. Ask pupils to listen to the tongue twister and repeat it. Ask pupils how each word is pronounced.
- Replay the track as many times as necessary until pupils are confident to say the text without the recording.
- Place pupils in two groups. Have each group repeat the tongue twister as many times and as quickly as possible. Set a time limit. The group that says it correct most times, wins.

### TPR

Have pupils sit in a circle. Explain that you will say two words. If the words have the same sound, they have to repeat the second word a few times, each time getting quieter. If the words don't have the same sound, they mustn't say anything. Use the following sets of words: *cat – happy, goat – boat, happy – mouse, Pam – sad, cloud – Pam, angry – bad, boat – bad, mouse – cloud, house – mouse, mouse – snowman, snowman – boat, boat – mouse.* Pupils who repeat the words that don't sound alike, go to their desks.

### Activity Book, page 13

#### 7 What's the weather like? Look and write.

- Have pupils look at the pictures and tell you what the weather is like in each one. Ask what season it could be.
- Explain that pupils have to unjumble each anagram and write it in the sentence.
- Check answers by asking volunteers to read them out.
- **Answers:** 1 *It's sunny.* 2 *It's snowing.* 3 *It's raining.* 4 *It's stormy.*

#### 8 Look at Exercise 7 and write.

- Have pupils look at questions 1–4 and ask a volunteer to read them.
- Explain to pupils that they will have to complete the sentences by looking at Exercise 7.
- Check by asking pupils for the answer and writing it on the board.
- **Answers:** 2 *No, it isn't raining. It's snowing.* 3 *No, it isn't sunny. It's raining.* 4 *No, it isn't snowing. It's stormy.*

### Ending the lesson

- Ask pupils to draw a picture of themselves in their favourite season and write two sentences about it. Pupils present their work to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Pupils write three sentences about their favourite season, its weather and clothes.

14

15



## Lesson 5

**Lesson aims:** to revise the language from lessons 1–4. To listen to a story.  
**Target language:** wet.  
**Revision:** clothes; seasons; weather. *garden; It's / It isn't (snowing). There's my hat! I like / I don't like (stormy weather). I've got my hat.*  
**Receptive language:** *What's the weather like? Does Goofy like stormy weather? Why is Goofy happy? Is it (stormy)? What does Goofy find?*  
**Materials:** CD 1, colour pencils and markers. A sheet of paper for each pupil. Optional: story cards.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Direct pupils to the story on page 8. Ask what they remember about it and who the main characters are.

### Pupil's Book, page 16

#### 10 Listen and answer.

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks. If you have story cards, use them during the lesson.
- T: *Today, it's story time!* Ask pupils to open their Pupil's Books to page 16. Hold up your book and point to the characters from the story. T: *Look! This is Goofy. This is Mickey.*
- Have pupils tell you what they see in the pictures. Ask: *What's the weather like in picture 1?* Pupils: *It's sunny.* T: *Is it sunny in picture 3?* Pupils: *No, it isn't sunny. It's cloudy.* T: *What's the weather like in picture 4?* Pupils: *It's stormy.* Introduce the word *wet*.
- Encourage pupils to guess what may happen in the story without confirming or rejecting any of their ideas. (Goofy is sleeping in the sun when a storm breaks out. The wind sweeps his hat away. He finds it but gets wet.)
- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *Does Goofy like stormy weather?*
- Play track 1.38. Use the story cards or point to the frames in your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with the voices of the original Disney characters (track 1.38) and with special EFL voice-overs (track 1.39).
- Repeat the question: *Does Goofy like stormy weather?* Pupils: *No, he doesn't like stormy weather.* Ensure pupils have understood the story by asking them to briefly summarise it in L1.
- Replay track 1.38 stopping at each frame to ask the following questions: Picture 1: *Is Goofy sad?* (*No, he's happy. It's hot.*) Picture 2: *What's the weather like now?* (*It's sunny and windy.*) Picture 3: *Is Goofy scared?* (*No. He's worried.*) Picture 4: *Does Goofy like stormy weather?* (*No.*) Picture 5: *Is Goofy tired?* (*No, he's happy.*) Picture 6: *What has Goofy got?* (*He's got his hat.*)
- Replay track 1.38 pausing at each individual sentence. Encourage pupils to repeat the sentences together.

#### 11 Now act the story out.

- Divide class into six groups. Assign each group a picture and have them read the text aloud, in unison.
- Place pupils in groups of four. Assign the roles of Mickey, Goofy, the narrator and the storm. Explain that the role of the storm is sound effects the pupil has to produce. Encourage them to act out the story with words and gestures. Monitor pupils and help if necessary. Invite volunteers to present the story to the class.

### Activity Book, page 14

#### 9 Listen and number.

- Ask pupils to look at each picture. T: (*pointing*) *What's the weather like in this picture?* Pupils: *It's windy.*
- Explain that pupils have to number the pictures described. Play track 1.40.

- 1 A: What's the weather like? Is it sunny?  
B: No, it's raining. **1.40**
- 2 A: What's the weather like? Is it snowing?  
B: No, it's windy.
- 3 A: What's the weather like? Is it hot and sunny?  
B: Yes, it's hot and sunny.
- 4 A: What's the weather like? Is it cloudy?  
B: Yes, it's cloudy. And it's stormy.

- Replay track 1.40 and ask pupils to call out the answers.
- **Answers:** a 2, b 3, c 4, d 1.

#### 10 Follow and write.

- Ask pupils to identify the items of clothing. Explain that they have to follow the lines from the clothes to the character and then complete the sentences with words from the word pool.
- Check answers by asking pupils to read out the sentences.
- **Answers:** Goofy – *hat, cold*; Mickey – *wellies, raining*; Minnie – *sunglasses, sunny*.

### Ending the lesson

- Have a volunteer come to the front of the class. Ask them to choose a scene from the story and to mime it. The first pupil to guess correctly the number of the frame from the story comes to the front of the class. Repeat the activity with the story from the previous unit.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to draw two pictures of weather they like and dislike. Have them write sentences using *I like* and *I don't like*.

**10 Listen and answer.** CD 1.38 CD 1.39

1 Goofy's in the garden. It's hot and sunny. Ah, it's hot!

2 Oh! It's windy now!

3 Oh! My hat!

4 Oh, no! It's stormy now! I don't like stormy weather.

5 Ah! There's my hat!

6 Goofy! You're wet! Yes, but I've got my hat!

**11 Now act the story out.**

**Lesson 5 Story:** wet. Clothes. Seasons. Weather. *It's / It isn't (snowing).*

## Lesson 6

**Lesson aims:** to consolidate vocabulary from previous lessons. To play a game with cut-out cards.  
**Revision:** clothes; seasons; weather. *It's / It isn't (snowing). What's the weather like?*  
**Receptive language:** *What season is it? Is it (hot)?*  
**Materials:** CD 1, flashcards with clothes, a soft toy ball. A sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Place the clothes flashcards on the board. Explain that you will point to an item and pupils have to tell you what season it can be worn in. T: *points to a (T-shirt).* Pupils: *Summer.*
- Then reverse the game by saying a season and having pupils come to the board and point to clothes that can be worn then.

### Revision

- Explain that you are going to play silly sentences. You will say a sentence and pupils have to correct you. T: *It's summer. It's snowing.* Pupils: *It's summer. It's hot.* Continue for all seasons.
- Place pupils in pairs and have them play silly sentences with their partners.

### Pupil's Book, page 17

#### 12 Read and say Yes or No. In your notebook, correct the sentences that are wrong.

- Have pupils look at the pictures. T: *What's the weather like in 1?* Pupils: *It's snowing.* T: *What season is it?* Pupils: *It's winter.* Continue for all the items.
- Ask a pupil to read the sentence under picture 1. T: *Is it hot and sunny?* Pupils: *No, it isn't sunny. It's snowing.* Continue for all the items.
- Explain that pupils have to correct the wrong sentences. Ask them to write correct versions in their notebooks.
- Have pupils complete the activity and check answers as a class by having pupils call out the answers. Write answers on the board.

**12 Read and say Yes or No. In your notebook, correct the sentences that are wrong.** UNIT 2

1 No. It's winter. It's snowing. It's summer. It's hot and sunny.

2 Yes. It's windy. It isn't spring. It's autumn.

3 No. It's summer. It's hot and sunny. She's wearing a hat and a dress.

4 Yes. It isn't sunny. It's raining. He's wearing a raincoat.

**13 Cut out (page 75). Then listen and play.** CD 1.41

Snap! It's raining!

**Lesson 6 Skills:** Clothes. Seasons. Weather. *It's / It isn't (snowing). What's the weather like?*

#### 13 Cut out (page 75). Then listen and play.

- Have pupils cut out the cards on page 75. Ask each pupil to describe the cards to you.
- Ask pupils to look at the photo in Exercise 13 and tell you how they think the game will be played. Play track 1.41.
- Ask pupils if they know what the game is called. (*"Snap!"*: see Resource Bank, page A21, for more information).
- Place pupils in pairs. Explain that they have to place their deck of cards face down in front of them. Each pupil picks up a card from their deck. If they are the same, the first person to call out *Snap!* and the type of weather shown, takes the cards. The game finishes when all the cards have been played and the winner is the child with the most cards.
- Play the unit song, track 1.32, as pupils work for background music.

### TPR

Bring pupils to the front of the class. Explain that you will throw the ball to a pupil and say a word related to weather, season or clothes. The pupil has to say a word associated with it and throw the ball back to you. T: *Weather.* Pupil: *Stormy.* T: *Season.* Pupil: *Spring.* Reverse the game by saying a word from the vocabulary groups for the pupils to find. T: *Hot.* Pupil: *Summer.* Pupils who give incorrect words go back to their seats.

### Activity Book, page 15

#### 11 What's wrong? Look and write.

- Ask pupils to look at the pictures. Have a volunteer pupil read the sentences under the first picture. Explain that they have to write correct sentences for each picture.
- When pupils have completed the activity, have them check answers with their partners.
- **Answers:** 2 *It isn't windy. It's cloudy.* 3 *It isn't winter. It's summer.* 4 *It isn't sunny. It's raining.*

#### 12 Write.

- Ask pupils what the weather is like in the pictures next to the girl. Explain that they have to unjumble the sentences.
- When pupils have completed the activity, have volunteers read out the answers. Write them on the board.
- Place pupils in pairs and have them act out the scene.
- **Answers:** *What's the weather like? It isn't hot or sunny. It's cold and snowing.*

### Ending the lesson

- Give each pupil a sheet of paper. Have them write a conversation between two pupils about the weather and illustrate it just like Exercise 12 in their Activity Book.
- Have pupils read and show their work to the class. Place all work on classroom display.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils write silly sentences using clothes and weather vocabulary (e.g.: *I'm wearing a sun hat. It's snowing.*) and illustrate them.

## Lesson 7

**Lesson aims:** Social Science – to talk about months, feelings and festivals. To make a poster.

**Target language:** months of the year.

**Revision:** seasons; weather. *Christmas, Easter, Halloween; It's / It isn't (snowing). What's the weather like?*

**Receptive language:** *When is (Christmas)? These are the months of the year. What months are in (spring)? What festivals can you see? How many months are there?*

**Materials:** CD 1. Large calendar (e.g. self-made) clearly displaying the months of the year in English, a sheet of paper for each pupil, magazines.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Have pupils look at Exercise 14, page 10. Ask them if they remember the feelings shown and what other ones they remember.
- Ask pupils, in L1, what kind of things make them feel *happy, excited* and *scared*.

### Presentation

- On the board write *Easter, Christmas, Halloween*. T: *When is Christmas?* Pupils: *In winter.* Continue in this manner for *Easter* and *Halloween*. Then place the calendar on the board. T: *Look at my calendar. These are the months of the year.*
- Then point to each month, say it and have pupils repeat after you. T: *It's Christmas. What month is it?* Pupils: *December.* T: *It's spring. What months are in spring?* Pupils: *March, April, May.* Continue for all seasons and festivals.

### Pupil's Book, page 18

#### 14 Listen and read.

- Direct pupils to Pupil's Book, page 18, Exercise 14. Have them say as many months as they can remember. T: *How many months are there?* Pupils: *Twelve.* T: *What festivals can you see?* Pupils: *Christmas, New Year, etc.*
- Explain that pupils will hear the months and have to repeat them.
- Play track 1.42. Encourage pupils to point to the months as they hear them.
- Have pupils close their books. On the board write the numbers from 1 to 12 in a column. Next to 5 write *May*. Have pupils tell you the other months of the year and which number they go next to. Tell pupils the months they cannot remember.

#### 15 Read and guess the month. Then say the number.

- Ask pupils to look at the pictures and tell you which festivals they see. Explain that they have to guess which month each small paragraph refers to.
- Have pupils read the set of sentences quietly to themselves. Then read each set aloud and have pupils give you the answer.
- Explain to pupils that they have to say which photo the small paragraphs match. T: *October – Halloween?* Pupils: *Two.*
- Place pupils in pairs. Have one pupil read the small paragraph for his partner to complete. Ensure that pupils swap roles.

#### 16 Project: make a calendar.

- Place pupils in groups of four and give each one a sheet of paper. Explain that they have to make a calendar. Tell pupils they can draw different pictures for each month or cut out pictures from magazines. Encourage them to write a festival next to each month. When pupils have completed the activity, have each pupil present their work to the class and place all calendars on classroom display.

### TPR

Give each pupil a piece of paper and have them write a month on it. Explain that you will say a season or holiday and if their month is a part of it, they have to stand up and say their month. T: *Winter.* All pupils with *December, January* and *February* stand up.

### Activity Book, page 16

#### 13 Write.

- Have pupils look at the word pool. Ask a volunteer to read the words. Explain the list below is missing some months which they have to fill in.
- Have pupils complete the activity. Check answers by having a pupil read them out and writing them on the board.
- **Answers:** *January, April, May, July, August, October, November, December.*

#### 14 Write and draw.

- Ask pupils when their birthdays are and what their favourite months are.
- On the board write: *My birthday is in June. My favourite month is December.* Read the sentences. Explain that they have to complete the sentences and then draw a picture showing their birthday or favourite month.

### Ending the lesson

- Place pupils in small groups. Give each group a season and have them write as many words as they can about it. Encourage them to use months, festivals, weather and clothes. Have the groups present their work to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to look through the unit and choose their favourite lesson to draw about and write a sentence from it.

**14 Listen and read.** **Look at the calendar. There are 12 months in a year.**

**15 Read and guess the month. Then say the number.**

**What's the month?**

July/August (2) It's hot and sunny. I'm not at school. I'm on holiday. It's ...

December (1) I'm excited. It's Christmas and I've got lots of presents. It's ...

It's autumn. I'm scared of ghosts. It's Halloween. It's ...

March/April (3) It's spring. I've got some Easter eggs. It's ...

**16 Project: make a calendar.**

**18 Lesson 7 CLIL: Months. Seasons. Weather. It's / It isn't (snowing). What's the weather like?**

## Lesson 8

**Lesson aims:** to revise the material from Unit 2. Self-assessment.

**Revision:** weather; seasons; clothes. *It is / It isn't (snowing). What's the weather like?*

**Receptive language:** *What is it about? What happens to Goofy? Is it (hot/autumn)? Do you like this weather?*

**Materials:** CD 1. A sheet of paper for each pupil, small sheets of paper. Cut-out cards from lesson 6. Optional: Worksheets 7 and 19 (Review Units 1 & 2) for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Have pupils look through the whole unit for about a minute. Ask them to close their Pupil's Books and to tell you what they remember from it. Encourage them to mention clothes, seasons, months and Disney characters.
- Play the unit song, track 1.32, for pupils to sing to.

### Revision

- Have pupils look through their books. T: *Look at page 18. What is it about?* Pupils: *Holidays. Months.* T: *Look at page 16. What happens to Goofy?* Pupils: *His hat is wet.* T: *Look at page 14. What is it about?* Pupils: *(Winter, summer, spring, autumn).*
- Continue with as many pages and questions as possible.
- Ask pupils to choose one of their cut-out cards from lesson 6. Then place them in two lines. Make sure that there's the same number of pupils in both lines. Explain that the first pupil in each line should turn around to ask the pupil behind them: *What's the weather like?* This pupil looks at the card and says: *It's (raining).* Then the first pupil goes to the end of the line and the second one turns around to continue the game with the next pupil. The group who finishes the game first wins.
- Explain that you will say a season and pupils have to say its months as quickly as possible. T: *Winter.* Pupils: *December, January, February.*
- Then say the months for pupils to find the season. T: *April, May, June.* Pupils: *Spring.* Place pupils in pairs and have them continue the activity.

**17 Read and say the missing words.**

raining coat winter hot

1 It's **2 winter** 3 It isn't **4 hot/raining**  
2 It isn't **3 raining/hot** 4 She's wearing a **1 coat**

**18 In your notebook, draw and write about the weather today. Then tell a friend.** *Pupils' own answers*

Today, it's windy.  
It isn't sunny.

**19 Lesson 8 Review: Clothes. Seasons. Weather. It's / It isn't (snowing). What's the weather like?**

### Pupil's Book, page 19

#### 17 Read and say the missing words.

- Have pupils look at the picture and tell you who they see (Anna, Olaf, Sven and Kristoff from *Frozen*). T: *Is it hot and sunny?* Pupils: *No. It's snowing and cold.* T: *Is it autumn?* Pupils: *No. It's winter.*
- Explain that pupils have to read the sentences and choose the correct word. Optionally, have pupils copy the sentences in their notebooks. When pupils have completed the activity, check answers by asking a volunteer pupil to read out the answers.
- Place pupils in pairs and have them talk about the picture. Pupil 1: *It's (hot).* Pupil 2: *No, it isn't (hot). It's (cold).* Monitor for correct use of language.

#### 18 In your notebook, draw and write about the weather today. Then tell a friend.

- Have pupils look outside the window. T: *What's the weather like today?* Pupils: *It's (cloudy).* T: *Is it (hot)?* Pupils: *No. It's (cold).* T: *Do you like this weather?* Pupils: *Yes/No.*
- Give pupils a sheet of paper each. Explain that they have to draw and write a few sentences about today's weather.
- Have pupils present their work to the class. Place all work on classroom display.

### Activity Book, page 17

#### 15 Find and circle. Then write.

- Explain to pupils they have to find as many words as possible in the word snake. Have pupils complete the activity and tell you what they have found. Write their answers on the board.
- Tell pupils that they have to write the words in the correct column. Have pupils complete the activity. Check answers by having volunteer pupils read out the answers.
- **Answers:** 1 *It's summer, It's winter, It's spring, It's autumn.* 2 *It's cloudy, It's stormy, It's sunny, It's windy.* 3 *I'm wearing a hat, I'm wearing a raincoat, I'm wearing a sweater, I'm wearing a coat.*

#### 16 Say and tick (✓). Then stick.

- Ask pupils to read the sentences.
- Pupils assess their own skills by ticking the boxes. Encourage them to look through the unit in their Pupil's Book as they think about the sentences.
- Ask pupils to find the stickers for this exercise at the end of their Activity Books. If pupils can tick all the boxes, they put a sticker with the film character next to the exercise.
- Play the unit song in the background as pupils work (track 1.32).

### Ending the lesson

- Ask pupils to choose a song, story or activity they liked best from the unit. Ask them to write a few sentences from the activity or song they have chosen. Have each pupil read out their sentences. Play the appropriate tracks and have pupils sing or act out the story. Congratulate the pupils for having completed Unit 2.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to close their books and write as many sentences as they remember from the unit. Have them open their books and check their sentences.

### Progress assessment

- Photocopiable materials, Worksheet 7, page 83. The guidelines for using the sheet can be found on page 74.
- Review Units 1 and 2, Worksheet 19, page 95. The guidelines for using the sheet can be found on page 77.
- *New English Adventure Test Book*, Level 2, Test 2.

# 3 I'm dancing

## Lesson 1

**Lesson aims:** to learn and revise action verbs.  
**Target language:** *dancing, jumping, running, singing, talking, walking; I'm (dancing).*  
**Revision:** feelings; weather.  
**Receptive language:** *cup; What is Chip doing? Is Belle sad? He's (talking).*  
**Materials:** CD 1. Level 1 and Level 2 flashcards with activities. A sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- On the board write: *Today is (Monday). It's (sunny). I am happy. I'm not worried.*
- Read the sentences to the pupils. Ask them to write four similar sentences to read to the class.

### Presentation

- Place flashcards with activities on the board. Point to each one, say the words and have pupils repeat them after you.
- Mime the action verbs and have pupils say: *I'm (singing).*
- Have a volunteer come to the front of the class. Ask a classmate to call out an action verb for the volunteer to mime. Once they have mimed three action verbs, have another pupil come to the front. If the pupil gets the first verb wrong, they sit down and another pupil does the exercise.

### Pupil's Book, page 20

#### 1 Listen and point.

- Have pupils look at Pupil's Book, page 20, Exercise 1. Ask if they know the characters (Belle and Chip Potts from *Beauty and the Beast*, see page A30). T: *What is Chip doing?* Pupils: *Jumping.* T: *Is Belle sad?* Pupils: *No. She's happy.*
- Tell pupils to point to the characters they hear. Play track 1.43.

Look, it's Belle. She's at the Beast's house. She's talking to a cup! His name is Chip. He's a magic cup. He's talking, too. And he's jumping. **1.43**

- Play the track again, this time with pauses. Pupils repeat what they hear as they point to the characters and mime talking and jumping.

#### 2 Listen and repeat. Then look and say Yes or No.

- Pupils look at each picture. T: *Point to (talking).* Monitor their work.
- Explain that pupils have to repeat what they hear. Play the first part of track 1.44.

Part 1: *dancing, jumping, running, singing, talking, walking.* **1.44**  
 Part 2: *I'm dancing. I'm jumping. I'm running. I'm singing. I'm talking. I'm walking.*

- Play the second part of the track, pausing after each sentence for pupils to repeat. Then point to the pictures randomly and have pupils say: *I'm (singing).*
- Ask pupils to look at the picture in Exercise 1. Say the sentences from the recording, e.g. *I'm dancing*, and have pupils answer *Yes* or *No*.

#### 3 Listen and say.

- Ask pupils to look at Belle and Chip. Explain that they have to complete the sentences they hear. Play track 1.45. Do the exercise with the pupils.

Look, it's Belle. She's at the Beast's house. She's (...) talking to a cup! His name is Chip. He's a magic cup. He's (...) talking, too. And he's (...) jumping. **1.45**

- On the board write: *I'm Belle. I'm talking.* Read it to the class.
- Follow-up (optional): Pupils write two similar sentences about the picture in their notebooks. Have pupils read out their work to the class.

### TPR

Bring pupils to the front of the class. Explain that you will say and mime an action verb and they have to copy you. However, you may say an action verb but mime another one. T: *Look! I'm singing.* Mime singing. T: *Look! I'm jumping.* Mime dancing. Pupils who mime dancing instead of jumping sit on the floor and miss a turn.

### Activity Book, page 18

#### 1 Look and circle.

- Have volunteers tell you what each character is doing. Ask pupils to circle the correct verb. Have a volunteer read out the answers.
- **Answers:** *talking, singing, jumping.*

#### 2 Look and write.

- Have volunteers tell you what each character is doing and next read the word pool. Pupils use these words to complete the sentences, then check answers with their partners.
- **Answers:** 1 *walking*, 2 *jumping*, 3 *running*, 4 *talking*, 5 *dancing*, 6 *singing*.

### Ending the lesson

- Give each pupil a sheet of paper folded in half. Explain that they have to draw two action verbs, then swap drawings with their partners who have to guess and mime the actions.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils draw Belle or Chip doing different actions and write sentences about them, e.g. *I'm (jumping).*

UNIT 3 I'm dancing

1 Listen and point. CD 1.43

2 Listen and repeat. Then look and say Yes or No. CD 1.44

3 Listen and say. CD 1.45

dancing jumping running singing talking walking

I'm jumping!

Lesson 1: *dancing, jumping, running, singing, talking, walking, I'm (dancing).*

## Lesson 2

**Lesson aims:** to revise and extend action verb vocabulary. To learn a song.  
**Target language:** *drawing, reading, swimming, writing; He's/She's (drawing).*  
**Revision:** action verbs from lesson 1. *I'm (dancing).*  
**Materials:** CD 1. Level 1 and Level 2 flashcards with activities, a bag/box and slips of paper for the "Oops!" game.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Place activities flashcards from lesson 1 on the board. Point to each one and have pupils tell you what it is. Explain that you will play "Simon Says" (see Resource Bank, page A24). Say e.g. *Simon says: I'm (dancing)* and play until action verbs have been covered twice over.

### Presentation

- Place activities flashcards from this lesson on the board, point to them, say the words and have pupils repeat them after you.
- Write *He's ...* and *She's ...* on the board. Point to a flashcard with a boy and say: *Look! He's (reading).* Then point to a flashcard showing a girl. T: *Look! She's (writing).* Have pupils repeat both sentences after you.
- Explain that we use *He's* for boys and *She's* for girls. Point to each picture on the board and have pupils tell you what they are doing. Encourage them to use *He's* and *She's*.
- Bring a volunteer to the board. Have him/her point to a flashcard of their choice for the classmates to say what action is shown, e.g. *(She's) (drawing).* Use all flashcards and continue with as many pupils as possible.

### Pupil's Book, page 21

#### 4 Listen and say the number. Then play.

- Direct pupils to the Pupil's Book, page 21, Exercise 4. Ask them to tell you what each person is doing. Again, encourage them to use *He's* and *She's*.
- Explain to pupils that they will listen to the CD and say the number of the photo being described.
- Play track 1.46. Pause at each part for pupils to find the right photo.

4 Listen and say the number. Then play. CD 1.46

1 He's dancing. 2 She's singing. 3 He's swimming.

4 She's drawing. 5 He's reading. 6 She's writing.

5 Listen and sing. CD 1.47 CD 1.48 KARAOKE

Look, I'm dancing, And I'm singing, too. Look, I'm running, And I'm jumping, too. Now I'm reading, And I'm writing, too. Now I'm walking, And I'm talking with you.

Look, he's dancing, And he's singing, too. Look, she's running, And she's jumping, too. Now he's reading, And he's writing, too. Now she's walking, And she's talking with you.

Lesson 2: *drawing, reading, swimming, writing, He / She's (drawing).* Actions: *I'm (dancing).*

She's drawing. He's reading. He's dancing. She's singing. She's writing. He's swimming. **1.46**

- Explain that you will call out a number and that pupils have to tell you what the boy or girl is doing. T: *Three.* Pupil: *He's swimming.* Once all items have been covered, place pupils in pairs and have them continue with the activity.

#### 5 Listen and sing.

- Have pupils read the song and ask them to tell you what actions are mentioned in it.
- Tell pupils that they will listen to the song and have to mime the actions being sung. Play track 1.47.
- Replay the track and encourage all pupils to sing along.
- Once the pupils have learnt the song, ask them to sing along to the karaoke version (track 1.48).

### TPR

Place pupils in two groups. Explain that you will say an action verb and either the girls or the boys from that group have to stand up and mime it. T: *He's dancing.* Only boys stand up and mime dancing. T: *She's running.* Only girls stand up and mime running. If a boy mimes to *She's* and vice versa, he has to sit down and miss a turn. Say action verbs faster every time to make the activity a little more challenging.

### Activity Book, page 19

#### 3 Read and match.

- Have a volunteer pupil read the sentences in the activity.
- Explain that pupils have to match the pictures to the sentences.
- Have pupils complete the activity. Check answers by pointing to the pictures and having volunteers call out the answers.
- **Answers:** 1 *He's running.* 2 *She's swimming.* 3 *He's reading.* 4 *She's writing.* 5 *He's singing.* 6 *She's dancing.*

#### 4 Write the words. Then draw.

- Ask pupils what actions they see in the drawings. Explain that there is a hidden word in the crossword. Have pupils complete the crossword and draw the missing activity. Have a volunteer pupil tell you what the secret word is.
- **Answers:** 1 *drawing*, 2 *reading*, 3 *singing*, 4 *talking*, 5 *walking*, 6 *swimming*, 7 *jumping*. Secret word: *writing*.

### Ending the lesson

- Play "Oops!" together. Divide the class into a few teams. Prepare some slips of paper. Write *Oops!* on several slips and on the remaining ones write personal pronouns and action verbs, e.g. *He's reading, I'm dancing, She's swimming.* Mix all the slips in a bag or box. Each pupil picks a slip and reads the words out loud and says the full sentences, e.g. *He's reading.* If they are correct, they keep the slip and win a point for their team. If incorrect, you keep the slip. If they pick *Oops!*, they don't win a point. To make the game more exciting, you may take away all slips and points won by a team if one of the team members picks *Oops!*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Place pupils in pairs. Explain that one of them has to mime an action for the other one to guess. Then pupils swap roles.

## Lesson 3

**Lesson aims:** to consolidate vocabulary from lessons 1–2. To learn and revise household items vocabulary.

**Target language:** *bowl, cup, plate, sofa, spoon, wardrobe, juggling.*

**Revision:** actions. *chair; I'm / He's / She's (dancing).*

**Receptive language:** *Who is here? What can you see? What is the (cup) doing? What am I?*

**Materials:** CD 1, flashcards with household items used in this lesson. A sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Bring a boy to the front of the class. Explain that he will mime an action and you will say what it is. Intentionally say the wrong action. T: *He's singing* (boy is miming dancing.) Pupils: *No. He's dancing.* Ask the boy to mime another action. T: *He's writing* (boy is writing.) Pupils: *Yes.*

### Presentation

- Draw a big house on the board. Ask pupils, in L1, what items associated with a house they know. Draw the items they mention.
- Then place flashcards on the board. Ask pupils what they are called in English. Go through each item by pointing to it, saying it and having pupils repeat after you. Point to a chair and revise this word. Take down flashcards and write the following words on the board: *cup, plate, wardrobe, bowl, spoon, sofa.*
- Ask a volunteer to read them. Then pick up the flashcards. Show each one to the pupils, have them tell you what it is and place it under its word on the board. Ask pupils which of the words taught/revisted today is missing on the board. (*Chair.*)

### Pupil's Book, page 22

#### 6 Listen, point and repeat.

- Direct pupils to pages 22 and 23. T: *Who is here?* Pupils: *Belle and Chip.* T: *What can you see?* Pupils: *A sofa, spoon, cup, etc.* T: *What is the cup doing?* Pupils: *Singing.* T: *What is the wardrobe doing?* Pupils: *Dancing.*
- Direct pupils to Exercise 6. Ask them to listen to the recording and point to the right pictures. Play track 1.49.

It's a sofa. It's a cup. It's a plate. It's a wardrobe. It's a chair.  
It's a bowl. It's a spoon. **1.49**

- Replay the track with pauses. Pupils repeat the words and point.

#### 7 Listen and say. Then write in your notebook.

- Ask pupils to say the name of the objects being described. Play track 1.50. Pause the recording after each question and have pupils answer.

- 1.50**
- 1 A: I'm dancing. What am I? (...)  
B: A wardrobe.
  - 2 A: I'm juggling. What am I? (...)  
B: A chair.
  - 3 A: I'm jumping. What am I? (...)  
B: A plate.
  - 4 A: I'm singing. Tra la la. What am I? (...)  
B: A cup.
  - 5 A: I'm talking. What am I? (...)  
B: A sofa.
  - 6 A: I'm walking. What am I? (...)  
B: A bowl.

- Have pupils write the sentences 1–6 in their notebooks and the names of the objects next to them. Then play track 1.50 to check answers.
- Quiz pupils. T: *I'm singing.* Pupils: *A cup.* Continue with all items.

#### 8 Read and say Yes or No.

- Ask pupils to look at the two pages. T: *The cup is singing.* Pupils: *Yes.* T: *The plate's jumping.* Pupils: *No.* Continue for all items.
- Explain that they have to read the sentences and say *Yes* or *No*. Place pupils in pairs. Have one pupil read the sentences for their partner to answer.

### TPR

Have pupils sit in a circle. Assign each one a different household item. Explain that when you say an item and an action, the pupils with that item have to stand up and mime the action. T: *Spoon. Walk.* Pupils assigned *spoon* walk. Make the game more interesting by having two items mimed at the same time. T: *Bowl, talk, plate, dance.*

### Activity Book, page 20

#### 5 Find and circle. Then write.

- Ask pupils to find the household items in the word search and write them under the correct pictures.
- Have pupils check answers with their partners.
- **Answers:** 1 *wardrobe*, 2 *sofa*, 3 *chair*, 4 *cup*, 5 *bowl*, 6 *plate*, 7 *spoon*.

#### 6 Look and write.

- Ask pupils to look at each picture and write the action underneath.
- Have pupils work and check answers in pairs.
- **Answers:** 1 *The plate's dancing.* 2 *The cup's singing.* 3 *The bowl's juggling.* 4 *The spoon's jumping.*

### Ending the lesson

- Hand each pupil a sheet of paper. Have them draw three household items doing activities and write sentences about them.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 73

#### 1 Look and write.

- Explain that pupils have to find the people in the main picture and complete the sentences with the words from the pool.
- **Answers:** (from top to bottom) *dancing, singing, juggling, reading.*

**6 Listen, point and repeat.** CD 1.49

**7 Listen and say. Then write in your notebook.** CD 1.50

- 1 I'm dancing. *A wardrobe.*
- 2 I'm juggling. *A chair.*
- 3 I'm jumping. *A plate.*
- 4 I'm singing. *A cup.*
- 5 I'm talking. *A sofa.*
- 6 I'm walking. *A bowl.*

**8 Read and say Yes or No.**

- 1 The wardrobe's talking. *No*
- 2 The plate's jumping. *Yes*
- 3 The cup's singing. *Yes*
- 4 The chair's dancing. *No*
- 5 The sofa's juggling. *No*
- 6 The bowl's walking. *Yes*

**Lesson 3:** bowl, cup, plate, sofa, spoon, wardrobe, juggling. Actions. *I'm / He's / She's (dancing).*

## Lesson 4

**Lesson aims:** to revise topic vocabulary and structures. To practise phonics /ŋ/.

**Target language:** *Is the sofa (dancing)? Yes, it's (dancing).*

**Revision:** actions, feelings, furniture, household items. *I'm / He's / She's (dancing).*

**Receptive language:** *What can you see? What's the (sofa) doing?*

**Materials:** CD 1, Level 1 and Level 2 flashcards with activities, household item flashcards, a sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Ask pupils to write down the vocabulary items they have learnt from this unit, without opening their books. Have pupils read out their answers.

### Presentation

- Bring pupils to the front. Have them mime an action. T: *Is he (dancing)?* Pupils: *Yes/No.*
- On the board write: *Is the chair juggling? Yes. Is the spoon singing? No. It's juggling.* Read the sentences to the pupils and have them repeat after you.
- Show pupils two flashcards each time (an action and a household item) and ask them: *Is (the sofa) (singing)?* so that pupils have to answer using a negative sentence: *No, it's (dancing).*

### Pupil's Book, page 23

#### 9 Listen and answer Yes or No. Then play.

- Direct pupils to the Pupil's Book, pages 22–23. T: *What can you see?* Pupils: (*A chair.*) T: *What is (the chair) doing?* Pupils: (*Juggling.*) Continue asking for all items.
- Ask pupils different questions about what the items are doing. T: *Is (the cup) (dancing)?* Pupils: *No. It's (singing).*
- Explain that they have to listen and answer the questions.
- Play track 1.51. Pause after each question and let pupils answer. Then replay the recording so that pupils can check their answers.

**9 Listen and answer Yes or No. Then play.** CD 1.51

- 1 Is the sofa juggling? *No*
- 2 Is the wardrobe jumping? *No*
- 3 Is the chair talking? *No*
- 4 Is the cup dancing? *No*
- 5 Is the plate singing? *No*

**10 Tongue twister! Listen and repeat.** CD 1.52

*Dancing and singing  
Dancing and singing  
The wardrobe's dancing and singing.*

**Lesson 4:** Phonics: /ŋ/. *Is (the sofa) (dancing)? Yes, it's dancing.* Actions. Furniture. *I'm / He's / She's (dancing).*

- 1.51**
- 1 A: Is the sofa juggling? (...)  
B: No, it's talking.
  - 2 A: Is the wardrobe jumping? (...)  
B: No, it's dancing.
  - 3 A: Is the chair talking? (...)  
B: No, it's juggling.
  - 4 A: Is the cup dancing? (...)  
B: No, it's singing.
  - 5 A: Is the plate singing? (...)  
B: No, it's jumping.

- Place pupils in pairs and have them ask each other about the pictures. Pupil 1: *Is the (chair) (talking)?* Pupil 2: *Yes / No, it's (jumping).* Ask them to swap roles.

#### 10 Tongue twister! Listen and repeat.

- On the board write *dancing, singing, juggling, talking.* Say each word, pointing to *ing* and have pupils repeat after you.
- Ask pupils to write as many words as they know that contain *ing* in their notebooks and have them read these words to you.
- Remind pupils, in L1, what a tongue twister is. Then direct pupils to Exercise 10. Ask what they can see in the picture.
- Read the tongue twister. As you are reading, have the class point to the words in the text.
- Play track 1.52. Ask pupils to listen to the tongue twister and repeat it. Ask pupils how each word is pronounced.
- Replay the track as many times as necessary until pupils are confident to say the tongue twister without the recording.
- Place pupils in two groups. Have each group repeat the tongue twister as many times and as quickly as possible. The group that says it correct most times, wins.
- Replace the words *dancing* and *singing* with other verbs or add two more verbs in each sentence to make the activity much more fun. T: *Dancing and singing and writing and listening.* (x2) *The wardrobe's dancing and singing and writing and listening.*

### TPR

Give each pupil a sheet of paper and ask them to draw a piece of furniture or household item on it. Explain that you will call out an item and a feeling, and pupils who have it must run to the front of the class and mime that feeling. T: *Cups, excited.* Continue game by having pupils swap papers and start over.

### Activity Book, page 21

#### 7 Look, read and match.

- Ask who they see in the picture and what they are doing. Then ask: T: *Is Belle writing?* Pupils: *No, she's reading.* Ask for all items in the picture.
- Explain that pupils have to look at the picture, read and answer the questions.
- Check answers by asking volunteer pupils to read out the answers.
- **Answers:** 1 *c*, 2 *d*, 3 *a*, 4 *b*.

#### 8 Look at Exercise 7 and write.

- Have a volunteer read the question. Explain to pupils that they will have to answer it by looking at Exercise 7.
- Check answers as a class and write it on the board.
- **Answers:** *No. It's jumping.*

### Ending the lesson

- Ask pupils to draw themselves and a few friends during their recess. Have them write a few sentences describing what they are doing. Have pupils present their work to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils draw any piece of furniture or household item from pages 22–23 and write what it is doing.

## Lesson 5

**Lesson aims:** to revise the language from lessons 1–4. To listen to a story.

**Revision:** action verbs. *bird, flying; I'm / He's / She's / It's (dancing). Is (Pluto) (walking)? He's / He isn't (tired).*

**Receptive language:** *park; Is it (sunny)? What's (the bird) doing? Is (Mickey) (happy)? Is (Mickey) (jumping)? What's this? Look out! Oh, dear!*

**Materials:** CD 1. Optional: story cards.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher! Say the Hello! chant together.*
- Direct pupils to the story on page 16. Ask, in L1, what they remember about it and who the main characters are. Ask which story from the Pupil's Book they like so far.

### Pupil's Book, page 24

#### 11 Listen and answer.

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks. If you have story cards, use them during the lesson.
- T: *Today, it's story time!* Ask pupils to open their Pupil's Books at page 24.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie and Pluto.*
- Have pupils tell you what they see in the pictures. T: *Is it sunny in picture 3?* Pupils: *Yes.* T: *What's Pluto doing in picture 4?* Pupils: *He's running.* T: *What's he running after?* Pupils: *A bird.*
- Encourage pupils to guess what may happen in the story without confirming or rejecting any of their ideas. (Mickey is reading a book. Pluto sees a bird and tries to catch it. He falls on Mickey. Mickey is angry.) Explain the phrase *Oh dear!*
- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *Is Mickey happy?*
- Play track 1.53. Use the story cards or point to the frames in your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with the voices of the original Disney characters (track 1.53) and with special EFL voice-overs (track 1.54).
- Repeat the question: *Is Mickey happy?* Encourage pupils to answer correctly. Pupils: *No, he isn't happy.*
- Ensure pupils have understood the story by asking them to briefly summarise it in L1.
- Replay track 1.53 stopping at each frame to ask the following questions. Picture 1: *Is Mickey playing with Pluto?* (*No, he's tired.*) Picture 2: *Is Pluto tired?* (*No.*) Picture 3: *What's this?* (pointing to the bird) (*A bird.*) *What is the bird doing?* (*It's flying.*) Picture 4: *Is Pluto walking?* (*No, he's running.*) Picture 5: *Is Minnie sad?* (*No, she's worried.*) Picture 6: *Is Mickey happy?* (*No, he isn't happy.*)
- Replay track 1.53 pausing at each individual sentence. Encourage pupils to repeat the sentences together.

#### 12 Now act the story out.

- Divide class into six groups. Assign each group a picture and have them read the text aloud, in unison.
- Place pupils in groups of four. Assign the roles of Mickey, Minnie, Pluto and the narrator. Encourage pupils to act out the story with words and gestures. Monitor pupils and help if necessary. Invite volunteers to present the story to the class.

### Activity Book, page 22

#### 9 Write. Then number.

- Point to each picture and ask: *What's Mickey doing?* Pupils: *He's (running).*
- Explain that pupils have to unjumble the words and write them correctly. Then pupils match the sentences to the right pictures. Check answers by having volunteers read out the answers. Then place pupils in pairs and have them read the sentences to their partners.
- **Answers:** 1 *He's running.* 2 *He's flying.* 3 *He's jumping.*

#### 10 Look and write.

- Ask pupils to look at picture 1. T: *What's Pluto doing?* Pupils: *He's jumping.* Continue for all pictures.
- Explain that pupils have to look at the pictures and answer the questions using the words from the word pool.
- Check answers by asking pupils to read out the sentences.
- **Answers:** 1 *No, he's jumping.* 2 *No, it's flying.* 3 *Yes, he's reading.* 4 *No, he's swimming.*

### Ending the lesson

- Have a volunteer pupil come to the front of the class. Ask him/her to choose a scene from the story and to mime it. The first pupil to guess correctly, comes to the front of the class. Repeat the activity with the story from the previous unit.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 73

#### 2 Look, draw and write.

- Explain that pupils have to find which activity is missing from each row, then draw it in the blank space and write its name.
- **Answers:** *singing, reading, running.*

**11 Listen and answer.**

1 Mickey, Minnie and Pluto are at the park. Go, Pluto! Oh, I'm tired!

2 Pluto isn't tired. Look! He's swimming.

3 Pluto, I'm reading. Oh! Look at the bird! It's flying!

4 Is Pluto walking? No, he's running.

5 Now he's jumping. Pluto, stop!

6 Look out! Oh dear! Mickey isn't happy.

**12 Now act the story out.**

Lesson 5 Story: Actions. I'm / He's / She's / It's (dancing). Is Pluto (walking)?

## Lesson 6

**Lesson aims:** to consolidate vocabulary from previous lessons. To play a game with cut-out cards.

**Revision:** actions, feelings, household items. *I'm / He's / She's / It's (dancing).*

**Receptive language:** *Where are they? Is (he) (swimming)? What's number (two) doing?*

**Materials:** CD 1, sheets of paper for each pupil, Level 1 and Level 2 flashcards with activities.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher! Say the Hello! chant together.*
- Explain to pupils that you are going to say three words. Two will be of the same vocabulary family, one will not. They have to tell you which word does not belong to the vocabulary group. T: *Singing, hot, writing.* Pupils: *Hot.* T: *A cup, scared, happy.* Pupils: *A cup.* Continue in this way ensuring you cover vocabulary taught so far.

### Revision

- On the board draw a beach. In the water place some fish and a boat on the surface. Draw two beach umbrellas, a radio, a book on a towel, a ball, a bucket and a spade.
- Ask pupils to imagine they're at a beach. Say: *What are you doing?* Pupils: *I'm (swimming).* Place the flashcards with the activities the pupils are talking about in the picture on the board. Then point to the flashcards and ask: *Is (he) (swimming)?* and have pupils answer: *Yes. / No, (he's) (reading).*

### Pupil's Book, page 25

#### 13 Read and find. Then write in your notebook.

- Have pupils look at the picture. T: *Where are they?* Pupils: *At the beach.* T: *What's number (two) doing?* Pupils: *(She's) (walking).* Continue in this way for all the items.
- Ask volunteers to read the sentences. Have the rest of the pupils find the people being described in the picture and say: *(Max) – number (1).*
- Have pupils read the text once again and describe the people in their notebooks. Write the first answer on the board: *Max is number 1. He's running.*
- Check answers by having pupils call them out and write them on the board.

**13 Read and find. Then write in your notebook.**

*Simon is number 5. He's dancing.*

*Max is number 1. He's running. Mum is number 7. She's walking.*

*Max. Number 1.*

*Dad is number 11. He's reading.*

*Maria is number 3. She's swimming.*

**14 Cut out (page 77). Then listen and play.**

*She's singing. It's flying.*

*She's singing. She's singing. It's a pair!*

Lesson 6 Skills: Actions. I'm / He's / She's / It's (dancing).

#### 14 Cut out (page 77). Then listen and play.

- Have pupils cut out the cards on page 77. Ask each to pupil describe the cards to you.
- Ask pupils to look at the photos in Exercise 14 and tell you how they think the game will be played.
- Play track 1.55.
- Ask pupils if they know what the game is called. (Pelmanism.)
- Pair activity. Ask pupils to place their cards face down in front of them in random order. They can shuffle them around once they are face down so they do not remember where each image is. Pupil 1 turns over a card and describes the action, e.g. *She's singing.* Pupil 2 turns over a different card trying to find the matching pair. Pupil 2 can keep the pair if they match. If not, the cards are turned face down again and pupils play again. This time Pupil 2 turns over a card and describes the action and Pupil 1 tries to find a matching pair. The winner is the pupil with the most matching pairs.
- Play the unit song, track 1.47, as pupils work, for background music.

### TPR

Place pupils in four groups. Give each group a sheet of paper. Ask them to write on it four different actions. Remind them to use all the action verbs they have learnt so far. Bring the first group to the front. Have them mime one action from their list. The first group to guess correctly, earns a point. Continue until all groups have mimed their words. The group with the most points, wins.

### Activity Book, page 23

#### 11 Look and write.

- Ask pupils to look at the pictures. Have pupils point to a person of their choice and tell you what he/she is doing, e.g. *(She's) (dancing).*
- Have a volunteer pupil read the words in the word pool. Explain that they have to write the correct words in the numbered sentences using *He's* and *She's*.
- When pupils have completed the activity, have them check answers with their partners.
- **Answers:** 2 *She's singing.* 3 *She's dancing.* 4 *He's juggling.* 5 *She's jumping.* 6 *He's reading.*

#### 12 Write.

- Ask pupils what the girl is thinking of. Pupils: *(A boy walking. A girl dancing).* Explain that they have to unjumble the dialogue and write it down.
- When pupils have completed the activity, have volunteers read out the answers. Write them on the board.
- **Answers:** *No, he's singing. Is she dancing? Yes, she's dancing.*

### Ending the lesson

- Place pupils in pairs. Give each pupil a sheet of paper. Have them write a conversation between themselves using action verbs like in Exercise 12 in the Activity Book. Ask pupils to illustrate their dialogue as well. Have pupils read and show their work to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils pretend they are at the beach and write a few sentences about what they are doing there.

## Lesson 7

**Lesson aims:** Social Science – to learn about the Olympic Games. To make a poster.

**Target language:** *gold medal, Olympic/world champion, throw.*

**Revision:** action verbs. *I'm / He's / She's (jumping). Is he/she (dancing)? He/She can (run).*

**Receptive language:** *What do you remember about (Jessica)?*

**Materials:** CD 1, Level 1 and Level 2 flashcards with activities, cut-outs of different athletes performing a sport, picture of the Olympic Games rings. Sheets of paper, sports magazines/newspapers.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Play "Noughts and crosses" together (see Resource Bank, p. A25). In each field of the grid write one pronoun (*he, she or I*), one sign (+ or ?) and place one flashcard. Each time a pupil reveals a card, they must say a correct sentence, e.g. *He's jumping.*

### Presentation

- Write new words/phrases on the board and place pictures of the Olympic Rings and athletes. Ask pupils if they know who a *champion* is and explain the difference between an *Olympic* and a *world champion*. Then introduce *gold medal* by drawing its picture on the board and mime the phrase *throw a ball*. Point to the words on the board, read them and have pupils repeat them after you.
- Ask, in L1, what pupils know about the Olympic Games, where they originated from and if they know any famous Olympic champions.

### Pupil's Book, page 26

#### 15 Listen and read.

- Direct pupils to the Pupil's Book, page 26, Exercise 15. Have them name the activities they can see presented.
- Explain that pupils will hear the texts about these athletes and read along.
- Play track 1.56.
- Ask volunteer pupils to read a paragraph from the text aloud.
- Have pupils close their books. On the board write the names of the athletes from the text. Ask pupils: *What do you remember about (Jessica)?* and write their answers on the board, e.g. *She can run.*
- Have pupils open their books and see if they got all the facts.

#### 16 Look at Exercise 15. Read and say the number.

- Explain to pupils that they have to read the sentences and say which number each one is describing.
- Place pupils in pairs. Have one pupil read the sentence and their partner says its number. Then have pupils swap roles.

#### 17 Project: make a poster about some Olympic champions or sports.

- Place pupils in groups of four and give each one a sheet of paper. Explain that they have to make a poster about some Olympic champions they know. They can draw or use magazine or newspaper cut-outs. If they don't know any champions, they can make a poster about a sport. When pupils have completed the activity, have each pupil present their work to the class and place all posters on classroom display.

#### TPR

Explain to pupils that they are going to pretend being athletes in the Olympic Games. Place pupils in four groups and give each one a piece of paper. On it they have to write the name of their group and three things they have gold medals in. When you call out a group, they have to come to the front of the class, say what they have gold medals in and mime those actions. Keep the papers for Ending the lesson activity.

### Activity Book, page 24

#### 13 Look and write.

- Ask a volunteer to read the words. Explain the sentences below are missing some verbs which they have to fill in by looking at the pictures.
- Check answers by having a pupil read them out and writing them on the board.
- **Answers:** 1 *He's throwing the ball.* 2 *She's jumping.* 3 *He's running very fast.* 4 *She's swimming.*

#### 14 Read. Then write and tick (✓).

- T: *Who has six gold medals and can run?* Pupils: *Usain Bolt.* Continue in this manner for the next three items.
- Explain that pupils have to tick which sport the athlete got the medal for and how many gold medals he won.
- Check answers by having volunteer pupils call out the answers.
- **Answers:** 2 – 4, *swim*, 3 – 2, *throw*, 4 – 1, *run, jump, throw.*

### Ending the lesson

- Place pupils in the same four groups as in the TPR activity. Give them their drawings from the TPR activity and sheets of paper. Ask them to draw gold medals to present to another group and sign each medal with the name the activity it is for. Then have a group stand up, call out the group it drew the medals for and present them their medals. Pupils: *Group (1). Your gold medals for (running), (swimming) and (jumping).*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

#### Extra activity

Ask pupils to choose an athlete from the lesson they particularly enjoyed learning about, next draw them and write a few sentences about them.

**15 Listen and read.**

### Olympic Champions!

**1** Tomasz Majewski is throwing the ball. He's very strong. He can throw 21 metres! He's got two Olympic gold medals.



**2** This is Usain Bolt. He's running. He can run very fast. He's the world champion and he's got six Olympic gold medals!



**3** Jessica Ennis is jumping. She can run very fast, too. And she can throw. She's got one Olympic gold medal.



**4** This is Missy Franklin. She's swimming. She can swim very fast. She's got four Olympic gold medals.



**16 Look at Exercise 15. Read and say the number.**

a He's running fast. **2**      c He's throwing the ball. **1**  
 b She's swimming. **4**      d She's jumping. **3**

**17 Project: make a poster about some Olympic champions or sports.**

Lesson 7 CLIL: gold medal, Olympic/world champion, throw. Actions: He's / She's (jumping). He / She can (run).

## Lesson 8

**Lesson aims:** to revise the material from Unit 3. Self-assessment.

**Revision:** weather, actions, furniture, household items. *I'm/He's/She's/It's (dancing). Is he/she (running)?*

**Receptive language:** *Which number is singing? He/She isn't (running). Is it hot and sunny? Is it autumn?*

**Materials:** CD 1. A sheet of paper for each pair of pupils. Level 1 and Level 2 flashcards with activities, Level 2 flashcards with household items, a CD with lively music, 6 envelopes. Optional: Worksheet 8 for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Have pupils look through the whole unit for about a minute. Ask them to close their books and to tell you what they remember from it (furniture, household items, actions and Disney characters).
- Play the unit song, track 1.47, for pupils to sing to.

### Revision

- Have pupils look through their books. T: *Look at page 21. Which number is singing?* Pupils: 2. T: *Is number 5 drawing?* Pupils: *No. He's reading.* T: *Look at page 22. Is the plate singing?* Pupils: *No, it's jumping.* T: *Is the sofa singing?* Pupils: *Yes.*
- Continue with as many pages and questions as possible.
- Play "What's in the envelope?" together (see Resource Bank, page A22). Give each row of pupils two envelopes. In one put activities flashcards and in the other one household items flashcards. Pupils make sentences using both flashcards each time, e.g. *The (sofa) is (reading).*

### Pupil's Book, page 27


#### 18 Listen and answer Yes or No. Then read and say.

- Have pupils look at the picture and tell you who they see (Belle, the Beast and birds).
- T: *Is it hot and sunny?* Pupils: *No, it's snowing and cold.* T: *Is it autumn?* Pupils: *No. It's winter.*
- Explain that pupils have to listen and say Yes or No. Play track 1.57.
- Stop the recording after each question and have pupils answer. Then replay the recording and have them check their answers.

**18 Listen and answer Yes or No. Then read and say.**

**UNIT 3**

**1.57** *No, Yes, No, No, Yes, Yes*




**1** It's flying. *Yes, it's flying.*      **4** It's dancing. *No, it isn't dancing.*  
**2** It's singing. *Yes, it's singing.*      **5** It's flying. *No, it isn't flying.*  
**3** He's reading a book.      **6** She's talking to the bird.

*No, he isn't reading a book. Yes, she's talking to the bird.*

**19 In your notebook, draw and write about you and your friend. Then tell a friend.**

*Pupils' own answers*



*I'm singing. My friend is dancing.*

Lesson 8 Review: Actions: I'm / He's / She's / It's (dancing).

Is the Beast reading a book? (...)

No, he isn't reading a book. He's talking to a bird.

Is Belle talking to the bird? (...)

Yes, she's talking to a bird, too.

Is the blue bird dancing? (...)

No, it isn't dancing.

Is the orange bird flying? (...)

No, it isn't flying.

Is the brown bird flying? (...)

Yes, it's flying.

Is the red bird singing? (...)

Yes, it's singing.

1.57

- Ask volunteers to read the sentences 1–6 and the rest of the pupils to decide whether they are true or false by saying Yes or No. Optionally, have pupils copy the sentences in their notebooks and write Yes or No next to them.
- Place pupils in pairs and ask them to look at the picture and remember as many details as possible in one minute. Then have one pupil close the book and the other one say sentences about the picture, e.g. *It's (flying).* The pupil with the book closed must say the number of the character corresponding to the sentence. Then pupils swap roles.

#### 19 In your notebook, draw and write about you and your friend. Then tell a friend.

- Ask pupils what actions they like to do.
- Place pupils in pairs and give each one a sheet of paper. Explain that they have to draw themselves and their partner doing something and write two sentences.
- Have pupils present their work to the class. Place all work on classroom display.

### Activity Book, page 25

#### 15 Look and write.

- Ask pupils to describe who they see in the picture and what they are doing.
- Explain that pupils have to look at the picture, read the questions and complete them with the words from the word pool.
- Have pupils check answers with their partners.
- **Answers:** 2 *reading*, 3 *writing*, 4 *walking*, 5 *singing*.

#### 16 Say and tick (✓). Then stick.

- Ask pupils to read the sentences.
- Pupils assess their own skills by ticking the boxes. Encourage them to look through the unit in their Pupil's Book as they think about the sentences.
- Ask pupils to find the stickers for this exercise at the end of their Activity Books. If pupils can tick all the boxes, they put a sticker with the film character next to the exercise.
- Play the unit chant in the background as pupils work (track 1.47).

### Ending the lesson

- Ask pupils to choose a song, story or activity they liked best from the unit. Ask them to write a few sentences from the story, song or activity they have chosen. Have each pupil read out their sentences.
- Play the appropriate tracks and have pupils sing or act out the story. Congratulate the pupils for having completed Unit 3.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Progress assessment

- Photocopiable materials, Worksheet 8, page 84. The guidelines for using the worksheet can be found on page 74.
- *New English Adventure Test Book*, Level 2, Test 3.

# 4 There's a park

## Lesson 1

**Lesson aims:** to learn town-related vocabulary.  
**Target language:** *café, garage, library, park, school, shop; There isn't a (school).*  
**Revision:** action verbs, household items. *cars, town; There's a (shop).*  
**Receptive language:** *How many (cars)? Is there (a library)?*  
**Materials:** CD 2. Flashcards with places. Small pieces of paper.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- On the board write: *t\_ \_ \_ ing (talking)*. Ask pupils to guess the word. The pupil who guesses correctly comes to the front and mimes it, then writes another action verb or a household item on the board for the class to guess. Continue until most pupils have come to the board.

### Presentation

- Revise the word *town* and write it on the board. Beneath place the flashcards. Point to each one, say the word and have pupils repeat it.
- Draw a vertical line beneath the word *town* on the board and at the top of the two halves write *There's* and *There isn't* respectively. Divide flashcards evenly between the two halves. Point to each flashcard and say: *There's a (shop) in my town. There isn't a (library) in my town.* Have pupils repeat the sentences after you and make sure they understand these structures.

### Pupil's Book, page 28

#### 1 Listen and point.

- Have pupils look at the Pupil's Book, page 28, Exercise 1. Ask if they know who the characters are. (Characters from *Cars* – see page A30.) T: *How many (cars)?* Pupils: *(Ten)*. T: *Is there a (library)?* Pupils: *(No)*.
- Tell pupils to point to the things they hear. Play track 2.1.

Look. It's a town. There are lots of cars. How many cars can you see? **2.1**  
 There are ten cars. There's a shop and a garage, too. There isn't a park and there isn't a school.

#### 2 Listen and repeat. Then look and say Yes or No.

- Have pupils look at each picture. T: *Point to school.* Continue with a few more items.
- Ask pupils to repeat the words they hear. Play the first part of track 2.2.

Part 1: shop, café, school, library, park, garage. **2.2**  
 Part 2: There's a shop. There's a café. There's a school.  
 There's a library. There's a park. There's a garage.

- Play the second part of the track, pausing for pupils to repeat. Then point to the pictures randomly and have pupils tell you: *There's a (park).*
- Ask pupils to look at the picture in Exercise 1. Say the sentences from the recording, e.g. *There's a (school)*, and have pupils answer *Yes* or *No*.

#### 3 Listen and say.

- Ask pupils to look at the picture in Exercise 1 and complete the sentences they hear. Play track 2.3.

Look. It's a town. There are lots of cars. How many cars can you see? **2.3**  
 There are (...) ten cars. There's a (...) shop and a (...) garage, too.  
 There isn't a (...) park and there isn't a (...) school.

- Place pupils in pairs and have them tell each other about the town on page 28.

### TPR

Place the flashcards on the board and put pupils in two groups. Have them stand in two lines in front of the board. The pupils at the front of the lines take it in turns to say a word for the other to point to. If the pupil points to the correct picture, they go back to their desk. If the pupil makes a mistake, they go to the end of the line. The group who finishes first wins.

### Activity Book, page 26

#### 1 Look and number.

- Explain that pupils have to look at the pictures and number each word. Check answers by having a pupil call them out.
- **Answers:** café 4, library 1, shop 6, park 3, garage 5, school 2.

#### 2 Look and write There's or There isn't.

- Explain that pupils have to look at the picture, then complete the sentences.
- Have them check each other's answers. Ask a volunteer to read the sentences.
- **Answers:** 1 *There's*, 2 *There's*, 3 *There's*, 4 *There's*, 5 *There's*, 6 *There isn't*.

### Ending the lesson

- Give each pupil four small pieces of paper. Ask them to write the name of a place on each one. Say a word and if they have it, they pick it up, say it and put it to one side. The first person who goes through all the places says *Bingo*. Collect all pieces of paper for use in the next lesson.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Pupils describe their town writing three sentences with *There's* and three with *There isn't*. Then they illustrate their text.

**UNIT 4** **There's a park**

**1 Listen and point.** **CD 2.1**

**2 Listen and repeat. Then look and say Yes or No.** **CD 2.2**

shop café school library park garage

There's a garage. There isn't a school.

**3 Listen and say.** **CD 2.3**

**Lesson 1:** café, garage, library, park, school, shop. There isn't a (school). There's a (shop).

## Lesson 2

**Lesson aims:** to revise and extend town-related vocabulary. To learn a song.  
**Target language:** *cinema, hospital, hotel, museum; There are (shops).*  
**Revision:** places in town. *There is/isn't a (park).*  
**Receptive language:** *Is there a (park)? Zoo.*  
**Materials:** CD 2, flashcards with places. Strips of paper with the names of places from previous lesson, blank strips of paper (two for each pupil)

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Place on the board the flashcards from lesson 1. Ask pupils to name each one as you point. Give each pupil four strips of paper with places and have them make sentences starting *There's* or *There isn't*. Ask pupils to put their strips aside to use later.

### Presentation

- Keep flashcards on the board and add new vocabulary. Point to the new words, say them and have pupils repeat.
- Say a word and ask pupils to tell you which place is associated with it. T: *Sleep.* Pupils: *Hotel.* T: *Films.* Pupils: *Cinema.* T: *Play.* Pupils: *Park.* Continue for all items.
- On the board write: *There is a shop. There are five shops.* Point to the examples, underline the verbs in them and ask pupils whether they know when we use *is* and when we use *are*.

### Pupil's Book, page 29

#### 4 Listen, read and repeat. Then play.

- Direct pupils to the Pupil's Book, page 29, Exercise 4. Ask them to tell you what each picture shows.
- Explain to pupils that they will listen to the CD, read the words under the pictures and repeat what they hear. Play track 2.4.

In my town (...) there's a cinema, (...) there's a hospital, (...) there's a hotel, (...) there's a museum. **2.4**

**4 Listen, read and repeat. Then play.** **CD 2.4**

cinema hospital hotel museum

**5 Listen and say Yes or No. Then read and say.** **CD 2.5**

**6 Listen and sing.** **CD 2.6** **MP3** **CD 2.7**

There's a school in my town, And a museum, too.  
 There's a library in my town, And a park for me and you.

There are hospitals, shops and cafés.  
 There are cinemas, there are cinemas, too.  
 But there isn't a hotel,  
 Or a garage or a zoo.

**Lesson 2:** cinema, hospital, hotel, museum. There are (shops). Places in town. There is / isn't a (park).

- Ask pupils to take out the papers from Starting the lesson and give each one two blank strips. Have pupils write two new words on the strips. Then place them in pairs and have them say their words in sentences starting from *There's*. Again ask pupils to put the papers aside.

#### 5 Listen and say Yes or No. Then read and say.

- Have pupils look at the town in Exercise 5. T: *Is there a (park)?* Pupils: *Yes, there's a (park).* Continue in this manner for all new items.
- Ask pupils to listen to the CD, point to the places mentioned and say *Yes* or *No*. Play track 2.5.

A: What's in your town? Is there a library? **2.5**  
 B: Yes, there's a library. (...) There's a park (...) and there's a cinema.  
 A: Is there a hotel?  
 B: No, there isn't a hotel (...) and there isn't a museum. But there are cafés (...) and there are lots of shops.

- Have pupils look at sentences 1–2 and ask a volunteer to read them.
- Explain that pupils have to look at the picture and choose the correct option.
- Check answers by having volunteers read out the sentences.
- Place pupils in pairs. They take it in turns to say sentences about the picture and react to them using *Yes* or *No*. Pupil 1: *There are two cinemas.* Pupil 2: *No*.

#### 6 Listen and sing.

- Ask pupils to look at the picture and say what places they can see.
- Have them listen to the CD and point to the places they hear. Introduce the word *zoo*. Play track 2.6.
- Ask pupils which places from the town in the song are missing in the picture. (A hospital and cinemas.)
- Replay the track and encourage pupils to sing along.
- Once the pupils have learnt the song, ask them to sing along to the karaoke version (track 2.7).

### TPR

Hand each pupil a strip of paper with a place. Explain that you will play the song again and when they hear the place from their paper, they have to stand up and say it. Play track 2.6. Pupils swap slips of paper and repeat the activity.

### Activity Book, page 27

#### 3 Read, look and tick (✓).

- Have a volunteer read the sentences on the left.
- Explain that pupils have to look at the pictures and tick the one which is described by the sentences. Check the answer by having volunteers call it out.
- **Answers:** *Picture 2.*

#### 4 Look and circle.

- Explain that pupils have to read the sentences and circle the correct words as they look at the pictures. Check answers by having a pupil read the sentences.
- **Answers:** 1 *are*, 2 *are*, 3 *isn't*, 4 *is*, 5 *is*, 6 *isn't*.

### Ending the lesson

- Place pupils in pairs and have them take it in turns to say a number and a place for each other to draw, e.g. *two cafés*. Pupils sign their drawings: *There are (two cafés) in my town.*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 74

#### 1 Look and write.

- Explain that pupils have to follow the letters and numbers with their fingers to find the place and then write it in the space.
- **Answers:** A1 *shop* B3 *garage* B1 *museum* C3 *café* B2 *hospital* A3 *school* C2 *park* A2 *cinema*.

## Lesson 3

**Lesson aims:** to consolidate vocabulary from lessons 1–2. To learn prepositions of place.

**Target language:** *behind, in front of; Where's the (school)?*

**Revision:** places in town. *next to; He's / She's / It's (next to) the (tree).*

**Receptive language:** *Is it (behind) the (chair)?*

**Materials:** CD 2, a sheet of paper for each pupil, flashcards with places.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Place the flashcards in a horizontal line on the board. Have pupils stand up and sing the song from the previous lesson. Explain that they should point to the right places on the board as they sing. However, when they hear the place that is missing in the town, they should sing and shake their heads. Play track 2.6.
- Have pupils make a silly sentence about their town to say to the class. Ensure that the class corrects them.

### Presentation

- On the board write: *in front of, next to, behind.* Point to them, say and have pupils repeat after you.
- Bring three pupils to the front of the class. Place two in line and one behind the first pupil. T: *Look at (Max). He's in front of (Tim). (Tim) is behind (Max). (Pete) is next to (Max).* Continue with three more new pupils, but this time have pupils repeat after you.
- Show pupils two flashcards one behind the other and say: *Where's the (school)?* Write the question on the board and have pupils repeat it. Then have pupils answer: *It's behind the (shop).*
- Show pupils two flashcards each time and have them ask: *Where's the (cinema)?* Then place the cards one behind/next to the other and intentionally say a wrong sentence, e.g. *It's (in front of) the park.* Pupils correct you: *No. It's (next to) the park.*

### Pupil's Book, page 30

#### 7 Where's the cat? Listen and find.

- Ask pupils to look at the cats. T: *One. Where's the cat?* Pupils: *In front of the chair.* Continue for all three pictures.
- Explain that you will say a sentence and pupils have to tell you what number it is. T: *The cat is next to the chair.*
- Explain that pupils have to listen and point to the correct picture. Play track 2.8.

A: Where's the cat? Is it in front of the chair? **2.8**  
 B: No, it isn't.  
 A: Is it behind the chair?  
 B: No, it isn't.  
 A: Is it next to the chair?  
 B: Yes, it's next to the chair.

- T: *Where's the cat?* Pupils: *It's next to the chair.*
- Replay track 2.8 to confirm the answer.

#### 8 Listen and say the number.

- Direct pupils to Exercise 8. T: *Where's the teacher?* Pupils: *In front of the school.* Continue in this way for all the items in the picture.
- Explain that pupils have to say the number of the place they hear being talked about.
- Play track 2.9, if necessary, with pauses after each sentence for children to answer.

It's next to the hospital. **2.9**  
 It's next to the school – but it's not the hospital.  
 She's in front of the school.  
 He's behind the tree.  
 It's next to the tree.  
 She's behind the flowers.

#### 9 Look at Exercise 8. Ask and answer.

- Ask two volunteer pupils to read the dialogue. Explain that pupils have to ask and answer questions about the picture in Exercise 8.

- Have two volunteer pupils complete the activity aloud for the class to hear.
- Place pupils in pairs and have them complete the activity. Ensure they swap roles.

### TPR

Give each pupil a sheet of paper. Place pupils in groups of four or five. Ask them to draw a place of their choice on each paper on each side. Explain that you will bring a group to the front of the class and they will have to stand in the order you tell them. T: *The cinema is in front of the hospital.* Assign one point for each correct reaction. The group with the greatest number of points wins.

### Activity Book, page 28

#### 5 Look and write.

- Have a volunteer pupil read the words in the word pool. Explain that pupils have to look at the picture and use these words to complete the sentences.
- Place pupils in pairs and have them complete the activity. Check answers by having a volunteer pair read the sentences.
- **Answers:** 1 *next to, flower; 2 in front of, tree; 3 behind, bird.*

#### 6 Read and draw.

- Have a volunteer read the sentences to the class. Explain that they have to complete the drawing according to the sentences.
- Pupils compare the drawings with their partners.

### Ending the lesson

- Place pupils in pairs. Ask them to look at Exercise 6 in their Activity Book and ask and answer questions about each item using *Where's*.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 74

#### 2 Write. Then draw.

- Have pupils solve the anagrams and then complete the pictures.
- **Answers:** 1 *next, 2 front, 3 behind.*

**7 Where's the cat? Listen and find.** **2.8**

**8 Listen and say the number.** **2.9** *1, 3, 2, 6, 5, 4*

**9 Look at Exercise 8. Ask and answer.**

Where's the school?  
 It's next to the hospital.

**Lesson 3:** behind, in front of, next to. Where's the (school)? Places in town.

## Lesson 4

**Lesson aims:** to revise topic vocabulary and structures. To practise phonics /a:/ vs /ʌ/.

**Revision:** vocabulary from lessons 1–3. *shark; There isn't a (park). There are (shops). Where's the (museum)? It's (next to) the (shop).*

**Receptive language:** *How many cars? Is there (a school)?*

**Materials:** CD 2, a sheet of paper for each pupil, flashcards with places.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Bring three pupils to the front of the class. Explain that they have to arrange themselves as you tell them. T: *(Max) is in front of (Tim). (Tim) is next to (Pete).*
- Have a few volunteer pupils tell the ones at the front what positions to take.

### Revision

- Draw a few streets on the board and place flashcards around them so as to make a map. Then draw a few more places, e.g. three shops, two cafés, etc. Have volunteers describe the map using *There's* and *There are*.
- Remove three flashcards from the board and ask: *Is there a (library)?* Pupils: *Yes, there's a (library) behind the (shop) / No, there isn't a (library).*
- Place pupils in pairs and have them take it in turns to ask questions about the map and answer them. Pupil 1: *Where's the (museum)?* Pupil 2: *It's (next to) the (shop).*

### Pupil's Book, page 31

#### 10 Listen and say 1 or 2. Then copy the sentences in your notebook and write the number.

- Direct pupils to Exercise 10. Ask them to tell you who the characters are in the first picture. (Lightning McQueen, Luigi, Guido from *Cars*: see page A30). T: *How many cars?* Pupils: *Three.* T: *Is there a school?* Pupils: *No, there's a museum.* T: *Where's the yellow car?* Pupils: *Next to the red car.*
- Explain that pupils will listen to a few sentences and they have to say which picture they refer to, 1 or 2. Play track 2.10.

**10 Listen and say 1 or 2. Then copy the sentences in your notebook and write the number.** **2.10**

**a** There's a museum. **1** **d** There are cars in front of a café. **2**  
**b** There isn't a brown car. **1** **e** There are two red cars. **1**  
**c** There isn't a café. **1** **f** There is a green car. **2**

**11 Tongue twister! Listen and repeat.** **2.11**

There's a shark in a car in the park.  
 He's jumping, running and juggling.

**Lesson 4:** Phonics: /a:/ vs /ʌ/. Places in town. Prepositions of place. There is / isn't a (park). There are (shops).

There's a café. ( ) **2.10**  
 There isn't a café. There's a museum. (...)  
 There's a yellow car. It's next to the big, black car. (...)  
 There's a yellow car. It's next to the red car. (...)  
 There are lots of cars in front of the café.

- Pupils read sentences a–f in pairs and say the number of the picture they describe. Then they copy the sentences in their notebooks and write 1 or 2 next to them.
- Have volunteers read out the sentences and answers.

#### 11 Tongue twister! Listen and repeat.

- On the board write *shark, car, park.* Say each word, pointing to ar and have pupils repeat after you. Remind pupils of the meaning of *shark* if necessary.
- Then write *jumping, running, juggling.* Say each word, pointing to u and have pupils repeat after you.
- Remind pupils, in L1, what a tongue twister is. Then direct pupils to Exercise 11. Ask what they can see in the pictures.
- Read the tongue twister. As you are reading, have the class point to the words in the text.
- Play track 2.11. Ask pupils to listen to the tongue twister and repeat it. Ask pupils how each word is pronounced.
- Replay the track as many times as necessary until pupils are confident to say the tongue twister without the recording.
- Place pupils in two groups. Have each group repeat the tongue twister as many times and as quickly as possible. The group that says it correct most times wins.

### TPR

Place pupils in six groups. Give each group one of the following names: *Red cars, blue cars, shops, school, cinema, hotel.* Place shops, school, cinema, hotel in a line, one next to each other, with space between them. Explain that you will tell the cars where to park, e.g.: *Blue cars park next to the cinema.* If the cars park in the wrong position, they lose a turn. Use all three prepositions and then have pupils swap roles.

### Activity Book, page 29

#### 7 Look and circle.

- Pupils look at the picture and circle the correct words in the sentences.
- Check answers by asking volunteer pupils to read out the answers.
- **Answers:** 1 *garage, 2 in front of, 3 two, 4 red, 5 next to.*

#### 8 Read and write.

- Ask pupils to tell you what they see in the picture.
- Have a volunteer read the sentences. Explain to pupils that they will have to label the pictures according to the sentences. Check answers as a class by asking pupils for the answers and writing them on the board.
- **Answers:** 1 *hotel, 2 hospital, 3 park, 4 cinema, 5 shop, 6 shop.*

### Ending the lesson

- Ask pupils to draw their favourite *Cars* character in a place they have learnt. Have them write a few sentences describing the picture. Have pupils present their work to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils write three sentences about the map on the board.



## Lesson 5

**Lesson aims:** to revise the language from lessons 1–4. To listen to a story.

**Target language:** *falling.*

**Revision:** feelings; furniture; places in town. *plate, cup, old; There is/ isn't (a plate). There are (cups). Where's the (café)?*

**Receptive language:** *fantastic; Is there a café in the museum? What can Mickey see? Does Minnie like the plate? Where's Goofy going? Why are they worried? What is Mickey doing? Has Mickey got the plate? Let's go in!*

**Materials:** CD 2, colour pencils and markers. A sheet of paper for each pupil. Optional: story cards.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Direct pupils to the story on page 16. Ask, in L1, what they remember about it and who the main characters are. Ask which story from the Pupil's Book they like so far.

### Pupil's Book, page 32

#### 12 Listen and answer.

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have story cards, use them during the lesson.
- T: *Today, it's story time!* Ask pupils to open their Pupil's Books at page 32.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie and Goofy.*
- Have pupils tell you what they see in the pictures. Then ask a few questions. T: *Where are Mickey, Minnie and Goofy? (At a museum.) What can Mickey and Minnie see in picture 3? (A plate.) What has Mickey got in picture 6? (A plate.)*
- Encourage pupils to guess what may happen in the story without confirming or rejecting any of their ideas. (Mickey, Minnie and Goofy go to the museum, Goofy walks by a plate and knocks it over. Mickey catches it just in time.) Introduce the word *falling*.
- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *Is there a café in the museum? (Yes.)*
- Play track 2.12. Use the story cards or point to the frames in your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with the voices of the original Disney characters (track 2.12) and with special EFL voice-overs (track 2.13).
- Repeat the question: *Is there a café in the museum?* Encourage pupils to answer correctly. Pupils: *Yes, there is a café in the museum.*
- Ensure pupils have understood the story by asking them to briefly summarise it in L1.
- Replay track 2.12 stopping at each frame to ask the following questions: Picture 1: *Where are they? (In front of a museum.)* Picture 2: *What's there? (Cups).* Picture 3: *Does Minnie like the plate? (Yes.)* Picture 4: *Where's Goofy going? (To the café.)*, *Why are Minnie and Mickey worried? (The plate is falling.)* Picture 5: *Is Mickey walking? (No, he's running.)* Picture 6: *What has Mickey got? (He's got the plate.)*
- Replay track 2.12 pausing at each individual sentence. Encourage pupils to repeat the sentences together.

#### 13 Now act the story out.

- Divide class into six groups. Assign each group a picture and have them read the text aloud, in unison.
- Place pupils in groups of three. Assign the roles of Mickey, Minnie and Goofy. Encourage pupils to act out the story with words and gestures. Monitor pupils and help if necessary. Invite volunteers to present the story to the class.

### Activity Book, page 30

#### 9 Read and match. Then draw.

- Have a volunteer pupil read the sentences next to the picture and ask pupils to match each character with the correct sentence.
- Have a volunteer pupil read out the answers.
- Have pupils draw in the articles that are missing. Then, have them compare their pictures in pairs.

- **Answers:** Goofy: *There's a chair!*, Mickey: *There's a wardrobe!*, Minnie: *There are three plates.*

#### 10 Look and write.

- Ask pupils what they can see in each picture.
- Have a volunteer pupil read the two word pools and ask pupils to make sentences using these words.
- Have pupils complete the activity. Check answers by asking pupils to read out the sentences.
- **Answers:** 1 *There's a bowl.* 2 *There are four cups.* 3 *There's a plate.* 4 *There are two chairs.*

### Ending the lesson

- Have pupils look at the story again. Explain that you will read out a sentence and they have to tell you from which frame it is. Repeat the activity but this time have pupils close their books.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to draw themselves in a museum looking at different things. Have them write what there is in their museum.

**12 Listen and answer.**

1 Look! There's a museum. Let's go in!  
But Mickey, I'm tired!

2 Oh, look! There are old cups.  
I'm hungry!

3 Oh, look! There's a fantastic plate!  
Where's the café?

4 Look! There's the café!  
Café

5 Oh, no! The plate's falling!

6 It's OK! I've got it!  
Oh, Mickey!

**13 Now act the story out.**

**Lesson 5 Story:** *falling. Feelings. Furniture. Places in town. There is/ isn't a (plate). There are (cups). Where's the (café)?*

## Lesson 6

**Lesson aims:** to consolidate vocabulary from previous lessons. To play a game with cut-out cards.

**Revision:** places in town; prepositions of place. *There is/ isn't a (park). There are (shops). Where's the (shop)?*

**Receptive language:** *Is there a (park)? Is the (cinema) (in front of) the (park)? Find the (girl).*

**Materials:** CD 2, flashcards with places. Two sheets of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Place pupils in small groups. Explain that each group has to say as many words from this unit as they can, without opening their books. Keep track of words per group to have a winner.

### Revision

- Ask pupils to help you build a town. Draw a few streets on the board. Have pupils imagine what places and how many of these places there are in the town and what places are missing. As pupils say sentences using *There's*, *There are* and *There isn't*, place corresponding flashcards on one side of the board. Next to each card write a number or, if a place is missing in the town, a cross. Then ask: *Where's the (library)?* and have pupils tell you where to put the places in the town.
- Once the town has been 'built', ask pupils questions, e.g.: *Is there a (park)? Is the (cinema) (in front of) the (park)?* etc.

### Pupil's Book, page 33

#### 14 Listen, find and say. Then write in your notebook.

- Pupils look at the picture. T: *Where's the boy with the book? Pupils: In front of the library.* Continue with more items.
- Explain that pupils have to listen to the CD to find the person described. Have pupils call out the answer at the pauses. Play track 2.14.

**UNIT 4**

**14 Listen, find and say. Then write in your notebook.**

library box tree café hotel

1 There's a girl in front of the **café**  
2 There's a boy in front of the **library**  
3 There's a cat next to the **box**  
4 There's a man in front of the **hotel**  
5 There's a dog behind the **tree**

**15 Cut out (page 79). Then listen and play.**

There's a shop, a museum and a café.  
Where's the shop?  
It's next to the café.

**Lesson 6 Skills:** *Places in town. Prepositions of place. There is/ isn't a (park). There are (shops).*

- 2.14**
- 1 Find the girl. She's wearing a red hat. She's hungry. Where is she? (...)  
She's in front of the café.
  - 2 Find the boy. He's wearing a blue hat. He's reading. Where is he? (...)  
He's in front of the library.
  - 3 Find the cat. It's small. It's black and white. It's thirsty. Where is it? (...)  
It's next to the box.
  - 4 Find the man. He's wearing a grey coat. He's tired. Where is he? (...)  
He's in front of the hotel.
  - 5 Find the dog. It's small and brown. Where is it? (...)  
It's behind the tree.

- Pupils copy the sentences in their notebooks, look at the picture and complete the sentences with the words from the word pool.
- Check answers by having pupils read the completed sentences. Write answers on the board.

#### 15 Cut out (page 79). Then listen and play.

- Have pupils cut out the cards on page 79 and describe them.
- Ask pupils to look at the photos in Exercise 15 and tell you how they think the game will be played. Play track 2.15.
- Place pupils in pairs and ask them to play a guessing game. Pupils sit facing each other and stand a book up between them so as not to see each other's cards. Then pupil 1 puts three cards on the desk in any order they like and says: *In my town there's a (shop), a (library) and a (school).* Pupil 2 finds the cards from their deck, places them on the desk and asks: *Where's the (shop)?* and must place the cards in the order given. Pupils take the book away, compare the card orders and swap roles.

### TPR

Place pupils in groups of six. Hand each pupil in the group a sheet of paper and ask them to draw a place of their choice. Explain that you will say different places and if a pupil in the group has it, they give it to the leader. When the group leader has all the papers, he/she stands up and calls out *Bingo*. The game ends when there are only two remaining groups.

### Activity Book, page 31

#### 11 Read, look and tick (✓).

- Ask pupils to look at the pictures one at a time and ask: *Where's the (boy)? Pupils: (In front of) the (hospital).*
- Ask a volunteer to read the sentence under each pair of pictures. Explain that pupils have to tick the correct picture. Have pupils check answers with their partners.
- **Answers:** 1 a, 2 a, 3 a, 4 b.

#### 12 Write.

- Explain to pupils that they have to unjumble the sentences and then write them down.
  - Have volunteers read out the answers.
  - **Answers:** *There's a cinema in town. Where is the cinema? It's next to the library.*
- Ending the lesson**
- Place pupils in pairs. Give each pupil a sheet of paper. Have them draw a map of what they would like their town to have, then write a few sentences about the map.
  - Place work on classroom display.
  - Say the *Goodbye!* chant together.
  - Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Write on the board: *two blue cars in a garage, three boys in front of a green library, a girl next to a cinema.* Have pupils choose one of the phrases, write a complete sentence in their notebooks and draw what it says.

## Lesson 7

**Lesson aims:** Geography – to learn about London. To make a poster.  
**Target language:** *bridge, palace, street.*  
**Revision:** places in town; prepositions of place. *bus, river; There is a (park). There are (shops).*  
**Receptive language:** *Buckingham, Thames, Tower, lots of, Queen; What is it?*  
**Materials:** CD 2; flashcards with places. Cut-outs of Buckingham Palace, the Queen and different London landmarks, a map of Europe, newspapers, magazines, sheets of paper.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Revise places in a town using flashcards. Then write on the board: *cars, teacher, doctor, plates, dogs, books, dresses, cakes, films, old things, beds* and ask pupils where they can find these items.
- Have pupils call out the answers. Write them next to the items on the board.
- **Answers:** *cars – garage, teacher – school, doctor – hospital, dogs – park, books – library, dresses – shop, cakes – café, films – cinema, old things – museum, beds – hotel.*

### Presentation

- On the board place pictures of London and the maps. Show pupils where they are now and where London is on the European map. Ask, in L1, what pupils know about London. Point to the cut-outs on the board and tell pupils what they are.
- Point to your cut-outs and the map or draw pictures on the board and introduce the words: *bridge, palace, street* and revise: *bus, river.*

### Pupil's Book, page 34

#### 16 Listen and read.

- Direct pupils to the Pupil's Book, page 34, Exercise 16. Ask if they know any of the famous sites.
- Explain that pupils will hear the texts about London and read along.
- Play track 2.16. Encourage pupils to point to each item being described and to read along. Ask volunteer pupils to read a paragraph from the text aloud.
- Have pupils close their books. Have them tell you what they can remember from the text. Write their answers on the board.
- Have pupils open their books and see what they did and did not remember.
- Explain that you will say a landmark and pupils have to say what there is there or where it is. T: *Green Park.* Pupils: *It's next to Buckingham Palace. You can walk there.*
- Place pupils in pairs and have them continue in this way.

#### 17 Read and say the number. What is it?

- Explain to pupils that they have to read the sentences and say the number of the London landmark from Exercise 16.
- Place pupils in pairs. Have one pupil read the sentence and their partner say the number. Then have pupils swap roles.

#### 18 Project: make a poster about a city.

- Ask pupils, in L1, what there isn't in their town or city. Write their answers on the board. Then ask what their ideal town would have and what places they often visit in their town.
- Then place pupils in groups of four and give each one a sheet of paper. Explain that they have to make a poster about their town or city. Explain that they can draw it or use magazine and newspaper cut outs. When pupils have completed the activity, have each pupil present their work to the class and place all posters on classroom display.

### TPR

Place pupils in small groups. Give each one a sheet of paper. Ask them to draw on it their favourite London landmark or one from their own town/city. Have them write a few sentences about their pictures. Explain that when you call out a landmark, that group has to come to the front and tell the class what they have drawn and to read their sentences.

### Activity Book, page 32

#### 13 Look and write.

- Ask a pupil to read the words on the pictures. Explain that pupils have to use the words to complete the sentences.
- Check answers by having a pupil read them out and write them on the board.
- **Answers:** 1 *bus*, 2 *Bridge*, 3 *Street*, 4 *river*, 5 *Palace*, 6 *Park*.

#### 14 Draw your town or village and write.

- Ask pupils to tell you what is in their town. Write their answers on the board. Explain that they have to complete the sentences and draw what they have written in the box.
- Have pupils show their work to their partners.

### Ending the lesson

- Place pupils in pairs. Explain that they have to pretend that they live in a palace. Ask them to write and draw what there is in it. Encourage them to use furniture, colours, numbers and prepositions.
- Have pupils present their work to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to draw themselves in London. Have them write a few sentences explaining where they are, what they're wearing and doing, what month it is, the weather and how they feel.

**16 Listen and read.** **2.16**

**LONDON • LONDON • LONDON**

**1** **Green Park**  
There are beautiful parks. This is Green Park. You can walk in the park. It's next to Buckingham Palace.

**2** **Buckingham Palace**  
The palace is very big. There are 240 bedrooms! It's the Queen's house.

**3** **River Thames London Eye**  
Look at the River Thames. There are lots of boats on the river. And can you see the London Eye? It's next to the river.

**4** **Oxford Street**  
There are good shops in Oxford Street. And there are lots of red buses, too!

**5** **Tower Bridge**  
There are lots of bridges in London. This is Tower Bridge. It's old. It's a museum, too.

**17 Read and say the number. What is it?**

**3 (River Thames)** 1 There are boats on it. 3 It's next to the river. **3 (London Eye)**  
**2** There are good shops here. 4 There are lots of bedrooms in it.  
**4 (Oxford Street)** **2 (Buckingham Palace)**

**18 Project: make a poster about a city.**

**34** Lesson 7 CLIL: bridge, bus, palace, river, street. Places in town. Prepositions of place. There is a (park). There are (shops).

## Lesson 8

**Lesson aims:** to revise the material from Unit 4. Self-assessment.  
**Revision:** places in town; prepositions of place. *There is / isn't a (park). There are (shops). Where's the (school)?*  
**Receptive language:** *How many (cars) are there? Is there a purple car?*  
**Materials:** CD 2. A sheet of paper for each pair of pupils. Flashcards with places. Optional: Worksheets 9 and 20 for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Have pupils look through the whole unit for about a minute. Ask them to close their Pupil's Books and to tell you what they remember from it. Encourage them to mention places, prepositions and Disney characters.
- Play the unit song, track 2.6, for pupils to sing to.

### Revision

- Point to different classroom items that are in front of, behind or next to the items pupils know. T: *Where's the (chair)?* Pupils: *It's (next to) the (desk).* T: *Where's the (clock)?* Pupils: *It's (next to) the (window).*
- Place the flashcards on the board and write numbers next to some of them. Point to the flashcards randomly and have pupils say: *There's a (park). There are (three) shops,* etc.
- Ask pupils to close their eyes and take down two flashcards. Have pupils open their eyes and tell you which items are missing. Pupils: *There isn't a (hospital).* Continue with a few more items.

### Pupil's Book, page 35

#### 19 Listen and answer. Then read and say the missing words.

- Have pupils look at the picture. T: *How many cars? (Seven.) Where's the blue car? (Next to the red car.) Is there a purple car? (No.)*
- Ask pupils to listen to the CD and answer the questions at the pauses. Play track 2.17.
- Ask volunteers to read the sentences under the picture and complete them with the words from the word pool. Optionally, have pupils copy the sentences in their notebooks.

**19 Listen and answer. Then read and say the missing words.** **2.17**

**UNIT 4**

seven are 's isn't behind isn't

1 There **?** a shop. **isn't** 4 The black car is **?** the red car. **behind**  
 2 There are **?** cars. **seven** 5 There **?** a yellow car. **isn't**  
 3 There **?** a black car. **'s** 6 There **?** two red cars. **are**

**20 In your notebook, draw and write about your village / town. Then tell a friend.** **Pupils' own answers**

There's a cinema.  
 There are shops.  
 There isn't a museum.

**35** Lesson 8 Review: Places in town. Prepositions of place. There is / isn't a (park). There are (shops).

Look at the picture. **2.17**  
 Is there a shop? (...) No, there isn't a shop.  
 How many cars are there? (...) There are seven cars.  
 Is there a black car? (...) Yes, there is.  
 Where's the black car? (...) It's behind the red car.  
 Is there a yellow car? (...) No, there isn't a yellow car.  
 How many red cars are there? (...) There are two red cars.

- Ask volunteers to read out the complete sentences. Write their answers on the board.

#### 20 In your notebook, draw and write about your village / town. Then tell a friend.

- Ask pupils what places they like to visit in their village/town.
- Place pupils in pairs and give each one a sheet of paper. Explain that they have to draw their village or town and write a few sentences about it. Encourage them to use prepositions and to write about something that isn't in their town. Have pupils describe their work to their partner.
- Pupils present their work to the class. Place all work on classroom display.

### Activity Book, page 33

#### 15 Look and write.

- Have pupils look at the picture. T: *How many hotels are there?* Pupils: *Two.* T: *Are there three garages?* Pupils: *No. There's one garage.* Continue in this manner for all items.
- Explain that pupils have to complete the sentences using the word pool. Place pupils in pairs and have them complete the activity.
- Check answers by having volunteer pupils read out their answers.
- Then have pupils take it in turns to point at the items in the picture and say sentences using *there is/there are.*
- **Answers:** 2 *cinema*, 3 *a*, 4 *shops*, 5 *are*, 6 *park*, 7 *hospital*, 8 *isn't*.

#### 16 Say and tick (✓). Then stick.

- Pupils assess their own skills by ticking the boxes. Encourage them to look through the unit in their Pupil's Book as they think about the sentences.
- Ask pupils to find the stickers for this exercise at the end of their Activity Books. If pupils can tick all the boxes, they put a sticker with the film character next to the exercise.
- Play the unit song in the background as pupils work (track 2.6).

### Ending the lesson

- Ask pupils to choose a song, story or activity they liked best in this unit. Ask them to write a few sentences from the song, story or activity they have chosen. Have each pupil read out their sentences.
- Play the appropriate tracks and have pupils sing, chant or act out the story. Congratulate the pupils for having completed Unit 4.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class

### Extra activity

Ask pupils to close their books and write as many sentences as they remember from the unit. Have them open their books and check their sentences.

### Progress assessment

- Photocopiable materials, Worksheet 9, page 85. The guidelines for using the sheet can be found on page 74.
- Review Units 3 and 4, Worksheet 20, page 96. The guidelines for using the sheet can be found on page 77.
- *New English Adventure Test Book*, Level 2, Test 4.

# UNIT 5 My day

## Lesson 1

**Lesson aims:** to learn vocabulary connected with daily routines.  
**Target language:** *get up, go to school, have a shower, have breakfast, have lunch, work; I (get up).*  
**Revision:** feelings; activities, weather.  
**Receptive language:** *every day/morning, bored, go to town, lanterns, the same; Does she (have breakfast)? She (gets up). Is she (happy)? What is she doing? Who is her friend? Can she (go to town)? Who's this?*  
**Materials:** CD 2. Flashcards with routines.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Say a topic and ask pupils to say as many words associated with it as possible. Revise activities, feelings, weather.

### Presentation

- Place flashcards on the board. Point to each one, say: *I (get up)* and have pupils repeat. Write all the sentences on the board, underline *I* and the verb and explain when we use such a structure.
- Mime a routine for pupils to name, then say a routine for them to mime.

### Pupil's Book, page 36

#### 1 Listen and point.

- Have pupils look at the Pupil's Book, page 36, Exercise 1. Ask if they know the girl. (Rapunzel from *Tangled*: see page A30). T: *Is she happy?* Pupils: *No. She's bored.* T: *Is she at school?* Pupils: *No. She's at home.* T: *What is she doing?* Pupils: *She's reading.*
- Explain the meaning of the words/phrases: *every day/morning, go to town, lanterns* and *the same*.
- Tell pupils to listen and point to the characters, places and activities. Play track 2.18.

Who's this? It's Rapunzel and her friend Pascal. They're in the bedroom. Rapunzel's reading. But she's bored. Every day is the same. She gets up. She has breakfast. She reads. Then she has lunch. She can't go to town and see the lanterns. **2.18**

- Play the track again and question pupils. T: *Who is her friend? (Pascal.)* T: *Does she have breakfast?* Pupils: *Yes.* T: *Can she go to town? (No.)* Ask pupils, in L1, why she can't go to town. (The witch has locked her in a tower.)

#### 2 Listen and repeat. Then look and say Yes or No.

- Have pupils look at each picture. T: *Point to have a shower.* Continue with a few more items.
- Ask pupils to repeat the words they hear. Play the first part of track 2.19.

Part 1: *get up, have a shower, have breakfast, go to school, work, have lunch.* **2.19**

Part 2: *Every morning ... I get up, I have a shower, I have breakfast, I go to school, I work, I have lunch.*

- Play the second part of the track, pausing for pupils to repeat. Then point to the pictures randomly and have pupils tell you: *I (get up).*
- Ask pupils to look at the picture in Exercise 1. Say the sentences from the recording, e.g. *I (get up)*, and have pupils answer *Yes* or *No*.

#### 3 Listen and say.

- Explain that pupils have to listen about Rapunzel and complete the sentences in the pauses. Play track 2.20.

It's Rapunzel and her friend Pascal. They're in the bedroom. Rapunzel's reading. But she's bored. Every day is the same. She gets (...) up, she has (...) breakfast. She reads. Then she has (...) lunch. She can't go to town and see the lanterns. **2.20**

- Place pupils in pairs and ask them to close their books and to write down the routines Rapunzel does every day and in the order given in the recording: *I get up. I have breakfast, etc.*

### TPR

Arrange a circle of chairs, with one less chair than the number of pupils. When you play music and say: *I (have lunch)*, pupils move around miming the routine. As soon as the music stops, they have to find a chair. The player without a seat goes to their desk and one chair is removed from the circle. The game continues until only one player remains.

### Activity Book, page 34

#### 1 Read and number.

- Ask pupils what daily routines they see in the pictures. Pupils: *Work.*
- Have pupils read the sentences and number the pictures.
- **Answers:** a 5, b 1, c 6, d 3, e 2, f 4.

#### 2 Look and write.

- Ask pupils to tell you which letters they see, then write them in the correct order to make a sentence. Write the answer on the board.
- **Answer:** *I have breakfast.*

### Ending the lesson

- Have pupils write four things they do daily in their notebooks, then read the sentences to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Place pupils in pairs and have them face each other. One pupil names a routine: *I (get up)* and the other one mimes it. Then they swap roles.

UNIT 5 My day

1 Listen and point.

2 Listen and repeat. Then look and say Yes or No.

get up have a shower have breakfast go to school work have lunch

I get up, I have breakfast, I read, then I have lunch.

3 Listen and say.

Lesson 1: *get up, go to school, have a shower, have breakfast, have lunch, work. I (get up).*

## Lesson 2

**Lesson aims:** to revise and extend daily routines vocabulary. To learn a song.  
**Target language:** *go home, go to bed, have supper, play.*  
**Revision:** daily routines from lesson 1. *I (get up).*  
**Materials:** CD 2, two sheets of paper for each pupil. Flashcards with routines.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Place on the board flashcards with routines. Ask pupils to name each routine as you point to it. Explain that you will say a word and pupils have to make a complete phrase. T: *A shower.* Pupils: *I get up.* Continue with other items from lesson 1.

### Presentation

- Keep flashcards on the board and add new vocabulary (*have supper, play, go to bed, go home*). Ask pupils if they know any of the new activities. Point to the new vocabulary, say it and have pupils repeat after you.
- Explain that you will say an activity for pupils to mime. Then ask pupils to call out an activity for you to mime. Intentionally mime the wrong activity and have pupils tell you what you are miming. Pupils: *I get up.* Mime *go to bed*. Pupils: *No. Go to bed.* Continue with all vocabulary items. Encourage pupils to use the complete phrases.

### Pupil's Book, page 37

#### 4 Look and say. Then copy and complete in your notebook.

- Direct pupils to Pupil's Book. Ask them to point to a picture of their choice and tell you what it describes.
- Explain that pupils have to complete the phrases for each picture in their notebooks. Check answers by having pupils read their sentences to their partners.

#### 5 Listen and sing.

- Have pupils read the song and ask them to tell you which daily routines are in it.

4 Look and say. Then copy and complete in your notebook.

1 ? up  
2 ? a shower  
3 ? breakfast  
4 ? to school  
5 work  
6 ? lunch  
7 ? home  
8 play  
9 ? supper  
10 ? to bed

5 Listen and sing.

I get up,  
I have a shower,  
I have breakfast,  
I go to school,  
I work,

I have lunch,  
I go home,  
I play,  
I have supper,  
I go to bed.

6 Act out and guess.

Have breakfast?

Lesson 2: *go home, go to bed, have supper, play. Daily routines. I (get up).*

- Tell pupils that they will listen to the song and have to point to the routines. Play track 2.21.
- Replay the track and encourage all pupils to sing along.
- Divide class in half and assign them a stanza of the song. Explain that when they hear their stanza, they have to stand up and mime the routines. Repeat track 2.21.
- Have sides swap stanzas and repeat the activity.
- Once the pupils have learnt the song, ask them to sing along to the karaoke version (track 2.22).

#### 6 Act out and guess.

- Bring a volunteer pupil to the front of the class. Explain that you will whisper a routine for him/her to mime to the class. The first pupil to guess correctly comes to the front and continues the activity. Continue until all vocabulary items are covered.
- Then place pupils in pairs. Explain that they have to mime a routine for their partner to guess. Ensure that pupils swap roles.

### TPR

Put six flashcards on the board and ask pupils to help you arrange the routines in the order in which they are usually done. When pupils remember the sequence of routines, turn the flashcards face down onto the board. Place pupils into six groups and give each one a daily routine. Explain that you will call out the routines and the groups have to come to the front and stand one after another in the order the flashcards are placed on the board. If you call out a routine which is out of sequence, the group assigned that routine doesn't move. Otherwise, they get a point. The group with the fewest points wins.

### Activity Book, page 35

#### 3 Look and write.

- Have a volunteer pupil read the sentences in the box. Then have pupils tell you what the girl is doing in each picture.
- Explain that pupils have to write the correct sentence under each picture.
- Check answers by having volunteer pupils call out answers.
- **Answers:** 1 *I have breakfast.* 2 *I go to school.* 3 *I go home.* 4 *I play.* 5 *I have supper.* 6 *I go to bed.*

#### 4 Write.

- Explain that pupils have to write the words from the word pool under *have* or *go*.
- Check answers by having a pupil read the phrases to the class.
- **Answers:** *have: supper, lunch, a shower, breakfast; go: to bed, to school, home.*

### Ending the lesson

- Give each pupil two sheets of paper. Have them write *have* on one and *go* on the other. Explain that you will say a word and they have to raise the correct word and say the whole phrase. T: *Shower.* Pupils: *Have a shower.* Continue with all vocabulary items containing *have* and *go*. Then place pupils in pairs to play with their partners.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 75

#### 1 Write the words. Then draw.

- Pupils complete the crossword to find the mystery word.
- **Answers:** 1 *school* 2 *lunch* 3 *home* 4 *I get up* 5 *breakfast*. Mystery word: *shower*.

## Lesson 3

**Lesson aims:** to consolidate vocabulary from lessons 1 and 2. To learn the time.

**Target language:** *It's (one) o'clock. It's half past (five). I (get up) at (nine o'clock).*

**Revision:** daily routines; numbers 1–12.

**Receptive language:** *What time is it? What activity is it?*

**Materials:** CD 2, a sheet of paper for each pupil. A large clock.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- On the board write: *I go home. I have supper. I read a book. I go to bed.*
- Have pupils write three or four sentences about what they do when they go home and read their sentences to their partners.

### Presentation

- On the board draw two clock faces, e.g. with four o'clock and half past twelve. Point to the clocks and say: *It's four o'clock* and *It's half past twelve* respectively. Write the sentences on the board, say them and have pupils repeat. Explain that we use *o'clock* with full hours only and that *half past* means it's 30 minutes after the preceding hour.
- Set the clock you've brought to class to different times and have pupils tell you what time it is. You may ask: *What time is it?*
- Say: *I (get up) at (six) o'clock.* Write it on the board, underline *at* and have pupils repeat the sentence.
- Bring a few pupils to the front to set the clock. Other classmates say what routine they do at the time set.

### Pupil's Book, page 38

#### 7 Listen. Then look and say.

- Ask pupils to look at the clocks. T: *One. What time is it?* Pupils: *It's one o'clock.* Continue for all items.
- Explain that pupils have to listen and point to the correct picture. Play track 2.23.

- 1 What time is it? It's one o'clock. **2.23**  
 2 What time is it? It's ten o'clock.  
 3 What time is it? It's half past one.  
 4 What time is it? It's half past five.

- Replay the track and have pupils repeat after each sentence.
- Place pupils in pairs and have them take it in turns to point to the clocks and tell the time.

#### 8 Listen, point and say. Then listen again and write in your notebook.

- Ask pupils who the man in the pictures is (a king). T: *Look at number one. What activity is it?* Pupils: *I get up.* Continue in this manner for all the pictures. Then have pupils look at each picture and tell you what time they think the king does these things.
- Explain that pupils have to point to the time they hear for each picture and repeat after the speaker. Play track 2.24.

- 1 I get up at nine o'clock. **2.24**  
 2 I have a shower at half past nine.  
 3 I work at eleven o'clock.  
 4 I have lunch at half past twelve.  
 5 I play at three o'clock.  
 6 I go to bed at half past ten.

- Quiz pupils to see if they remember the times. T: *I have a shower at...* Pupils: *Half past nine.*
- Ask pupils to copy the sentences in their notebooks. Replay track 2.24, with pauses after each sentence, for pupils to write the times.
- Ask volunteer pupils to read out the answers and write them on the board.
- Have pupils read their sentences to their partners.

### TPR

Place pupils in pairs. Have them write two sentences about a daily routine and draw a clock showing the time. Explain that the pairs will come to the front of the class and one pupil will read a sentence for their partner to mime. Pupil 1: *I have lunch at two o'clock.* Pupil 2 mimes having lunch while Pupil 1 shows the clock.

### Activity Book, page 36

#### 5 Look and write.

- Ask a volunteer to read the words in the word pool. Place pupils in pairs and ask them to write the time under each clock using the word pool.
- **Answers:** 1 *five o'clock*, 2 *half past two*, 3 *half past four*, 4 *eight o'clock*, 5 *three o'clock*, 6 *half past eleven*.

#### 6 Read and draw.

- Pupils draw the clock faces as in the sentences, then check answers with their partners.

### Ending the lesson

- Give pupils a sheet of paper each and have them fold it in half. Ask them to draw a clock face showing the time on each side. Place pupils in pairs. One of them says *I*, mimes a routine and shows the clock for the other one to say a complete sentence, e.g.: *I (have breakfast) at (eight o'clock).*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 75

#### 2 Write and draw.

- Explain to pupils that they have to unjumble the sentences and then draw the time in the clocks.
- **Answers:** 1 *It's four o'clock.* 2 *It's half past six.* 3 *It's half past ten.* 4 *It's nine o'clock.*

**7 Listen. Then look and say.** **CD 2.23**

one o'clock    ten o'clock    half past one    half past five

**8 Listen, point and say. Then listen again and write in your notebook.** **CD 2.24**

1 I get up at **9** o'clock. *nine*

2 I have a shower at half past **9**. *nine*

3 I work at **11** o'clock. *eleven*

4 I have lunch at half past **12**. *twelve*

5 I play at **3** o'clock. *three*

6 I go to bed at half past **10**. *ten*

**38** Lesson 3: It's (one) o'clock. It's half past (five). Daily routines. I (get up) at (nine o'clock).

## Lesson 4

**Lesson aims:** to consolidate routines and time from lessons 1–3. To practise phonics: /u/ vs /u:/.

**Revision:** daily routines; telling the time. *I (get up) at (six o'clock). It's (three) o'clock.*

**Receptive language:** *What time does (she get up)? She (plays) at one o'clock.*

**Materials:** CD 2. Flashcards with routines. A soft toy ball, the clock from lesson 3.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Have pupils take out their notebooks. Explain that you will say the time and that they have to draw clocks showing it. Give pupils about four different clocks to draw. Have pupils check answers with their partners.

### Revision

- Raise the flashcards and have pupils say sentences: *I (go to school) in unison and mime the routines.*
- Use your arms to show different times and ask pupils to guess: *It's (three) o'clock.* Then ask volunteers to continue the activity in pairs.
- Place all the flashcards on the board. Set the clock to a time and throw a ball to a pupil, who should choose a routine from the board and say: *I (get up) at (seven) o'clock.* Remove the flashcard and continue the activity.

### Pupil's Book, page 39

#### 9 Listen and find. Then read and say.

- Direct pupils to Exercise 9. Ask pupils to look at the clocks and tell you what times are shown.
- Then have a volunteer pupil read the sentences under each picture. (If the pupils ask, you may mention why the verbs in the sentences have *s* at the end but do not explain the structure yet.)
- Ask pupils to listen to a few sentences and find the correct clock.
- Play track 2.25.

**9 Listen and find. Then read and say.** **CD 2.25**

She gets up.    She plays.

a b c d e f

3 - six o'clock    1 - eight o'clock    4 - half past nine  
 2 - half past one

3 She has supper.

4 She goes to bed.

**10 Tongue twister! Listen and repeat.** **CD 2.26**

It's **cool** to go to school.  
 Look. I like **books!**

**39** Lesson 4: Phonics: /u/ vs /u:/. Daily routines. Telling the time. I (get up) at (six o'clock).

- 2.25**
- 1 What time does she get up?  
She gets up at eight o'clock.
  - 2 What time does she play?  
She plays at half past one.
  - 3 What time does she have supper?  
She has supper at six o'clock.
  - 4 What time does she go to bed?  
She goes to bed at half past nine.

- Point to each picture and ask *What time does she ...?* Pupils: *At (eight o'clock).*
- Place pupils in pairs and have them take it in turns to point at the pictures and read the sentences adding the correct times, e.g.: *She (has supper) at (six o'clock).*

#### 10 Tongue twister! Listen and repeat.

- On the board write *cool, school, look and books*. Say each word, pointing to *oo* and have pupils repeat after you.
- Ask if pupils can hear a difference between the words containing *oo* (*cool* and *school* contain /u:/, *look* and *books*: /u/). Then point to the words and have pupils say them.
- Remind pupils, in L1, what a tongue twister is. Then direct pupils to Exercise 10. Ask what they can see in the picture.
- Read the tongue twister. As you are reading, have the class point to the words in the text.
- Play track 2.26. Ask pupils to listen to the tongue twister and repeat it. Ask pupils how *oo* is pronounced in each word.
- Replay the track as many times as necessary until pupils are confident to say the tongue twister without the recording.
- On the board write *Books at school are cool to look at* and *School books are cool*. Place pupils in groups of four. Have each group choose a tongue twister from the board or the one from their Pupil's Book to say as many times and as quickly as possible. The group that says it correctly the most times wins.

### TPR

Place pupils in two rows facing each other. One row are clocks and the other one are watchmakers. The watchmakers set the hands of the clocks to the times given by you (they use the hands of the pupils facing them) and then mime the routine. Say: *I (go to school) at (half past seven).* Have pupils swap roles after each sentence.

### Activity Book, page 37

#### 7 Find and write. Then draw.

- Direct pupils to Activity Book, page 37. Explain they have to find what the sentence under Flynn says using the cryptograph, then draw the time on the clock.
- Check the answer by asking a volunteer read it out.
- **Answer:** *He has supper at seven o'clock.*

#### 8 Draw. Then write.

- Explain that pupils have to complete the sentences using their own ideas and then draw the times they have used on the clock faces.
- Have pupils complete the activity. Check answers by having pupils read their sentences.

### Ending the lesson

- Have pupils close their books. Say sentences about Rapunzel, but sometimes change the time. Ask pupils to decide whether a sentence is true or false and say *Yes* or *No*.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils draw their favourite Disney character and write a few sentences about what time they do daily activities, e.g. *I (get up) at (ten) o'clock.* Place all work on classroom display.

## Lesson 5

**Lesson aims:** to revise the language from lessons 1–4. To listen to a story.

**Target language:** *It's early! We're late.*

**Revision:** daily routines; telling the time. *dark, hot, eggs; I (get up) at (six o'clock). It's (nine o'clock). I'm (not) (hungry).*

**Receptive language:** *What time is it? Where's Mickey? What's Goofy doing? Is Mickey hungry? Is it dark? Goofy gets up. Come on.*

**Materials:** CD 2.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher! Say the Hello! chant together.*
- On the board write 1, 2, 3, 4. Explain to pupils that the numbers represent each unit they have covered so far and that they have to vote for the best story. Place a tick under each number as each pupil gives you their answer.
- When the voting is over, have pupils read the winning story.

### Pupil's Book, page 40

#### 11 Listen and answer.

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have story cards, use them during the lesson.
- T: *Today, it's story time!* Ask pupils to open their Pupil's Books at page 40.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Goofy.*
- Have pupils tell you what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (Mickey and Goofy are getting up but Mickey is tired. Goofy has a shower and breakfast but Mickey is tired all the time. They go out and see it's dark. When they look at the clock, they realise that it was upside down and so got up early.)
- Introduce the phrases *It's early!* and *We're late.* On the board write the words *early* and *late*. T: *It's six o'clock. I can't get up. It's early.* Point to *early*. T: *It's half past nine. Our school starts at nine o'clock. We're late.* Point to the word *late*.
- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *What time is it?*
- Play track 2.27. Use the story cards or point to the frames in your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with the voices of the original Disney characters (track 2.27) and with special EFL voice-overs (track 2.28).
- Repeat the question: *What time is it?* Encourage pupils to answer correctly. Pupils: *It's half past two.*
- Ensure pupils have understood the story by asking them to briefly summarise it in L1.
- Replay track 2.27 stopping at each frame to ask the following questions: Picture 1: *Where's Mickey?* (*He's in bed.*) Picture 2: *What's Goofy doing?* (*He's having a shower.*) Picture 3: *Is Mickey hungry?* (*No. He's tired.*) Picture 4: *Is it dark?* (*Yes.*) Picture 5: *What time is it?* (*It's nine o'clock.*) Picture 6: *What time is it really?* (*It's half past two.*)
- Replay track 2.27 pausing at each individual sentence. Encourage pupils to repeat the sentences together.

#### 12 Now act the story out.

- Divide class into six groups. Assign each group a picture and have them read the text aloud, in unison.
- Place pupils in groups of three. Assign the role of Mickey, Goofy and the narrator. Encourage pupils to act out the story with words and gestures. Monitor pupils and help if necessary. Invite volunteers to present the story to the class.

### Activity Book, page 38

#### 9 Read, look and tick (✓).

- Have a volunteer read the sentences under the picture. Explain that pupils have to tick the correct sentence.
- When pupils have completed the activity, have a volunteer read out the answers.
- **Answers:** 1 a, 2 b, 3 b, 4 a.

#### 10 Look at Exercise 9 and write.

- Explain that pupils have to look at Goofy in Exercise 9 and complete the sentences with the words from the word pool.
- Check answers by asking pupils to read out the sentences.
- **Answers:** 1 *early*, 2 *shower*, 3 *breakfast*, 4 *late*.

### Ending the lesson

- On the board write: *I have supper at half past three. It's late. I go to school at eleven o'clock. It's early.* Ask pupils if these sentences are correct. Pupils: *No!* Tell pupils that they are silly sentences. Have them write a silly sentence using *late* or *early* to read to the class, who have to correct them. Pupil: *I have lunch at half past nine. It's (early).* Pupils: *No, it's (late).*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to write true sentences about themselves using *early* or *late*.

**11 Listen and answer.**

1 Mickey! Get up!  
Oh, no! I'm tired!

2 Goofy gets up and has a hot shower.

3 Goofy has breakfast.  
Mmm. Eggs for breakfast.  
Ugh, I'm not hungry.

4 Come on! We're late.  
Goofy, it's dark! What time is it?

5 It's nine o'clock! Look!

6 Uh-oh!  
No, Goofy. It's half past two. It's early!

**12 Now act the story out.**

Lesson 5 Story: *It's early. We're late. Daily routines. Telling the time. I (get up) at (six o'clock).*

## Lesson 6

**Lesson aims:** to consolidate vocabulary from previous lessons. To play a game with cut-out cards.

**Revision:** vocabulary from lessons 1–5. *I (get up) at (half past six). It's (half past seven).*

**Receptive language:** *What time is it? What do you do at (seven o'clock)? What time do you (get up)?*

**Materials:** CD 2, sheets of paper. A large clock.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher! Say the Hello! chant together.*
- Show pupils the clock. Ask them to tell you different times for you to set the clock to. Intentionally set the time incorrectly a few times and have a volunteer pupil come to the front and correct it.

### Revision

- Set the clock to show 7:30. Ask pupils what they do at that time in the morning. T: *What time is it?* Pupils: *It's half past seven.* T: *I (get up) at half past seven. What do you do at half past seven?* Pupils: *I get up/have breakfast etc.*
- Continue with different time settings.

### Pupil's Book, page 41

#### 13 Read and say Yes or No. Then talk about your day.

- Ask pupils questions about their daily routine. T: *What time do you get up?* Pupils: *I get up at eight o'clock.*
- Direct pupils to Exercise 13. Explain that they have to read the sentences and look at the clocks to see if they are set to the correct time.
- Have pupils complete the activity on their own. Then ask volunteers to read the sentences and have the class say *Yes* or *No* after them.
- Place pupils in pairs. They take it in turns to describe their days and remember two details about their partner's day. Then each of them shares this information with the class.
- Follow-up (optional): Have pupils write a few sentences about their day in their notebooks.

**13 Read and say Yes or No. Then talk about your day.**

1 I'm Alex. I get up at eight o'clock. Yes

2 I go to school at half past eight. Yes

3 I have lunch at half past twelve. Yes

4 I go home at half past three. No, at half past five

5 I have supper at half past six. Yes

6 At nine o'clock I read a book and go to bed. Yes

**14 Cut out (page 81). Then listen and play.**

I go to school ...

... at eight o'clock.

Lesson 6 Skills: *Daily routines. Telling the time. I (get up) at (half past six).*

#### 14 Cut out (page 81). Then listen and play.

- Have pupils cut out the cards on page 81. Ask each pupil to describe the cards to you.
- Ask pupils to look at the photos in Exercise 14 and tell you how they think the game will be played.
- Play track 2.29.
- Place pupils in pairs. Explain that one pupil has to choose a card without showing it to their partner and only says what routine there is on it e.g. *I (go to school).* Their partner has to find the same card in his/her deck and finish the sentence by telling the time: (*at eight o'clock*). If the second pupil has placed the correct card on the table, they keep the partner's card.
- Have pupils swap roles and continue until all the cards are used.

### TPR

Give pupils a sheet of paper each and have them write a number from 1 to 12 on it. Then place pupils in two groups. Name one group *half past* and the other group *o'clock*. Explain that you will call out a time and if they have the number and are in that group, they have to stand up and say it. T: *It's half past seven.* Pupils in the *half past* group with the number seven stand up. If a pupil from the *o'clock* group stands up, they go back to their desks. Continue with different time combinations. Have groups change names to continue the game.

### Activity Book, page 39

#### 11 Look and write.

- Have pupils look at the diary. Explain that they have to use it to complete the sentences.
- Have pupils complete the activity and check answers by having volunteer pupils read out the answers. Write answers on the board.
- **Answers:** 2 *Seven o'clock.* 3 *at half past seven.* 4 *lunch at half past twelve.* 5 *I go home at half past two.* 6 *I play at four o'clock.* 7 *I have supper at half past five.* 8 *I go to bed at eight o'clock.*

#### 12 Write.

- Explain that pupils have to complete the dialogue with words from the word pool. Once pupils have completed the activity, place them in pairs and have them choose a role and read the dialogue.
- **Answers:** *up, seven, go, past.*

### Ending the lesson

- Place pupils in pairs and give them a sheet of paper each. One pupil says the name of a routine and the other one says what time he/she does the routine. The first pupil writes a complete sentence about his/her partner, then they swap roles. Have pupils read their sentences to the class, e.g. *Anna: I (go to school) at (eight o'clock).*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Give pupils a sheet of paper and have them write sentences about their parents' day and draw appropriate pictures. Place work on classroom display.

## Lesson 7

**Lesson aims:** Natural Science – to learn about time zones. To make a poster.  
**Target language:** *daytime, the Earth, night, sun.*  
**Revision:** daily routines. *every day, half, dark; It's (eight o'clock).*  
**Receptive language:** *people, lives, Poland, Japan; What time is it now? Is it (daytime)?*  
**Materials:** CD 2; flashcards with routines, a soft toy ball, a map of the world, pictures of the Earth, sun, moon, a sheet of paper for each pupil. Clock.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher! Say the Hello! chant together.*
- Ask pupils if they remember why Goofy had made Mickey get up so early (because he had the clock upside down).
- Take out the clock and set it at two o'clock. Ask pupils what time it is. Then turn the clock upside down. T: *What time is it now?* Pupils: *It's eight o'clock.* Continue with more combinations.

### Presentation

- On the board place the pictures of the sun and the Earth. Introduce these words, write them down and have pupils repeat after you. Then point to the sun and the moon. Say: *Look! It's daytime and Now it's dark. It's night.* Write *daytime, dark and night* on the board. Have pupils repeat them after you. Then ask: *I get up. Is it night?* Pupils: *No. It's daytime.* T: *I go to bed. Is it daytime?* Pupils: *No. It's night.* Continue in this manner with a few more daily routines.
- On the board place the sun on the left, the moon on the right and the Earth in the middle. Explain that when it is daytime on one side of the Earth, it is night on the other side. Point to the sides of the Earth as you do this.

### Pupil's Book, page 42

#### 15 Listen and read.

- Direct pupils to the Pupil's Book. Explain that pupils will hear a text about the Earth and read along. Play track 2.30.
- Ask volunteer pupils to read the text aloud.
- Have pupils close their books and tell you what they can remember from the text. Write their answers on the board.
- Have pupils open their books and see what they did and did not remember.

#### 16 Read and say Yes or No. Then correct the sentences in your notebook.

- Explain to pupils that they have to read the sentences and say *Yes* or *No*.
- Place pupils in pairs. Have them complete the activity.
- Have a volunteer pupil read the sentences and another one the answers. Then have pupils correct the *No* answers in their notebooks.

#### 17 Project: make a poster about your daily routine.

- Ask pupils what kind of things they do during the day.
- Give each pupil a sheet of paper. Explain that they have to make a poster about their daily routine. Tell them they can write a few sentences, draw or cut-out pictures from magazines. When pupils have completed the activity, have each pupil present their work to the class and place all posters on classroom display.

#### TPR

Play "What time is it, Mr Wolf?" together. Choose one pupil to be Mr Wolf and ask him/her to stand in front of the board, facing it. The rest of the class stand in a line at the end of the classroom. Ask: *What time is it, Mr Wolf?* Mr Wolf turns to the class and says: *It's three o'clock.* Then the pupil turns back to the board, while the rest of the class take (three) steps towards the board, saying as they go: *One, two, three. It's (three) o'clock.* Continue asking Mr Wolf the time. Once the pupils are close to Mr Wolf, the pupil can respond: *I have lunch at (three) o'clock!*, then turns to the rest of the pupils and catches one of them, who then becomes Mr Wolf.

### Activity Book, page 40

#### 13 Find and circle. Then write.

- Have pupils look at the word snake and tell you what words they can find.
- Explain that pupils have to put the words under the pictures, then check answers with their partners.
- **Answers:** 1 *Japan*, 2 *daytime*, 3 *(the) Earth*, 4 *Poland*, 5 *night*, 6 *sun*.

#### 14 Read and write.

- Ask pupils to close their Activity Books. Explain that you will say sentences for pupils to complete. Read the sentences from the activity. Then have pupils open their books.
- Explain that they have to complete the sentences with the words from the word pool.
- **Answers:** *daytime, night, lunch, home.*

### Ending the lesson

- Play "Word chain" together (see Resource Bank, page A21) using the flashcards with routines. Ask pupils to make sentences: *I (get up) at (eight o'clock) and ...*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to draw in their notebooks three things they can do in the daytime and write about them.

**15 Listen and read.**

### This is our Earth.

*It's daytime.*

It goes round and round.  
Every day, half of the Earth is in the sun.  
For people here it's daytime.

*It's night.*

But half of the Earth is dark.  
For people here it's night.

Tomek lives in Poland.  
Kimi lives in Japan.  
When it's daytime in Poland, it's night in Japan.

**16 Read and say Yes or No. Then correct the sentences in your notebook.**

- The Earth goes round and round. **Yes**
- Every day, half of the Earth is dark. **Yes**
- When it's daytime in Poland, it's daytime in Japan. **No; it's night in Japan.**
- When Kimi has breakfast, Tomek has breakfast. **No; Tomek goes to bed.**

**17 Project: make a poster about your daily routine.**

## Lesson 8

**Lesson aims:** to revise the material from Unit 5. Self-assessment.  
**Revision:** daily routines and telling the time. *I (get up) at (half past six). It's (one) o'clock. It's half past (five).*  
**Receptive language:** *What time does he/she (get up)? He/She (gets up) at (six o'clock).*  
**Materials:** CD 2. A sheet of paper for each pupil 2 sets of cut-out cards from lesson 6, magnets, markers. Optional: Worksheet 10 for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher! Say the Hello! chant together.*
- Have pupils look through the whole unit for about a minute. Ask them to close their Pupil's Books and to tell you what they remember from it. Encourage them to mention the time, daily routines and Disney characters.
- Ask pupils which TPR activity they particularly enjoyed and play it again.

### Revision

- On the board write: *9:30 get up, 10:00 have breakfast* and so on. Explain to pupils that you are a queen or a king and this is your diary. T: *I get up at half past nine. I have breakfast at ten o'clock.*
- Ask pupils to open their notebooks. Explain that they have to pretend to be any Disney character from the unit and make notes in their diary about their day.
- Have pupils read their notes to the class. Encourage them to use full forms e.g. *I get up at (seven o'clock).*

### Pupil's Book, page 43

#### 18 Listen and say. Then copy the table and draw the times in your notebook.

- Have pupils look at the activity and ask who they can see (Rapunzel and Flynn). Ask, in L1, what the activity will be about.
- Have pupils look at the diary. Ask: *What time does (he) (get up)?* and have pupils guess: *At (eight) o'clock.*
- Explain that pupils will listen to the CD and answer the questions.
- Have pupils copy the table in their notebooks and ask them to draw the times in the clocks as they listen.
- Play track 2.31, with pauses for pupils to complete the activity.

**18 Listen and say. Then copy the table and draw the times in your notebook.**

UNIT  
**5**

	get up	have lunch	go to bed
	1	2	3
	<i>six o'clock</i>	<i>twelve o'clock</i>	<i>half past eight</i>
	4	5	6
	<i>nine o'clock</i>	<i>one o'clock</i>	<i>half past nine</i>

**19 In your notebook, draw and write about your dream day. Then tell a friend.**

*Pupils' own answers*

*I get up at eleven o'clock. I have breakfast. I go to school at half past twelve.*

- Look at Flynn.  
What time does he get up?  
He gets up at six o'clock.
- What time does he have lunch?  
He has lunch at twelve o'clock.
- What time does he go to bed?  
He goes to bed at half past eight.
- Look at Rapunzel.  
What time does she get up?  
She gets up at nine o'clock.
- What time does she have lunch?  
She has lunch at one o'clock.
- What time does Rapunzel go to bed?  
She goes to bed at half past nine.

2.31

- Replay track for pupils to check their answers.
- Ask volunteers to read out their answers, e.g.: *I'm Flynn. I (get up) at (six o'clock).* Write their answers on the board.
- Place pupils in pairs. One pupil points at the clock and the other one says: *I (have lunch) at (one o'clock).* Then pupils swap roles.

#### 19 In your notebook, draw and write about your dream day. Then tell a friend.

- Give each pupil a sheet of paper. Explain that they have to draw themselves during their dream day and that they have to write a few sentences about their activities. Have them use the text in Exercise 19 as a model.
- Have pupils present their work to the class. Place all work on classroom display.

### Activity Book, page 41

#### 15 Write.

- Have pupils look at the words in the boxes. Ask pupils to make sentences for you with these words. Write their answers on the board, e.g. *She has lunch at one o'clock.*
- Have pupils check their answers with their partners.

#### 16 Say and tick (✓). Then stick.

- Ask pupils to read the sentences.
- Pupils assess their own skills by ticking the boxes. Encourage them to look through the unit in their Pupil's Book as they think about the sentences.
- Ask pupils to find the stickers for this exercise at the end of their Activity Books. If pupils can tick all the boxes, they put a sticker with the film character next to the exercise.
- Play the unit song in the background as pupils work (track 2.21).

### Ending the lesson

- Ask pupils to choose a song, story or activity they liked best from the unit. Ask them to write a few sentences from the story, song or activity they have chosen. Have each pupil read out their sentences. Play the appropriate tracks and have pupils sing or act out.
- Congratulate the pupils for having completed Unit 5.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Play "Telephone (Chinese whispers)" together (see Resource Bank, page A23). Put cut-outs, magnets and markers on the desk next to the board (one set for each row). Whisper the same sentence to the last pupils in the rows, e.g.: *I (have lunch) at (one o'clock).* The task of the first pupils in the rows is to place the correct card on the board, draw the clock and repeat the sentence aloud. The team whose member completes the task first scores a point.

### Progress assessment

- Photocopiable materials, Worksheet 10, page 86. The guidelines for using the sheet can be found on page 74.
- *New English Adventure Test Book*, Level 2, Test 5.

# 6 My hobbies

## Lesson 1

**Lesson aims:** to learn names of activities associated with hobbies.  
**Target language:** *go camping/cycling/fishing/hiking/running/swimming; I go (swimming).*  
**Revision:** daily routines, months, weather, seasons.  
**Receptive language:** *at the weekend, adventure; Is Mr. Fredriksen (happy)? Is he in the park? How old is Russell? Does Mr. Fredriksen like adventures? Who likes adventures?*  
**Materials:** CD 2. Flashcards with hobbies (from Level 1 and Level 2 or self-made).

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- On the board write the months of the year. When you point to a month, pupils have to tell you what seasons and weather are associated with it. T: *June.* Pupils: *Summer, hot.*

### Presentation

- Place flashcards on the board and write the word *Hobbies*. Ask pupils if they have hobbies. Write them on the board.
- Point to the flashcards and ask pupils if they know any of the words. Then point to each one and say: *I go (hiking)* for pupils to repeat. Write complete sentences under the flashcards.
- Mime and say the name of an activity for pupils to correct. T: *I go fishing* (mime swimming). Pupils: *No! I go swimming!* Continue with all new items.

### Pupil's Book, page 44

#### 1 Listen and point.

- Have pupils look at Pupil's Book, page 44, Exercise 1. Ask if they know who the characters are (Mr. Fredriksen and Russell from *Up*: see page A30). T: *Is Mr. Fredriksen happy?* Pupils: *No. He's tired/langry.* T: *Is he in the park?* Pupils: *No. He's in a forest.*
- Write *adventure* and *at the weekend* on the board, say them for pupils to repeat and translate.
- Tell pupils to point to the characters as they hear them. Play track 2.32.

Look! It's Mr. Fredriksen. Who's next to him? It's Russell. Russell is eight. He likes adventures. He goes hiking and camping at the weekend. Mr. Fredriksen isn't eight. He's old. He doesn't like adventures. **2.32**

- Play the track again with pauses. Question pupils: T: *How old is Russell?* (Eight.) *Does Mr. Frederikson like adventures?* (No.)

#### 2 Listen and repeat. Then look and say Yes or No.

- Have pupils look at each picture. T: *Point to go running.* Continue with a few more items.
- Explain that pupils have to repeat the words they hear. Play the first part of track 2.33.

Part 1: *go camping, go cycling, go fishing, go hiking, go running, go swimming.* **2.33**  
 Part 2: *I go camping. I go cycling. I go fishing. I go hiking. I go running. I go swimming.*

- Play the second part of the track, pausing for pupils to repeat. Then point to the pictures randomly and have pupils tell you: *I go (cycling).*
- Pupils look at the picture in Exercise 1. Say the sentences from the recording, e.g. *I go (fishing),* and have pupils answer *Yes* or *No*.

#### 3 Listen and say.

- Explain that pupils have to complete the sentences they hear. Play track 2.34.

Look! It's Mr. Fredriksen. Who's next to him? It's Russell. Russell is (...) eight. He likes adventures. He goes (...) hiking and (...) camping at the weekend. Mr. Fredriksen isn't eight. He's old. He doesn't like adventures. **2.34**

### TPR

Place pupils in two groups: *Daily routines* and *Hobbies*. Mix the groups up and explain that when you say a routine or a hobby, they have to clap and mime it. T: *I go to bed.* Pupils from *Daily routines* clap and mime going to bed. If the group claps at the wrong time, they have to say the months of the year.

### Activity Book, page 42

#### 1 Look and circle.

- Have pupils look at the pictures and circle the correct words in the sentences.
- Check answers by having a pupil call them out.
- **Answers:** 1 *I go running.* 2 *I go camping.* 3 *I go hiking.*

#### 2 Look and write.

- Pupils write the phrases under the correct picture then check answers in pairs.
- **Answers:** 1 *I go swimming.* 2 *I go running.* 3 *I go fishing.* 4 *I go cycling.*

### Ending the lesson

- Pupils draw their favourite hobby and write a sentence about it in their notebooks. Have them read it to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Play "Parachute" together (see Resource Bank, page A24). Have pupils guess complete sentences, e.g.: *I go (fishing).*

UNIT 6 My hobbies

1 Listen and point.

2 Listen and repeat. Then look and say Yes or No.

3 Listen and say.

go camping go cycling go fishing go hiking go running go swimming

I go hiking and camping.

Lesson 1: go camping / cycling / fishing / hiking / running / swimming. I go (swimming).

## Lesson 2

**Lesson aims:** to revise and extend hobbies vocabulary. To learn a song.  
**Target language:** *do ballet/gymnastics/karate, have art/English/music lessons; I (have art lessons) at the weekend.*  
**Revision:** daily routines, hobbies from lesson 1. *I go (swimming).*  
**Receptive language:** *I have fun. What is it?*  
**Materials:** CD 2, a sheet of paper for each pupil. Flashcards with hobbies (from Level 1 and Level 2 or self-made).

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Place pupils in small groups. Explain that when you say *Daily routines* or *Hobbies*, each group has to write three activities associated with the topic. T: *Hobbies.* Pupils write: *Go fishing/cycling/swimming*, etc. T: *Daily routines.* Pupils write: *Go to bed, have supper* and so forth. The group that finishes first, reads out their words and gains a point. The group with the most points wins.

### Presentation

- Place new flashcards with hobbies on the board. Ask pupils if they know any of the new activities. Point to the new vocabulary, say it and have pupils repeat after you.
- Place flashcards from previous lesson on the board. Point to each one for pupils to tell you what they are. Explain that you will say an action for pupils to mime. T: *Karate.* Pupils mime doing karate. Then ask pupils to call out an action for you to mime. Pupils: *I do karate.* Mime doing karate. Continue with all vocabulary items. Encourage pupils to use the complete phrases.
- Write on the board: *I (do ballet) at the weekend.* Say it and have pupils repeat after you. Then ask them what hobby they do at the weekend.

### Pupil's Book, page 45

#### 4 Listen, point and say. Then read and say the number.

- Point to the pictures and ask pupils to tell you what they show. T: *What is it?* Pupil: *(Art lessons).*
- Explain that pupils have to point to the picture they hear and repeat the sentence. Play track 2.35.

4 Listen, point and say. Then read and say the number.

1 2 3

4 5 6

a I do karate. 6  
 b I have music lessons. 3  
 c I do ballet. 5

d I have art lessons. 1  
 e I do gymnastics. 4  
 f I have English lessons. 2

I do karate. Photo number 6.

5 Listen and sing.

I go swimming, I go cycling, I go fishing.

I do ballet And gymnastics, I do karate.

I have art And music lessons. I have fun.

Lesson 2: do ballet / gymnastics / karate; have art / English / music lessons. I (have art lessons) at the weekend. Hobbies. I go (swimming).

- 1 I have art lessons.
  - 2 I have English lessons.
  - 3 I have music lessons.
  - 4 I do gymnastics.
  - 5 I do ballet.
  - 6 I do karate.
- 2.35**

- Have a pupil read the sentences. Place pupils in pairs. Explain that one pupil will read the sentence for the other pupil to say which photo it describes. Ensure pupils swap roles. Pupil 1: *I do karate.* Pupil 2: *Photo number 6.*

#### 5 Listen and sing.

- Have pupils read the song and ask them to tell you which hobbies are in it.
- Tell pupils that they will listen to the song and have to point to the hobbies in the pictures on pp. 44–45. Explain that some hobbies will not be in the song. Play track 2.36.
- Replay the track and encourage all pupils to sing along.
- Place pupils in three groups and assign each one a stanza from the song. Explain that when they hear their stanza, they have to stand up and sing it. Repeat track 2.36.
- Have groups swap stanzas and repeat the activity.
- Once the pupils have learnt the song, ask them to sing to the karaoke version (track 2.37).

### TPR

Place pupils in four or five groups and hand them a sheet of paper. Have groups look at the song from the activity. Tell pupils to change the hobbies in each stanza with other hobbies or daily routines from the previous unit. Explain that you will play the karaoke version of the song for each group to sing and mime to in front of the class. Other pupils have to clap along. Play track 2.37 for pupils to perform to.

### Activity Book, page 43

#### 3 Follow and write.

- Have a volunteer pupil read the words in the word pool. Then have pupils tell you what hobbies are shown in each picture.
- Explain that pupils have to write the correct hobby in the lines. Check answers by having volunteer pupils call them out.
- **Answers:** 1 *I have English lessons. I have music lessons.* 2 *I do gymnastics. I do ballet. I do karate.*

#### 4 Look and write.

- Explain that pupils have to fill in the gaps to complete the words. Check answers by having a pupil read the sentences to the class.
- **Answers:** Girl 1: *swimming, cycling, running, camping;* Boy: *art, English, music;* Girl 2: *gymnastics, ballet, karate.*

### Ending the lesson

- Place pupils in pairs. Give each pair a sheet of paper. Have them draw and write sentences about what hobbies they do or would like to do at the weekend. Bring the pairs to the front so as to present their work. Place all work on classroom display.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 76

#### 1 Write the words.

- Have pupils complete the crossword.
- **Answers:** 1 *running,* 2 *fishing,* 3 *(down) cycling, (across) camping,* 4 *gymnastics,* 5 *hiking,* 6 *karate,* 7 *ballet.*

## Lesson 3

**Lesson aims:** to consolidate vocabulary from lessons 1 and 2. To learn the days of the week.

**Target language:** days of the week. *She (goes swimming) on (Monday).*

**Revision:** hobbies, daily routines. *I (do ballet) at the weekend.*

**Receptive language:** *What does she do on Saturday? Which day is missing?*

**Materials:** CD 2. Slips of paper. A large calendar, a soft toy ball.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Write on the board: *Daily routine – 1, Hobby – 2.* Say an activity for pupils to decide whether it is a routine or a hobby. T: *Get up.* Pupils: *One.* T: *Do karate.* Pupils: *Two.*
- Place pupils in pairs and have them continue the activity with their partners.

### Presentation

- Open the calendar, point to the days of the week, say them and have pupils repeat. Then point to different days of the week on the calendar for pupils to say their names.
- Write on the board: *I (do ballet) at the weekend. I (do karate) on (Monday).* Point to *at* and *on* and explain when we use the prepositions.
- Throw a soft toy ball to a boy and a girl and ask them to say what hobbies they do on different days of the week. Try to remember the activities. Then point at the pupils and say: *(She) (goes swimming) on (Monday).*
- Write the sentences on the board and underline the verbs. Then write in three columns: *go, do, have* and ask pupils what these verbs look like used with the words *he, she* or *it*. Write these forms on the board and have pupils tell you what hobbies go with each of them.

### Pupil's Book, page 46

#### 6 Listen, point and say.

- Ask pupils to look at the days of the week. Explain that pupils have to listen and point to the correct word. Play track 2.38.
- Replay the track and have pupils repeat after each word.
- Say a day for the pupils to point to. Then place pupils in pairs and have them say a day for their partners to point to. Ensure that pupils swap roles.

#### 7 Listen and say: which day is missing? Then read and say.

- Have pupils look at the diary and check if they remember the activities. T: *On Monday, I ...* Pupils: *... have art lessons.* Then quiz to see if they remember the days. T: *I go cycling ...* Pupils: *... on Sunday.*
- Ask pupils to look at the girl and her diary. Explain that pupils will hear Mary's diary but one day is missing. Encourage pupils to point to each day as they hear it. Play track 2.39.

This is Mary. This is her diary.  
She has an art lesson on Monday.  
She has a music lesson on Wednesday.  
She does karate on Friday.  
She goes swimming on Tuesday.  
She does ballet on Thursday.  
She goes cycling on Sunday.

2.39

- T: *Which day is missing?* Pupils: *Saturday.* Extend by asking different questions. T: *What does she do on Saturday?* Pupils: *She goes camping.*
- Replay track 2.39 for pupils to check their answers.
- Explain that pupils have to match the sentence halves. Place them in pairs and have them complete the activity. Have pupils swap roles.

### TPR

Place pupils in two groups. Hand each pupil a slip of paper. Explain that one group has to write a day of the week on the slip while the other group has to write a hobby on it. Tell pupils that you will call out a day and an activity. Pupils with that day and activity have to find and stand next to each other. For Sunday, say only one activity so as to make sure all pupils find partners. T: *On Monday I do karate and go cycling. On Sunday I go camping.* Have pupils swap slips of paper and repeat the activity.

### Activity Book, page 44

#### 5 Find and write the days.

- Explain that pupils have to find the days of the week in the word search and write them on the lines in the correct order.

#### 6 Look and write.

- Ask pupils to tell you what activities they can see in the diary. Explain that they have to complete the sentences below with the days of the week.
- Have pupils check their answers with their partners.
- **Answers:** 1 *Friday*, 2 *Tuesday*, 3 *Wednesday*, 4 *Sunday*, 5 *Monday*, 6 *Thursday*, 7 *Saturday*.

### Ending the lesson

- Ask pupils to make a diary in their notebooks like the one on page 46 in their Pupil's Book. Pick up one pupil's notebook and go through what they do during the week. T: *This is (Anna's) diary. She goes cycling on Monday. She does karate on Wednesday,* and so forth. Place pupils in small groups. Explain that they have to swap notebooks with their classmates and read their diaries to the group.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 76

#### 2 Colour the letters in circles, read and write.

- Explain that pupils have to colour the letters in circles to form a day of the week.
- **Answer:** *Wednesday.*

6 Listen, point and say. CD 2.38

**Monday Tuesday**  
**Wednesday Thursday Friday**  
**Saturday Sunday**

7 Listen and say: which day is missing? *Saturday*  
Then read and say. CD 2.39

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
FRIDAY	SATURDAY	SUNDAY	

1 She has an art lesson ? a on Friday.  
2 She goes swimming ? b on Thursday.  
3 She has a music lesson ? c on Sunday.  
4 She does ballet ? d on Monday.  
5 She does karate ? e on Saturday.  
6 She goes cycling ? f on Tuesday.  
7 She goes camping ? g on Wednesday.

She has an art lesson on Monday.

## Lesson 4

**Lesson aims:** to revise topic vocabulary and structures. To practise phonics /i:/ and /ɪ/.

**Revision:** days of the week; hobbies. *hippos, cheese, trees; I (go) (swimming). He has (art lessons) I does (karate) I goes (swimming) on (Monday).*

**Receptive language:** *What does he do on Monday?*

**Materials:** CD 2. Flashcards with hobbies (from Level 1 and Level 2 or self-made). A sheet of paper for each pupil. Slips of paper.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Assign each pupil a day of the week and ask them to stand in a circle in the front of the classroom. Ask one pupil to stand inside the circle and call out a day of the week. The pupils with that day have to swap places. The pupil standing in the centre also tries to take one of the places. The pupil left without a place is the next one to call out a day of the week.

### Revision

- Write on the board *do, go, have* and ask volunteers to write the corresponding forms for *he/she/it* under these verbs. Distribute flashcards among pupils and ask them to place the cards under the appropriate verbs.
- Ask pupils to write two sentences in their notebook, saying which day they do a hobby, then read their sentences to the class, e.g.: *I (have art lessons) on (Tuesday).* Next, ask pupils to swap notebooks. Have each pupil tell the class what their partners do. Pupil: *(Adam) (goes camping) on (Sunday), etc.*

### Pupil's Book, page 47

#### 8 Copy the table in your notebook. Then listen and complete the table.

- Ask pupils who they see in the picture and what they think the lesson will be about (about Russell's diary). Ask: *What does he do on (Monday)?* and have them guess what hobbies Russell might do.
- Have pupils copy the table in their notebooks. Explain that they have to complete the table with the hobbies they hear in the recording. Play track 2.40.

UNIT  
**6**

8 Copy the table in your notebook. Then listen and complete the table. CD 2.40

Monday	has a music lesson ?
Tuesday	goes cycling ?
Wednesday	has an English lesson ?
Thursday	does karate ?
Friday	goes swimming ?
Saturday	goes camping ?
Sunday	?

9 Tongue twister! Listen and repeat. CD 2.41

Six hippos go fishing and swimming.

I like cheese and green trees.

- 2.40**
- 1 What does he do on Monday?  
He has a music lesson on Monday.
  - 2 What does he do on Tuesday?  
He goes cycling on Tuesday.
  - 3 What does he do on Wednesday?  
He has an English lesson on Wednesday.
  - 4 What does he do on Thursday?  
He does karate on Thursday.
  - 5 What does he do on Friday?  
He goes swimming on Friday.
  - 6 What does he do at the weekend?  
He goes camping at the weekend.

- Replay track for pupils to check their answers.
- T: *What does he do on (Monday)?* Pupils: *He (has a music lesson).* Continue for all items.
- Place pupils in pairs and have them point to a day of the week and say what hobby Russell does. Ensure that pupils swap roles.

#### 9 Tongue twister! Listen and repeat.

- On board write *six, hippos, fishing, swimming, cheese, green, trees.* Say each word, pointing to *i* and *ee* and have pupils repeat after you.
- Ask if pupils can hear a difference between the words containing the /i:/ and /ɪ/ sound. Then point to the words and have pupils say them.
- Remind pupils, in L1, what a tongue twister is. Then direct pupils to Exercise 9. Ask what they can see in the pictures.
- Read the tongue twister. As you are reading, have the class point to the words in the text.
- Play track 2.41. Ask pupils to listen to the tongue twister and repeat it. Ask pupils how each word is pronounced.
- Replay the track as many times as necessary until pupils are confident to say the tongue twister without the recording.
- Place pupils in groups of four. Have each group say the tongue twister from the Pupil's Book as many times and as quickly as possible. The group that says it correct most times wins.

### TPR

Place pupils in groups of seven. Give each group seven slips of paper to write the days of the week on. Explain that pupils have to walk around the class as you say the days of the week. When you stop at a day, have the pupils find their group members and holding their slips in front of them, form a line in the correct order of the days of the week. The group which forms the line in the wrong order or last, sits down and misses a turn.

### Activity Book, page 45

#### 7 Look and write.

- Ask pupils to look at Russell's diary. Have them tell you what activities they see drawn in each box. Explain that they have to complete the paragraph with the activities shown in the badges.
- Check answers by asking a volunteer to read the paragraph aloud.
- **Answers:** 1 *hiking*, 2 *swimming*, 3 *fishing*, 4 *art lessons*, 5 *music lessons*, 6 *karate*.

#### 8 Draw your badge and write.

- Pupils draw a hobby of their choice on the badge and then write a sentence about it using the word pool. Have pupils complete the activity and present their work to the class.

### Ending the lesson

- Give each pupil a sheet of paper. Ask pupils to write a few sentences about hobbies a member of their family does and when they do them. Place work on classroom display.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils think about what Mr. Fredriksen's hobbies could be and draw and write about them.



## Lesson 5

**Lesson aims:** to revise the language from lessons 1–4. To listen to a story.  
**Target language:** *I don't (do) (karate) on (Friday). It's Friday.*  
**Revision:** days of the week; hobbies. *I (do) (karate) on (Friday). It's Friday. Is it Friday?*  
**Receptive language:** *What day is it (today)? What do you do on Friday? What does Mickey do on Friday? What lesson is it? Does Mickey do ballet? Is Mickey angry? We do (ballet) on (Thursday).*  
**Materials:** CD 2. Optional: Story cards.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Place pupils in pairs. Ask them to choose a text or dialogue from the last three stories they have read. Explain that they will read the text aloud for the class to guess which story it is from. The pair that guesses correct the first time, reads its chosen fragment.

### Pupil's Book, page 48

#### 10 Listen and answer.

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have story cards, use them during the lesson.
- T: *Today, it's story time!* Ask pupils to open their Pupil's Books to page 48.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey and Goofy.*
- Have pupils tell you what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (Mickey and Goofy mix up the days and go to the wrong lessons.) Write on the board: *What do you do on (Friday)? I don't (do) (karate) on (Friday). We do (ballet) on (Thursday)* and explain briefly what the sentences mean.
- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *What day is it? (Thursday.)*
- Play track 2.42. Use the story cards or point to the frames in your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with the voices of the original Disney characters (track 2.42) and with special EFL voice-overs (track 2.43).
- Repeat the question: *What day is it?* Encourage pupils to answer correctly. Pupils: *It's Thursday.*
- Ensure pupils have understood the story by asking them to briefly summarise it in L1.
- Replay track 2.42 stopping at each frame to ask the following questions. Picture 1: *What day is it? (It's Friday.)* Picture 2: *Does Mickey do gymnastics on Friday? (No, he does karate.)* Picture 3: *What lesson is it? (It's a ballet lesson.)* Picture 4: *What day is it? (It's Thursday.)* Picture 5: *Does Mickey do ballet? (No, he does karate.)* Picture 6: *Is Mickey angry? (No, he's tired.)*
- Replay track 2.42 pausing at each individual sentence. Encourage pupils to repeat the sentences together.

#### 11 Now act the story out.

- Divide class into six groups. Assign each group a picture and have them read the text aloud, in unison.
- Place pupils in groups of three. Assign the role of Mickey, Goofy and the teacher. Encourage pupils to act out the story with words and gestures. Monitor pupils and help if necessary. Invite volunteers to present the story to the class.

### Activity Book, page 46

#### 9 Listen and match.

- Ask pupils to tell you what they see Mickey doing. Explain that they have to listen to the CD and match the days with the pictures.
- Play track 2.44.

- 1 Mickey does karate on Friday.
  - 2 He goes running on Wednesday.
  - 3 He has a music lesson on Monday.
  - 4 He goes fishing on Saturday.
  - 5 He does gymnastics on Tuesday.
  - 6 He has an art lesson on Thursday.
- 2.44**

- When pupils have completed the activity, have a volunteer pupil read out the answers.
- **Answers:** 1 *Friday*, 2 *Wednesday*, 3 *Monday*, 4 *Saturday*, 5 *Tuesday*, 6 *Thursday*.

#### 10 Draw and write.

- Explain that pupils have to complete the sentence with a hobby they think Mickey does on Sunday and then draw it in the box. Have pupils show their work to their partners.

### Ending the lesson

- On the board write the days of the week and different hobbies under them. Tell the pupils that you do an activity on a certain day but intentionally say the wrong one. T: *I have (art lessons) on (Wednesday).* Pupils: *No! You have art lessons on (Monday).* Continue in this manner for a few more items and then have pupils continue with their partners.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to draw their favourite scene from the story.

UNIT  
**6**

**10 Listen and answer.** CD 2.42 CD 2.43

**11 Now act the story out.**

Lesson 5 Story: Days of the week. Hobbies. I (do) / don't (do) (karate) on (Friday).

## Lesson 6

**Lesson aims:** to consolidate vocabulary from previous lessons. To play a game with cut-out cards.  
**Revision:** vocabulary from lessons 1–5. *I (go) (swimming) on (Monday). He/She (does) (ballet) at the weekend.*  
**Receptive language:** *What do you / does (he) do on (Monday)? Who is it?*  
**Materials:** CD 2, a sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- On the board write: *do art lessons, have karate, go music lessons* and other activities with incorrect collocations. Ask pupils to write the correct phrases in their notebooks and have them check their answers with their partners.

### Revision

- On the board in two columns write a few hobbies with days next to them (e.g. *Monday – go swimming*). Place pupils in two groups and assign one column to each group. Then ask pupils from each group to take it in turns to say false sentences using the words from their column, e.g.: *I (go swimming) on Friday.* Each time the opposite group must correct the sentence: *No. (She) (goes swimming) on (Monday).*

### Pupil's Book, page 49

#### 12 Read and say the name. Then listen and check.

- Ask pupils questions about what they do during the week. T: *(Anna), what do you do on (Monday)?* Pupil: *I (go swimming).*
- Direct pupils to Exercise 12. Ask what hobbies they see.
- Have a volunteer read the text in Exercise 12. Ask pupils: *Who is it, Sam or Lucy?* Pupils: *Sam.* Have them listen to the CD to check the answer. Play track 2.45.

UNIT  
**6**

**12 Read and say the name. Then listen and check.** CD 2.45

**13 Cut out (page 83). Then listen and play.** CD 2.46

Lesson 6 Skills: Days of the week. Hobbies. I (go) (swimming) on (Monday). He / She (does) (ballet) at the weekend.

- 2.45**
- A: What do you do on Monday?  
 B: I go swimming on Monday.  
 A: What do you do on Wednesday?  
 B: I have a music lesson on Wednesday.  
 A: What do you do on Friday?  
 B: I go cycling on Friday.  
 A: What do you do on Saturday?  
 B: I do karate on Saturday.

- Ask volunteers: *What does Sam do on (Wednesday)?* Pupils: *He (has a music lesson) on (Wednesday).* Continue with other items.

#### 13 Cut out (page 83). Then listen and play.

- Have pupils cut out the cards on page 83. Ask each pupil to describe the cards to you. Explain that pupils have to write a day of the week under each picture but must not show them to their partner.
- Ask pupils to look at the photos in Exercise 13 and tell you how they think the game will be played. Play track 2.46.
- Place pupils in pairs. Explain that one pupil has to choose a card and say what activity it shows and what day, e.g. *She goes swimming on Saturday.* Their partner has to find the 'swimming' card in his/her deck and say what day the activity is done e.g. *She goes swimming on Monday.* If they both have the same day for the activity, the first person takes the cards. They take turns and continue until all the cards have been used. They can then play again with a different partner.

### TPR

Place pupils in seven groups and give each one the name of a day. Explain that you will say a day and an action to mime. T: *Saturday, go camping.* Pupils in the Saturday group have to mime camping. If one pupil in the group mimes the wrong action, the group has to sit down and lose a turn. Say each day and activity as quickly as possible. Change the days of the week for the groups after a few goes.

### Activity Book, page 47

#### 11 Look and write.

- Ask pupils to tell you what the girl is doing in each picture. Then pupils complete the sentences.
- Check answers by having volunteers read them out. Write answers on the board.
- **Answers:** 2 *gymnastics, Thursday*, 3 *English lesson, Tuesday*, 4 *goes running on Monday*, 5 *does karate on Sunday*, 6 *has music lessons on Saturday*.

#### 12 Write.

- Explain that pupils have to complete the dialogue with words from the word pool. Once pupils have completed the activity, place them in pairs and have them choose a role and read the dialogue.
- **Answers:** *Wednesday, ballet, have, fishing.*

### Ending the lesson

- Place pupils in pairs and give them a sheet of paper each. Explain that they have to tell each other about what they do during the week and then write a few sentences about their partner's hobbies. Have pupils read their sentences to the class making sure they use *She/He goes/does/has*.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Give pupils a sheet of paper and have them draw hobbies they can do in the summer and winter. Place work on classroom display.

## Lesson 7

**Lesson aims:** Social Science – to learn about the Scouts. To make a poster.

**Target language:** *adventure, archery, climbing, kayaking, Scouts.*

**Revision:** hobbies. *scarf, uniform, wear.*

**Receptive language:** *make friends, get (badges), learn new things, do lots of exciting activities, neckerchief; Can you (do ballet) at the Scouts? What colour is your uniform? What activities do you do?*

**Materials:** CD 2; flashcards with hobbies (from Level 1 and Level 2 or self-made), self-made flashcards of *archery, climbing, kayaking*; picture of Scouts; magazines, newspapers. Sheets of paper. Box with slips of paper with all hobby vocabulary written on them.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Place flashcards of taught vocabulary on the board. Ask pupils to say a hobby for you to point to. Intentionally, point to the wrong hobby for pupils to correct you. Pupil: *Do karate.* Teacher points to ballet. Pupils: *No. Do karate.*
- Bring a few pupils to the board to continue the activity.

### Presentation

- Place flashcards of new vocabulary on the board, say each item for pupils to repeat.
- Revise the word *adventure*. Say: *Russell likes adventures. He's a scout.* Then place the picture of the Scouts on the board. Ask pupils what the *Scouts* are and if anyone belongs to them. Ask what scouts wear. Revise *scarf, uniform, wear*. Point to the picture of Russell on page 47 and explain *badge* and *neckerchief*.
- Ask students to tell you which hobbies they think can be done at Scouts. At this stage, accept all the answers and tell students you will verify them in the next activity.

### Pupil's Book, page 50

#### 14 Listen and read.

- Direct pupils to the Pupil's Book. Explain that pupils will hear a text about the Scouts and read along. Play track 2.47.
- Ask volunteer pupils to read the text aloud.
- Have pupils close their books. Have them tell you what they can remember from the text. Write their answers on the board.
- Have pupils make sentences about the text with their answers.

#### 15 Read and write in your notebook.

- Explain to pupils that they have to match the sentence halves.
- Place pupils in pairs. Have them complete the activity in their notebooks.
- Have a volunteer read the sentences. Extend activity by having one pupil read half the sentences for their partner, who has closed his/her book, to finish.

#### 16 Project: make a Scouts poster.

- Have pupils pretend they are in a Scouts group. T: *What colour is your uniform?* Pupils: *(Blue.)* T: *What activities do you do?* Pupils: *I (go) (climbing).*
- Then place pupils in groups of 4 and give each one a sheet of paper. Explain that they have to make a poster about the Scouts. Explain that they can draw or use magazine and newspaper cut-outs and write a few sentences about what they can do there. When pupils have completed the activity, have each pupil present their work to the class and place all posters on classroom display.

#### TPR

Give pupils a sheet of paper. Ask them to draw a hobby they particularly like on it. Have pupils stand up. Explain that you will pick a slip of paper from the box and read the hobby written on it. Pupils who have this hobby, have to sit down. When the game is finished, have pupils swap drawings and play again.

### Activity Book, page 48

#### 13 Find and circle. Then write.

- Ask pupils what activities they see in the pictures. Explain that pupils have to find the activities in the word snake and then write them under each picture.
- Have pupils complete the activity. Check answers by having a pupil read them out and writing them on the board.
- **Answers:** 1 *swimming*, 2 *cycling*, 3 *climbing*, 4 *hiking*, 5 *kayaking*, 6 *archery*.

#### 14 Look and tick (✓).

- Have pupils tell you what the children are doing in the picture. Explain that the sentences below are about the picture for them to put a tick.
- Have pupils check their answers with their partners.
- **Answers:** *go kayaking, go camping, go swimming, go climbing, go fishing, go hiking, do archery.*

### Ending the lesson

- Place pupils in pairs. Explain that they have to write as many hobbies as they can remember in one minute. When the time is up, have the pairs read out their hobbies. The pair with the most hobbies wins.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to draw themselves on a camping trip with the Scouts and have them write a few sentences about what they can do there. Place work on classroom display.



**14 Listen and read.** CD 2.47

**Fun and adventure!**  
Scouts is for boys and girls from 6 to 25! It's about having fun and adventure and helping people. You can do lots of exciting activities and make new friends.

**You can:**  
go camping and hiking  
go kayaking  
do archery  
go climbing

**You can learn new things and get badges. For example:**  
swimming, cycling, art

**You can wear a Scout uniform with a special scarf called a neckerchief.**

**Come and have fun. Join the Scouts today!**

**15 Read and write in your notebook.**

1 Scouts is about fun and **c** a scarf.  
2 You can go **d** **b** archery.  
3 You can do **b** **c** adventure.  
4 Scouts wear a sweater and **a** **d** kayaking.

**16 Project: make a Scouts poster.**

**50 Lesson 7 CLIL:** *adventure, archery, climbing, kayaking, Scouts, Clothes, Hobbies.*

## Lesson 8

**Lesson aims:** to revise the material from Unit 6. Self-assessment.

**Revision:** hobbies; days of the week. *I (go) (swimming) on (Monday). He/She (does) (ballet) at the weekend.*

**Receptive language:** *Who is a Scout? Does Mr. Fredriksen (go fishing)?*

**Materials:** CD 2. A sheet of paper for each pupil. Flashcards of all unit vocabulary (from Level 1 and Level 2 or self-made). Cut-out cards from lesson 6. Optional: Worksheets 11 and 21 for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Have pupils look through the whole unit for about a minute. Ask them to close their Pupil's Books and to tell you what they remember from it. Encourage them to mention hobbies, days of the week, the Scouts and Disney characters.
- Play the unit story, track 2.42, for pupils to read along to.

### Revision

- Explain to pupils that you will place a few flashcards on the board and they have to write what they are in their notebooks without showing their partners. Place about eight hobbies on the board and give pupils about two minutes to complete the activity. Ask different pupils to name the flashcards. Write the names under each card.
- Place all flashcards on the board. Have pupils look at them. Ask pupils to close their eyes and take down two. Ask which items are missing. Continue with a few more items.
- Place pupils in pairs. Have each of them put the cut-out cards from lesson 6 face down, in rows, on the table. Then have them take it in turns to turn over one card from each set and say: *I (go hiking) on (Monday) and he (does karate) on (Friday).* If a pupil uncovers the same cards, they keep them and score a point. Otherwise they turn the cards back over.

### Pupil's Book, page 51

#### 17 Read, listen and say Yes or No.

- Have pupils look at the picture. T: *Who's Russell?* Pupils: *A scout.*
- Ask a volunteer pupil to read the sentences under the picture. Ask pupils if they think Mr. Fredriksen does these activities. T: *Does Mr. Fredriksen (go fishing)?* Pupils: *(No.)* Continue in this manner with a few more hobbies.



**17 Read, listen and say Yes or No.** CD 2.48

**UNIT 6**

**At the weekend ...**

1 he goes camping. <b>Yes</b>	4 he does ballet. <b>No</b>
2 he goes fishing. <b>Yes</b>	5 he goes climbing. <b>Yes</b>
3 he has an art lesson. <b>No</b>	6 he goes hiking. <b>Yes</b>

**18 In your notebook, draw and write about you. Then tell a friend.**

*Pupils' own answers*

*I go swimming on Thursday.*

**51 Lesson 8 Review:** *Days of the week, Hobbies, I (go) (swimming) on (Monday), He / She (does) (ballet) at the weekend.*

- Explain that pupils have to listen and say *Yes* or *No*.
- Play track 2.48 and have pupils look in their books.

**2.48**

Does Mr. Fredriksen go camping at the weekend? (...) Yes, he goes camping on Saturday.

Does he go fishing? (...) Yes, he goes fishing on Saturday.

Does he have an art lesson? (...) No, he doesn't.

Does he do ballet? (...) No, he doesn't.

Does he go climbing? (...) Yes, he goes climbing on Sunday.

Does he go hiking? (...) Yes, he goes hiking on Sunday.

- Replay the track for pupils to revise and then read the sentences aloud and have pupils say *Yes* or *No*.
- Follow-up (optional): Divide class in half. Have one half write in their notebooks what Mr. Fredriksen does on Saturday and the other half what he does on Sunday.

#### 18 In your notebook, draw and write about you. Then tell a friend.

- Give each pupil a sheet of paper. Explain that they have to draw themselves doing a hobby and write a sentence telling when they do it.
- Have pupils present their work to the class. Place all work on classroom display.

### Activity Book, page 49

#### 15 Look and write.

- Ask pupils to tell you what hobbies they see Paul doing. Explain that pupils have to complete the sentences with the words from the word pool.
- Check answers by having volunteer pupils read out their answers.
- **Answers:** 1 *goes fishing*, 2 *goes swimming*, 3 *has art lessons*, 4 *does karate*, 5 *has music lessons*, 6 *goes hiking*.

#### 16 Say and tick (✓). Then stick.

- Ask pupils to read the sentences.
- Pupils assess their own skills by ticking the boxes. Encourage them to look through the unit in their Pupil's Book as they think about the sentences.
- Ask pupils to find the stickers for this exercise at the end of their Activity Books. If pupils can tick all the boxes, they put a sticker with the film character next to the exercise.
- Play the unit song in the background as pupils work (track 2.36).

### Ending the lesson

- Ask pupils to choose a song, story or activity they liked best from the unit. Ask them to write a few sentences from the story, song or activity they have chosen. Have each pupil read out their sentences. Play the appropriate tracks and have pupils sing or act out.
- Congratulate the pupils for having completed Unit 6.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Pupils play in pairs the "Remembering the order" game with the cut-out cards from lesson 6 (see: Resource Bank, page A21).

### Progress assessment

- Photocopiable materials, Worksheet 11, page 87. The guidelines for using the worksheet can be found on page 75.
- Review Units 5 and 6. Worksheet 21, page 97. The guidelines for using the worksheet can be found on page 77.
- *New English Adventure Test Book*, Level 2, Test 6.

# UNIT 7 Lions eat meat

## Lesson 1

**Lesson aims:** to learn animal and animal food vocabulary.  
**Target language:** antelope, crocodile, fruit, grass, leaves, meat; (Crocodiles) eat (meat).

**Revision:** animals. hungry, thirsty; Is it a (monkey)?

**Receptive language:** What do (lions) eat? What are they eating? Are the animals happy? Can you see (the monkey)? Fly away.

**Materials:** CD 3, flashcards with animals and animal food (from Starter A & B and Level 2 or self-made) and self-made flashcards for monkey, antelope and crocodile, slips of paper.

### Starting the lesson

- Greet your pupils. T: Hello! Pupils: Hello, teacher! Say the Hello! chant together.
- Pupils choose the most enjoyable unit so far and say the words from the first lesson of that unit. Give each pupil four slips of paper and have them write a word on each slip. Say a word and if pupils have it, they must raise their slip of paper, say the word and place it aside. When a pupil has no more slips left, they stand and say Stop.

### Presentation

- Using flashcards revise the names of animals pupils know. Write them on the board. (Make sure you revise: bird, giraffe, lion, monkey.) Then introduce antelope and crocodile.
- Place animal food flashcards on the board. Ask pupils if they know these words. Point to each one and have pupils repeat.
- Say and write on the board: Crocodiles eat meat. Then point to the animals on the board and ask: What do (lions) eat? Have pupils answer using the flashcards on the board: (Lions) eat (meat).
- Revise the words hungry and thirsty.

### Pupil's Book, page 52

#### 1 Listen and point.

- Have pupils look at Exercise 1. Ask if they know the animals (Simba, Nala, Rafiki and Zazu from *The Lion King*: see page A30). T: What are they eating? Pupils: Fruit and meat.
- Pupils point to each character as they hear them. Play track 3.1.

Look. It's Simba, the lion, and his friends. Can you see Rafiki the monkey? And Zazu the bird? There are giraffes, antelopes and crocodiles, too. They're all hungry and thirsty. What do crocodiles eat? Oh no! Crocodiles eat meat ... and birds! Fly away Zazu!

- Play the track again with pauses. T: What do crocodiles eat? Pupils: Birds! T: Are the animals happy? Pupils: No, they're hungry and thirsty.

#### 2 Listen and repeat. Then look and say Yes or No.

- Have pupils look at each picture and say what they can see.
- Ask pupils to point to the pictures and repeat the words as they hear them. Play the first part of track 3.2.

Part 1: antelope, crocodile, fruit, grass, leaves, meat.  
Part 2: Antelopes eat grass. Crocodiles eat meat. Monkeys eat fruit. Antelopes eat grass. Giraffes eat leaves. Lions eat meat.

- Play the second part of the track, pausing for pupils to repeat. Then ask: What do (antelopes) eat? Pupils: (Grass).

- Ask pupils to look at the picture in Exercise 1. Say sentences from the recording, e.g. Antelopes eat grass, and have pupils answer Yes or No.

#### 3 Listen and say.

- Explain that pupils have to complete the sentences they hear. Play track 3.3.

Look. It's Simba, the lion, and his friends. Can you see Rafiki the monkey? And Zazu the bird? There are giraffes, antelopes and crocodiles, too. They're all hungry and thirsty. What do crocodiles eat? Oh no! Crocodiles eat meat and birds! Fly away Zazu!

### TPR

Play "Who am I?" together (see Resource Bank, page A24). Have pupils guess the animals on their backs by asking the question: Is it a (monkey)?

### Activity Book, page 50

#### 1 Read and match.

- Explain that pupils have to match the animals to their cages.
- Check answers by having a pupil call them out.
- Answers: cages from left to right: giraffe, crocodile, lion, monkey, antelope.

#### 2 Write the words.

- Explain that pupils have to look at the pictures and write the words in the crossword. Have pupils check each other's work.
- Answers: 1 meat, 2 leaves, 3 antelope, 4 fruit, 5 grass, 6 crocodile.

### Ending the lesson

- Divide class into groups. Write a word from the lesson vocabulary on the board in jumbled order. The first group to guess the word wins. Continue with all words from this lesson.
- Say the Goodbye! chant together.
- Say Goodbye! and wave goodbye to the class.

### Extra activity

Have pupils make sentences about what animals in this lesson eat.

## Lesson 2

**Lesson aims:** to revise and extend animal and animal food vocabulary. To learn a song.

**Target language:** frog, bugs, seeds.

**Revision:** animals from lesson 1, animal food. (Frogs) eat (bugs).

**Receptive language:** What do (lions) eat? Who eats meat? What are these?

**Materials:** CD 3, flashcards with animals and animal food (from Starter A & B and Level 2 or self-made) and self-made flashcards for monkey, antelope and crocodile, strips of paper, box or bag.

### Starting the lesson

- Greet your pupils. T: Hello! Pupils: Hello, teacher! Say the Hello! chant together.
- Explain that you will say a food and pupils have to tell you which animals eat it. T: Meat. Pupils: Crocodiles. Continue with food covered in lesson 1 and then change the game by saying an animal for pupils to tell you what it eats. T: Giraffe. Pupils: Leaves.

### Presentation

- Place all flashcards on the board. Ask pupils to identify the words they already know. Then point to bugs. T: What are these? They're bugs. Continue with all the new vocabulary items.
- Have a pupil come to the board and point to a card for the classmates to say what it is. Continue with a few more pupils.
- Give pupils animal flashcards and ask: What do (lions) eat? The pupil with a lion says: (Lions) eat (meat) and places the flashcard under the meat flashcard on the board. Continue with other animals and food.

### Pupil's Book, page 53

#### 4 Listen and say.

- Direct pupils to Pupil's Book. Ask them to point to a picture of their choice and tell you what it shows. Then have them guess which animal eats what. T: A frog eats ... Pupils: (Bugs). Do not correct pupils at this stage.
- Explain that pupils have to complete the sentences they hear. Play track 3.4.

1 A: What do crocodiles eat?  
B: Crocodiles eat (...) meat.  
2 A: What do frogs eat?  
B: Frogs eat (...) bugs.  
3 A: What do antelopes eat?  
B: Antelopes eat (...) grass.  
4 A: What do birds eat?  
B: Birds eat (...) seeds. They eat (...) bugs, too.

- Intentionally say incorrect sentences for pupils to correct you. T: Crocodiles eat grass. Pupils: No, crocodiles eat meat.
- Follow-up (optional): On the board write Frogs eat bugs. Ask pupils to write two sentences about the animals in this lesson and what they eat in their notebooks. Have pupils read their sentences to the class.

#### 5 Listen and sing.

- Have pupils read the song and ask them to count how many animals are in it.
- Tell pupils that they will listen to the song and have to point to the animals they know from lessons 1 and 2. Play track 3.5.
- Repeat the track and encourage all pupils to sing along.
- Divide class in half. Explain that one half of the class sings the first two lines; the other half – the next two, and all the class sings the last line. Prompt by pointing to each group when their turn comes. Repeat track 3.5.
- Have sides swap lines and repeat the activity.
- Once the pupils have learnt the song, ask them to sing to the karaoke version (track 3.6).

### TPR

Divide the class into two teams. Write the vocabulary from this and the previous lesson on strips of paper and put them in a box or bag. Place a few blank strips of paper in the box. Explain that pupils have to pick a strip of paper from the box without looking, and say the word. If they say it correctly, the team wins a point. If not, they lose a point. If the pupil chooses a blank piece of paper, the team loses a point.

### Activity Book, page 51

#### 3 Look and circle.

- Explain that pupils have to look at the pictures and circle the correct words in the sentences.
- Check answers by having volunteer pupils call them out.
- Answers: 1 meat, 2 bugs, 3 seeds, 4 grass.

#### 4 Write.

- Ask a pupil to read the words in the word pool. Explain that pupils have to place the words in the correct group. Have them look at the song for reference.
- Have pupils call out the answers. Write them on the board. T: What animal eats meat? Pupils: Tigers.
- Answers: meat – tigers, crocodiles, lions, snakes; grass – giraffes, hippos, rhinos, zebras; bugs – fish, frogs, birds.

### Ending the lesson

- Explain to pupils that you will show them three flashcards and they have to choose the odd one out. Show fish, giraffe and meat. Pupils must choose meat as being the odd one out because it is food. The others are animals. Continue with as many combinations as possible.
- Say the Goodbye! chant together.
- Say Goodbye! and wave goodbye to the class.

### Extra activity, Activity Book, page 77

#### 1 Find, circle and match. Then draw.

- Tell pupils they have to circle the words in the word snake and then match them to the pictures. Then they draw the item of food that is missing.
- Answer: Fruit.

## Lesson 3

**Lesson aims:** to consolidate vocabulary from lessons 1 and 2.

**Target language:** *(Lions) don't eat (grass).*

**Revision:** animals; animal food. *(Lions) eat (meat).*

**Receptive language:** *What animal eats (meat)?*

**Materials:** CD 3, sheets of paper.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Divide the class in two groups. Give pupils a sheet of paper each and have one group draw an animal from lessons 1 and 2 on it and the other group draw an animal food. Explain that you will say an animal and the pupils who have it have to raise their sheets. At the same time, pupils who have the type of food that animal eats, have to raise their paper and say its name. T: *Giraffe.* Pupils: *Leaves.* If pupils raise the wrong animal or food, they miss two turns.

### Presentation

- On the board write: *Lions eat meat. They don't eat grass. Antelopes eat grass. They don't eat meat.* Explain, in L1, that when we want to use the negative for a plural form, we use *don't*. Ask pupils to say a few more sentences using *don't* and write them on the board. Extend by having pupils correct your sentences using action verbs learnt from previous units, e.g. T: *Animals read.* Pupils: *Animals don't read.*
- Optionally, have pupils write a sentence in their notebooks about what animals don't eat and ask them to read it to their partners.

### Pupil's Book, page 54

#### 6 Listen, point and say Yes or No. Then write in your notebook.

- Have pupils look at pages 54 and 55. Explain that this activity will be about the animals on both pages.
- Ask pupils what types of food they see. T: *What animal eats meat?* Pupils: *Lion.* T: *What animal eats bugs?* Pupils: *Frogs.*
- Explain that pupils have to point to the animals they hear and say *Yes* or *No*. Play track 3.7. Stop the recording after each question for pupils to answer.

- A: Frogs eat bugs. Yes or No? (...)  
B: Yes. Frogs eat bugs.  
A: Giraffes eat leaves. Yes or No? (...)  
B: Yes. Giraffes eat leaves.  
A: Antelopes eat meat. Yes or No? (...)  
B: No. Antelopes don't eat meat. They eat grass.  
A: Monkeys eat fruit. Yes or No? (...)  
B: Yes. Monkeys eat fruit.  
A: Lions eat bugs. Yes or No? (...)  
B: No. Lions don't eat bugs. They eat meat.

3.7

- Using the tapescript as a guide, have pupils say *Yes* or *No*. T: *Frogs eat bugs.* Pupils: *Yes.*
- Explain that pupils have to write the sentences a–e and complete them in their notebooks.
- Replay track 3.7 for pupils to check their answers.
- Place pupils in pairs and have them read their sentences to each other.

#### 7 Read and say. Then play.

- Place pupils in pairs. Explain that pupils have to choose the correct word in each sentence. Optionally, have pupils write the sentences in their notebooks and then read them to their partners. Have two volunteers read the correct sentences.
- Ask pupils to correct you. T: *Monkeys eat bugs.* Pupils: *No. Monkeys don't eat bugs. They eat fruit.* Continue with all the animals presented in the lesson.
- Explain that pupils have to intentionally say a wrong sentence for their partners to correct. Encourage pupils to swap roles.

### TPR

Place pupils in six groups and give each one a name: crocodile, frog, monkey, bird, antelope, giraffe. Ask pupils to stand in a circle. Say: *(Frogs) (Frogs) go to the middle of the circle. Say true/false sentences about what they eat, e.g. (Frogs) eat (bugs).* If the sentence is true, the group mime eating the food. If the sentence is false, they stand still.

### Activity Book, page 52

#### 5 Find and write eat or don't eat.

- Explain that pupils have to draw lines through the maze from the animals to the food and then complete the sentences using *eat* and *don't eat*.
- Check answers by having volunteers read the sentences aloud.
- **Answers:** 2 *don't eat, eat.* 3 *don't eat, eat.* 4 *eat, don't eat.* 5 *don't eat, eat.* 6 *don't eat, eat.*

### Ending the lesson

- Give each pupil a sheet of paper. Tell them to draw an animal of their choice on it and to write two sentences under it about what they eat and do not eat. Pupils show their work and read their sentences to the class.
- Have pupils present their work to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 77

#### 2 Look and write.

- Explain to pupils that they have to break the code by writing the letter represented by the animal on the line.
- **Answer:** *Lions eat meat. Antelopes eat grass.*

**6 Listen, point and say Yes or No. Then write in your notebook.**

Yes, Yes, No, Yes, No

a Frogs eat ? bugs  
b Giraffes eat ? leaves  
c Antelopes eat ? grass  
d Monkeys eat ? fruit  
e Lions eat ? meat

**7 Read and say. Then play.**

1 Frogs eat / don't eat bugs.  
2 Antelopes eat / don't eat meat.  
3 Monkeys eat / don't eat fruit.  
4 Giraffes eat / don't eat fruit.  
5 Lions eat / don't eat bugs.

Lions eat grass.  
No, Lions don't eat grass. They eat meat.

Lesson 3: Lions don't eat (grass). Animals: Animal food. (Lions) eat (meat).

## Lesson 4

**Lesson aims:** to revise topic vocabulary and structures. To practise phonics /e/ and /i:/.

**Target language:** *What do (lions) eat?*

**Revision:** animals, animal food. *(Lions) eat / don't eat (meat).*

**Receptive language:** *What's number (one)?*

**Materials:** CD 3, slips of paper, unit vocabulary flashcards.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Explain that you will say a few sentences. Pupils have to draw a tick (✓) in their notebooks if the sentence is correct and a cross (X) if it is incorrect. T: *Giraffes don't eat bugs.* (✓). T: *Hippos eat meat.* (X). Continue with more combinations. Pupils with most correct answers win.

### Presentation

- On the board write: *What do lions eat? Lions eat meat.* Explain, in L1, that we use *do* to ask questions. Focusing on target language, ask pupils a few more questions. T: *What do (antelopes) eat?* Pupils: *They eat (grass).*

### Pupil's Book, page 55

#### 8 Listen and say the number. Then ask and answer.

- Explain that Exercise 8 is for pages 54 and 55. Tell pupils they have to say what number each animal is.
- Play track 3.8.

**8 Listen and say the number. Then ask and answer.**

What do lions eat? Lions eat meat.

**9 Tongue twister! Listen and repeat.**

Do zebras eat meat? No, zebras eat leaves.

Lesson 4: Phonics: /e/ vs /i:/. What do (lions) eat? Animals: Animal food. (Lions) eat / don't eat (meat).

A: What do lions eat? (...)

B: Lions eat meat.

A: What do giraffes eat? (...)

B: Giraffes eat leaves.

A: What do antelopes eat? (...)

B: Antelopes eat grass.

A: What do monkeys eat? (...)

B: Monkeys eat fruit.

A: What do frogs eat? (...)

B: Frogs eat bugs.

A: What do rhinos eat? (...)

B: Rhinos eat grass.

A: What do birds eat? (...)

B: Birds eat bugs.

3.8

- Check answers. T: *What's number (one)?* Pupils: *(Lion).*
- Place pupils in pairs. Explain that you will point to them and say an animal. One pupil has to ask *What do ... eat?* for their partner to answer. T: *Rhinos.* Pupil 1: *What do rhinos eat?* Pupil 2: *Rhinos eat grass.*

#### 9 Tongue twister! Listen and repeat.

- On board write *zebras, eat, meat, leaves.* Say each word, pointing to e and ea and have pupils repeat.
- Ask if pupils can hear the difference between the words ( /i:/ – *eat, meat*, etc. vs /e/ – *zebra*). Point to the words and have pupils say them.
- Direct pupils to Exercise 9. Read the tongue twister. As you are reading, have the class point to the words in the text.
- Play track 3.9. Ask pupils to listen to the tongue twister and repeat it. Ask pupils how each word is pronounced.
- Replay the track as many times as necessary until pupils are confident to say the tongue twister without the recording.
- On the board write: *Zebras eat meat, not leaves* and the tongue twister from the activity. Place pupils in groups of four. Have each group choose a tongue twister from the board to say as many times and as quickly as possible. The group that says it correct the most times wins.

### TPR

Give all pupils a slip of paper. Have them look at all the tongue twisters they have learnt so far and to write their favourite one on their slip of paper. Explain that you will say a sound and the pupils who have the matching tongue twister have to stand up and say it as fast as possible. T: /u:/. Pupils: *It's cool to go to school.* Go through all phonics taught.

### Activity Book, page 53

#### 6 Read, look and write.

- Explain that pupils have to unscramble the words to complete the sentences.
- **Answers:** 1 *fruit,* 2 *leaves,* 3 *bugs,* 4 *grass,* 5 *grass.*

#### 7 Write.

- Explain that pupils have to complete the sentences using the word pool.
- Place pupils in pairs and have them complete the activity.
- **Answers:** 2 *What do monkeys eat?* 3 *What do lions eat?* 4 *What do frogs eat?* 5 *What do giraffes eat?*

### Ending the lesson

- Place pupils in small teams. Take a flashcard and a large piece of paper. Cover the flashcard with the paper so that only a small part of the picture is showing. Have the teams guess what the picture is showing. If they make a wrong guess, they lose a point. The team with the most points wins.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Place pupils in three groups and play "Telephone" together (see Resource Bank, page A23). Have groups repeat the sentences: *What do antelopes eat? / Antelopes eat grass, etc.*

## Lesson 5

**Lesson aims:** to revise the language from lessons 1–4. To listen to a story.  
**Revision:** animals, animal food. *cake, sandwiches, ice cream; (Lions) eat / don't eat (meat). What do (lions) eat? I like / don't like monkeys. There are some monkeys.*  
**Receptive language:** *now; Do monkeys eat ice cream? What can they see? What has Goofy got? Are the monkeys hungry? Why is Minnie worried? Where's the monkey? Does Goofy like monkeys? Oh dear!*  
**Materials:** CD 3, a sheet of paper for each pupil. Optional: story cards.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Ask pupils to go quickly through all the stories they have read so far. Place pupils in small groups. Explain that you will read a sentence from a story and they have to tell you which story it is from. The group that gets most points wins.

### Pupil's Book, page 56

#### 10 Listen and answer.

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have story cards, use them during the lesson.
- T: *Today, it's story time!* Ask pupils to open their Pupil's Books at page 56.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie and Goofy. Look at the monkeys.*
- Have pupils tell you what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (Mickey, Minnie and Goofy are on a safari and the monkeys eat all their food.)
- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *Do monkeys eat ice cream?* Explain the question if necessary and have pupils guess the answer.
- Play track 3.10. Use the story cards or point to the frames in your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with the voices of the original Disney characters (track 3.10) and with special EFL voice-overs (track 3.11).
- Repeat the question: *Do monkeys eat ice cream?* Encourage pupils to answer correctly. Pupils: (Yes.)
- Ensure pupils have understood the story by asking them to briefly summarise it in L1.
- Replay track 3.10 stopping at each frame to ask the following questions: Picture 1: *What can they see?* (Monkeys and rhinos.) Picture 2: *What has Goofy got?* (He's got an ice cream.) Picture 3: *Are the monkeys hungry?* (Yes.) Picture 4: *Why is Minnie worried?* (Because the monkeys eat sandwiches and cakes, too.) Picture 5: *Where's the monkey?* (It's next to Goofy.) Picture 6: *Does Goofy like monkeys now?* (No.)
- Replay track 3.10 pausing at each individual sentence. Encourage pupils to repeat the sentences together.

#### 11 Now act the story out.

- Divide class into six groups. Assign each group a picture and have them read the text aloud, in unison.
- Place pupils in pairs. Assign the roles of Mickey, Goofy and Minnie. Encourage pupils to act out the story with words and gestures. Monitor pupils and help if necessary. Invite volunteers to present the story to the class.

### Activity Book, page 54

#### 8 Read, look and number. Then write Yes or No.

- Ask pupils what they see in the pictures. T: *Do monkeys eat chicken?* Pupils: *No.* Continue with all the items.
- Explain that pupils have to look at the pictures and number them accordingly. Then they have to write *Yes* or *No*. Have pupils check answers with their partners.
- **Answers:** 3, *Yes*; 1, *No*; 4, *Yes*; 2, *No*.

#### 9 What do you eat? Write and draw.

- Ask a volunteer pupil to read the words in the word pool. T: *Do you eat bugs?* Pupils: *No, I don't eat bugs.* Continue with all the food items.
- Explain that pupils have to complete the sentences and then draw what they do or don't eat.

### Ending the lesson

- Place pupils in six groups and give each pupil a sheet of paper. Assign each group a frame from the story. Ask them to write the sentences from that frame on their piece of paper. Then invite a pupil from each group to the front of the class. Explain that they have to read out their sentences and then rearrange themselves in the correct order as quickly as possible. They can ask for help from the class. The set of pupils who rearrange themselves correctly the quickest wins.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to rewrite the story using other animals and food.

**10 Listen and answer.** CD 3:10 CD 3:11

1 Oh, look, Mickey! There are some monkeys!  
I like monkeys!

2 What do monkeys eat? Do they eat bananas?

3 Yes, they eat bananas. Monkeys eat fruit.  
Oh ...!

4 Oh, no! They eat sandwiches and cakes, too!

5 Mmm. Do monkeys eat ice cream?  
No! Monkeys don't eat ice cream.

6 Yes, Mickey. Monkeys eat ice cream.  
Oh dear!  
I don't like monkeys now!

**11 Now act the story out.**

56 Lesson 5 Story: Animals. Food. (Lions) eat / don't eat (meat). What do (lions) eat?

## Lesson 6

**Lesson aims:** to consolidate vocabulary from previous lessons. To play a game with cut-outs.  
**Revision:** animals, animal food. *Lions eat / don't eat (meat). What do (lions) eat? They've got (big teeth). They're (big). They can (swim). I'm (an antelope).*  
**Materials:** CD 3, sheets of paper, word cards with animals, 3 envelopes, unit vocabulary flashcards.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Place pupils in pairs. Explain that pupils have to say what animal they are and their partners have to say what they eat and don't eat. Pupil 1: *I'm an antelope.* Pupil 2: *I eat grass. I don't eat fruit.* Ensure pupils swap roles.

### Revision

- Play "What's in the envelope?" together (see Resource Bank, page A22). Use word cards with animals and have pupils make affirmative sentences, negations and questions about the eating habits of these animals.

### Pupil's Book, page 57

#### 12 Listen, point and say. Then read and write the animals in your notebook.

- Ask pupils to describe the animals in the pictures as best they can: *It's a (giraffe). It's got (a long neck). It can (run).*
- Explain that pupils have to point to the animals they hear and say their names. Play track 3.12. Have pupils answer at the pauses.

- 1 They've got big teeth. They can swim. They eat meat. They're (...) crocodiles. **3.12**
- 2 They're small. They can climb trees. They eat fruit and seeds. They're (...) monkeys.
- 3 They're brown. They can run very fast. They eat grass. They're (...) antelopes.
- 4 They've got long legs. They're yellow and brown. They eat leaves. They're (...) giraffes.

**12 Listen, point and say. Then read and write the animals in your notebook.** CD 3:12

1 They've got big teeth. They can swim. They eat meat. They're ? crocodiles

2 They're small. They can climb trees. They eat fruit and seeds. They're ? monkeys

3 They're brown. They can run very fast. They eat grass. They're ? antelopes

4 They've got long legs. They're yellow and brown. They eat leaves. They're ? giraffes

**13 Cut out (page 85). Then listen and play.** CD 3:13

No, giraffes don't eat meat.

Yes, antelopes eat grass.

57 Lesson 6 Skills: Animals. Animal food. (Lions) eat / don't eat (meat). What do (lions) eat?

- Ask a volunteer pupil to read the first item. Have the class complete the last sentence. Continue for all four items.
- Explain that pupils have to read the text and write the animals in their notebooks. Encourage them to write complete sentences.
- Place pupils in pairs and have them read the texts for their partners to answer. Ensure that pupils swap roles.

#### 13 Cut out (page 85). Then listen and play.

- Have pupils cut out the cards on page 85. Ask each pupil to describe the cards to you.
- Ask pupils to look at the photos in activity 13 and tell you how they think the game will be played. Play track 3.13.

A: Giraffe – meat. No, giraffes don't eat meat.  
 B: Antelope – grass. Yes, antelopes eat grass.

**3.13**

- Explain the pupils have to place their animal cards in one pile and the food ones in another one. They shuffle the piles well and place them face down in front of them. The first pupil turns one card from each pile over. If the animal eats the food shown, they keep the cards. Pupil 1: *Monkeys – Fruit. Yes, monkeys eat fruit.* If the cards don't match, they have to correct the sentence. Pupil 1: *Monkeys – Bugs. No, monkeys don't eat bugs. They eat fruit.* Then the next pupil opens two cards. They continue until all the cards have been used.

### TPR

Place pupils in four groups and assign each a name so that the others don't know it: *antelopes, giraffes, monkeys, crocodiles*. Point to (crocodiles) and say a few sentences describing them, e.g: *They've got (big teeth). They eat (meat). They can (swim).* Crocodiles mime each sentence and the other groups guess their name: (*Crocodiles!*)

### Activity Book, page 55

#### 10 Read and tick (✓).

- Ask pupils what animals they see and to say a few sentences about them.
- Explain that pupils have to read the sentences and place a tick under the animal that each sentence describes.
- **Answers:** 1 *crocodiles*, 2 *crocodiles*, 3 *antelopes*, 4 *monkeys*, 5 *monkeys*, 6 *antelopes*.

#### 11 Write.

- Explain that pupils have to complete the dialogue with the word pool. Next, place them in pairs, have them choose a role and read the dialogue.
- **Answers:** *eat, grass, meat, don't.*

### Ending the lesson

- Place pupils in pairs and give them a sheet of paper. Ask them to draw an animal of their choice from the unit but not one from this lesson (e.g. a frog, a rhino, a bird, a lion, a zebra) and write a few sentences about it. Encourage them to use *they've got*, *can* and *eat*. Place all work on classroom display.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Place pupils in two groups and have them sit with their backs to the board. On the board write two long word snakes consisting of animals and animal food, one for each group. Ask pupils to turn around and find all the words in their word snakes. The group that finishes first wins.

## Lesson 7

**Lesson aims:** Social Science – to talk about diet and teeth. To make a poster.  
**Target language:** *carnivore, herbivore, omnivore, flat, sharp, plants.*  
**Revision:** animals; animal food. *beak; (Lions) eat / don't eat (meat). What do (lions) eat? They're (big). They've got / haven't got (small) teeth.*  
**Receptive language:** *Have tigers got (flat teeth)?*  
**Materials:** CD 3, unit vocabulary flashcards, newspaper cut-outs showing different types of meat, fish, plants, seeds and bugs, sheets of paper.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Place pupils in four groups. Explain to pupils that you will show a flashcard very quickly for each group to guess. The group with the most correct guesses wins.

### Presentation

- On the board write: *herbivore, carnivore* and *omnivore*. Explain these words by drawing under them respectively: a plant, meat, a plant and meat. Introduce the word *plant*.
- Show pupils the food flashcards one by one and ask pupils to tell you if a herbivore, omnivore or carnivore would eat the food shown. Place the flashcard under the proper heading on the board.
- Draw on the board sharp and flat teeth. Say each item and have pupils repeat after you. Then, show a flashcard of a bird and point to its beak. Explain to pupils that a bird's mouth is its beak.

### Pupil's Book, page 58

#### 14 Listen, read and say.

- Direct pupils to the Pupil's Book. Explain that pupils will hear a text about herbivores, omnivores and carnivores, and read along. Play track 3.14.
- Ask volunteer pupils to read different paragraphs of the text aloud.
- Have pupils close their books and tell you what they can remember from the text. Write their answers on the board.
- Have pupils open their books and see what they did and did not remember.
- Read the last paragraph of the text and have pupils answer the question. Pupils: *I'm (an omnivore).*

#### 15 Read and say Yes or No.

- Explain to pupils that they have to read the sentences and say *Yes* or *No*.
- Place pupils in pairs. Optionally, you may ask them to complete the activity in their notebooks.
- Have a volunteer pupil read the sentences for the class to answer. Extend the activity by having pupils correct the *No* answers.
- Then ask about some animals in the text. T: *Have tigers got flat teeth?* Pupils: *No, they've got sharp teeth.* T: *Have lions got sharp teeth?* Pupils: *Yes.* Continue with all animals from the text.

#### 16 Project: make a poster about carnivores, herbivores and omnivores.

- Take out the flashcards. Explain that you will say the name of the animal on the flashcard and pupils have to tell you whether it's a carnivore, omnivore or herbivore.
- Then place pupils in pairs and give each one a sheet of paper. Explain that they have to make a poster about carnivores, herbivores and omnivores. Explain that they can draw it or use the magazine and newspaper cut-outs. When pupils have completed the activity, have each pupil present their work to the class and place all posters on classroom display.

### TPR

Place pupils in three groups and name each one herbivores, carnivores or omnivores. Explain that you will play the song from lesson 2 with pauses after each line and the correct group has to stand up if they represent the animals they heard. For example, after line 1 *Frogs and birds and fish eat bugs*, the omnivore group stands up. Change groups' names and continue the activity.

### Activity Book, page 56

#### 12 Read and match. Then write.

- Have a volunteer pupil read the words in the word pool. Ask pupils to match the sentences to the pictures and complete the sentences with the words from the word pool.
- Ask a volunteer pupil to read out the answers.
- Answers: a 1 *sharp*, b 3 *flat*, c 4 *beaks*, d 2 *teeth*.

#### 13 Look and draw. Then read and tick (✓).

- Ask pupils to look at the pictures and draw teeth in the upper jaw in each one. Explain that pupils have to tick the picture which is described in the sentence.
- Answer: *Picture 3.*

### Ending the lesson

- Place pupils in pairs and give them a sheet of paper. Ask them to draw a monster, to describe it by telling you what it can do, what it eats and if it's a carnivore, omnivore or herbivore.
- Have pupils present their work to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Place pupils in pairs and have them take it in turns to mime affirmative or negative sentences about the eating habits of animals for their partner to guess, e.g. *(Crocodiles) (don't eat) (leaves).*

**14 Listen, read and say.**

1  **sharp teeth**

2  **flat teeth**

3  **Some animals eat meat and plants. They are omnivores. They've got sharp teeth and flat teeth. Monkeys, birds and frogs are omnivores. People are omnivores, too!**

4  **beak**

Some animals eat only meat. They are carnivores. Lions, tigers and crocodiles are carnivores. They've got big, sharp teeth.

Some animals eat only plants. They are herbivores. Zebras, antelopes and hippos are herbivores. They've got flat teeth.

Birds haven't got teeth. They've got beaks to eat seeds and bugs. Some birds have sharp beaks to eat fish and meat.

What are you? Are you a herbivore, a carnivore or an omnivore?

**15 Read and say Yes or No.**

1 Antelopes have got sharp teeth. **No**

2 Lions have got flat teeth. **No**

3 Monkeys have got sharp and flat teeth. **Yes**

4 Birds haven't got teeth. **Yes**

*I'm an omnivore.*

**16 Project: make a poster about carnivores, herbivores and omnivores.**

Lesson 7 CLL: carnivore, herbivore, omnivore; flat, sharp; plants. Animals. Animal food. (Lions) eat / don't eat (meat).

## Lesson 8

**Lesson aims:** to revise the material from Unit 7. Self-assessment.  
**Revision:** animals; animal food. *(Lions) eat / don't eat (meat). What do (lions) eat?*  
**Receptive language:** *Are they herbivores? Do they eat (bugs)?*  
**Materials:** CD 3, sheets of paper, unit vocabulary flashcards. Optional: Worksheet 12 for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Have pupils look through the whole unit for about a minute. Ask them to close their Pupil's Books and write a few sentences from any lesson. Have pupils read their sentences to the class.
- Have pupils vote for their favourite lesson from the unit. Read the text or play the listening tracks from the winning lesson.

### Revision

- Place pupils in two groups and have them stand in two lines in front of the board. Place flashcards with animal food on the board. Ask: *What do (lions) eat?* The first pupils in each line run to the board and touch the appropriate flashcard. The pupil who does it first, says: *(Lions) eat (meat)*. If the answer is correct, the group scores a point. The pupils go to the end of the lines and the game continues.
- Place pupils in small groups. Explain that you will say a few things about animals for pupils to say *Yes* or *No* to. T: *Lions are herbivores.* Pupils: *No.* T: *Monkeys eat fruit.* Pupils: *Yes.* The group with the most points wins.
- Then have groups write five similar sentences of their own to challenge each other.

### Pupil's Book, page 59

#### 17 Listen and say. Then write in your notebook.

- Ask pupils what they see in the picture (Simba/a lion). T: *Do lions eat meat?* Pupils: *Yes.* T: *Are they herbivores?* Pupils: *No, carnivores.*
- Explain that pupils have to listen to the CD and answer the questions or complete the sentences they hear by saying the correct word. Play track 3.15.

**17 Listen and say. Then write in your notebook.**

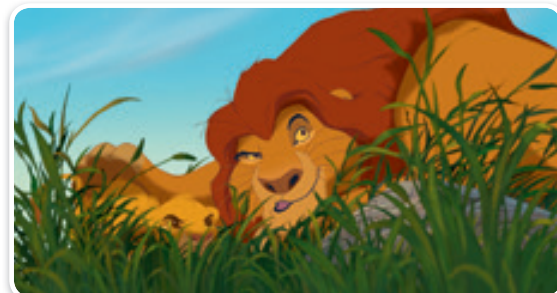
1 Lions eat . They don't eat . (grass / meat) *meat, grass*

2 Antelopes eat . They don't eat . (fruit / grass) *grass, fruit*

3 Monkeys eat . They don't eat . (grass / fruit) *fruit, grass*


4 Crocodiles eat . They don't eat . (seeds / meat) *meat, seeds*

UNIT  
**7**



**15 In your notebook, draw and write about your favourite animal. Then tell a friend.** *Pupils' own answers*

*Giraffes are orange and brown. They've got long necks and legs. They eat leaves. They don't eat meat. They are herbivores.*



Lesson 8 Review: Animals. Animal food. (Lions) eat / don't eat (meat). What do (lions) eat?

- 3.15**
- 1 What do lions eat?  
Do they eat grass? (...)  
No, they don't eat grass.  
They eat (...) meat.
  - 2 What do antelopes eat?  
Do they eat fruit? (...)  
No, they don't eat fruit.  
They eat (...) grass.
  - 3 What do monkeys eat?  
Do they eat grass? (...)  
No, they don't eat grass.  
They eat (...) fruit.
  - 4 What do crocodiles eat?  
Do they eat seeds? (...)  
No, they don't eat seeds.  
They eat (...) meat.

- Ask a volunteer pupil to read the sentences under the picture and then have pupils copy the sentences in their notebooks and complete them.
- Replay track 3.15 for pupils to check their answers.
- Ask volunteer pupils to read out the complete sentences. Write their answers on the board.
- Extend the activity by having pupils make two more sentences about other animals they know for their partners to complete.

#### 18 In your notebook, draw and write about your favourite animal. Then tell a friend.

- Ask pupils what their favourite animal from the unit is and to say what it can do and what it eats.
- Explain that they have to draw it and describe it by writing sentences about what it can do, what it eats and what it has got.
- Have pupils present their work to their partners.

### Activity Book, page 57

#### 14 Look and write.

- Ask what animals they see and what they are doing. Have a volunteer pupil read the word pool.
- Explain that pupils have to look at the pictures and complete the sentences with the words from the word pool. Have pupils complete the activity in pairs.
- Ask volunteer pupils to read out their answers. Then have pupils ask and answer with their partners about the pictures.
- Answers: 2 *Antelopes eat grass.* 3 *Monkeys eat fruit.* 4 *Giraffes eat leaves.* 5 *Birds eat seeds.*

#### 15 Say and tick (✓). Then stick.

- Ask pupils to read the sentences.
- Pupils assess their own skills by ticking the boxes. Encourage them to look through the unit in their Pupil's Book as they think about the sentences.
- Ask pupils to find the stickers for this exercise at the end of their Activity Books. If pupils can tick all the boxes, they put a sticker with the film character next to the exercise.
- Play the unit song in the background as pupils work (track 3.5).

### Ending the lesson

- Place flashcards on the board. Have pupils look at them. Ask pupils to close their eyes and take down two. Have pupils open their eyes and tell you which items are missing. Continue with a few more items.
- Congratulate the pupils for having completed Unit 7.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to choose their favourite Disney character from the unit, to draw and write a few sentences about it. Place work on classroom display.

### Progress assessment

- Photocopiable materials, Worksheet 12, page 88. The guidelines for using the worksheet can be found on page 75.
- *New English Adventure Test Book*, Level 2, Test 7.

# 8 I like surfing

## Lesson 1

**Lesson aims:** to learn sports-related vocabulary.  
**Target language:** *diving, riding, roller skating, surfing; I like (swimming).*  
**Revision:** *beach, sea, camping, cycling, fishing, hiking, running, swimming.*  
**Receptive language:** *waves; What do you like? What do they like doing? What are they doing? Where are they?*  
**Materials:** CD 3, flashcards with activities and hobbies (from Level 1 and Level 2 or self-made).

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Ask pupils to look at Unit 6, page 44 and tell you what activities they see.
- Revise the names of activities from Unit 6 in the "Simon Says" game (see Resource Bank, page A24). Say: (*Simon says*) *I go (cycling)* and have pupils mime the activities.

### Presentation

- Write *I like swimming* and *I like chocolate* on the board, leaving a large gap between them. Explain, in L1, that when we talk about activities we like, we usually add *-ing* but only for verbs. T: *What do you like?* As pupils give their answers, write them on the board under the correct sentence, i.e. *I like cycling* is written under *I like swimming*.
- Place flashcards on the board. Ask pupils if they know any of the activities. Point to each one and have pupils repeat after you. Then ask pupils to choose two which they like and say: *I like (diving and surfing).*

### Pupil's Book, page 60

#### 1 Listen and point.

- Have pupils look at Exercise 1. Ask if they know who the characters are. (Nani and Lilo from *Lilo and Stitch*: see page A30.) T: *What are they doing?* (Surfing.)
- Ask pupils to point to each character as they hear them. Play track 3.16.

This is Lilo and her sister, Nani. They're at the beach. **3.16**  
 There are big waves. Lilo and Nani like diving into the sea. They like swimming. And they like surfing, too! It's fun!

- Play the track again, this time with pauses. Question pupils for understanding. T: *Where are they?* (At the beach.)

#### 2 Listen and repeat. Then look and say Yes or No.

- Have pupils look at each picture and say what they can see.
- Explain that pupils have to point to the pictures and repeat the words as they hear them. Play the first part of track 3.17.

Part 1: *swimming, surfing, diving, roller skating, riding.* **3.17**  
 Part 2: *I like swimming. I like surfing. I like diving. I like roller skating. I like riding.*

- Play the second part of the track, pausing for pupils to repeat.
- Ask pupils to look at the picture in Exercise 1. Say the sentences from the recording, e.g. *I like (surfing)*, and have Pupils answer *Yes/No*.

#### 3 Listen and say.

- Explain that pupils have to complete the sentences they hear. Play track 3.18.

This is Lilo and her sister, Nani. They're at the beach. **3.18**  
 There are big waves. Lilo and Nani like (...) diving into the sea. They like (...) swimming. They like (...) surfing, too! It's fun!

- Place pupils in pairs. Explain that they have to point to the activities in 2 that they like and tell their partners. Ensure that pupils swap roles.

### TPR

Explain that you will say sentences using *I like*. If they are correct, pupils have to stand up and mime them. If they are incorrect, they have to clap their hands. T: *I like surfing*. Pupils stand and mime surfing. T: *I like cycle*. Pupils have to clap. Explain that they can also correct the sentences.

### Activity Book, page 58

#### 1 Read and match.

- Have a volunteer read the words. Pupils match the words to the pictures.
- **Answers:** 1 *swimming*, 2 *diving*, 3 *riding*, 4 *surfing*, 5 *roller skating*.

#### 2 Follow and write.

- Pupils find the activities each character likes and complete the texts.
- **Answers:** Nani – *swimming*, Lilo – *I like surfing*, Stitch – *likes riding*.

### Ending the lesson

- Divide the class into groups. Each pupil has to mime an activity for the group members to guess. Pupils make new groups to continue the activity.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 78

#### 1 Find and write.

- Pupils follow the way through the maze and complete the sentence with the sports the girl likes doing.
- **Answers:** *tennis, running, diving, riding (a horse)*.

## Lesson 2

**Lesson aims:** to revise and extend sports-related vocabulary. To learn a song.  
**Target language:** *baseball, basketball; I don't like (diving). Do you like (basketball)?*  
**Revision:** *ballet, camping, cycling, diving, fishing, football, hiking, karate, riding, roller skating, running, surfing, swimming, tennis; I like (tennis).*  
**Materials:** CD 3; flashcards with activities and hobbies (from Level 1 and Level 2 or self-made), slips of paper with the names of sports.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Explain that you will show pupils a flashcard from the last lesson and say what sport it is. If the sentence is correct, pupils have to write it in their notebooks. T: *I like swimming*. (Pupils write it down.) *I like dive*. (Pupils don't write anything.)
- Have a volunteer read out the sentences from the list. Write them on the board.

### Presentation

- Place all flashcards on the board. Ask pupils to identify the words they already know. Point to the new words, say them and have pupils repeat after you.
- Say and write on the board: *Do you like (tennis)?* Have pupils repeat it after you. Then answer the question showing a happy and sad face and saying: *I like / I don't like (tennis)*. Draw the pupils' attention to the negative form. Then point to each activity as you say the sentences and have pupils repeat. T: *I don't like (karate). I like (swimming)*.
- Point to the flashcards on the board and ask: *Do you like (swimming)?* Pupils answer using affirmative or negative sentences.

### Pupil's Book, page 61

#### 4 Listen and say Yes or No. Then write in your notebook.

- Direct pupils to the Pupil's Book. Ask them to say which of the activities in the pictures they like/don't like.
- Explain that pupils have to listen to the CD and say *Yes* or *No*, depending on whether the speaker likes or doesn't like an activity. Play track 3.19.

**3.19**  
 1 A: Do you like tennis?  
 B: Yes, I like tennis. (...)  
 2 B: Do you like ballet?  
 A: No, I don't like ballet. (...)  
 3 B: Do you like karate?  
 A: Yes, I like karate. (...)  
 4 A: Do you like football?  
 B: No, I don't like football. (...)  
 5 A: Do you like baseball?  
 B: Yes, I like baseball. (...)  
 6 B: Do you like basketball?  
 A: No, I don't like basketball.

- Play track 3.19 again for pupils to listen, pausing after each answer so that pupils can write them down in their notebooks. Check answers with whole class.
- Place pupils in pairs and have them take it in turns to point to the photos and say: (*One.*) *I (like) (tennis)*.

#### 5 Listen and sing.

- Have pupils read the song and ask them to say what activities are mentioned.
- Tell pupils that they will listen to the song and point to the activities. Play track 3.20.
- Replay the track and encourage all pupils to sing along.
- Divide the class into three groups. Assign each group a stanza for them to sing as they hear it. Repeat track 3.20.
- Have groups swap stanzas and repeat the activity.
- Once the pupils have learnt the song, ask them to sing to the karaoke version (track 3.21).

### TPR

Prepare slips of paper with names of sports. Make sure each sport is repeated. Distribute the slips among pupils and ask them to walk around and find the person with the same sport. Pupil 1: *Do you like (tennis)?* Pupil 2: *Yes, I like (tennis) / No, I don't like (tennis).*

### Activity Book, page 59

#### 3 Find and circle. Then write.

- Ask pupils what activities are represented in the drawings. Then explain they have to find them in the word search and write the names in the lines provided.
- Have a volunteer pupil read the words to the class.
- **Answers:** 2 *diving*, 3 *tennis*, 4 *baseball*, 5 *football*, 6 *swimming*, 7 *riding*, 8 *surfing*.

#### 4 Look and circle.

- Explain that pupils have to circle the correct word for each picture.
- Have pupils call out the answers. Write them on the board.
- **Answers:** 1 *like*, 2 *don't like*, 3 *don't like*, 4 *like*.

### Ending the lesson

- On the board write the following: *I like tennis. I don't like swim. I like karate*. Ask pupils which one is incorrect.
- Ask pupils to open their notebooks. Explain that they have to write three sentences using *I like* and/or *I don't like* but one has to be incorrect. Have pupils swap notebooks with their partners and have them correct the sentences.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Play "Repeat if it's a match" together (see Resource Bank, page A22). Use flashcards with sports and say sentences: *I like / I don't like (surfing)*.

## Lesson 3

**Lesson aims:** to consolidate vocabulary from lessons 1 and 2.  
**Target language:** surfboard, swimsuit, trunks; He/She likes (swimming). He/She doesn't like (diving).  
**Revision:** sports-related vocabulary from lessons 1 and 2, colours. (He's) wearing (a swimsuit).  
**Receptive language:** What colour is (her swimsuit)? Does he/she like (surfing)? What does he/she like? What's he/she wearing?  
**Materials:** CD 3, flashcards with activities and hobbies (from Level 1 and Level 2 and/or self-made), sheets of paper.

### Starting the lesson

- Greet your pupils. T: Hello! Pupils: Hello, teacher! Say the Hello! chant together.
- Have pupils form two lines. Explain that the pupil at the front of the line has to mime a sport for the next pupil to say. They sit down if the pupil guesses correctly. The next pupil continues and so on. The line to finish first wins.

### Presentation

- Have pupils look at pages 62 and 63. Draw attention to the new vocabulary by saying each item and having pupils repeat. Then ask: What colour is her swimsuit? Pupils: It's yellow and orange. Continue for all items.
- On the board write She likes swimming. She doesn't like dancing. Remind pupils that with he/she/it we use s after like in affirmative sentences and we make negations using doesn't like.
- Give a few pupils a flashcard and have them stand in front of the class. Stand next to one pupil and say: (He) likes (baseball). Then have volunteers say what each pupil at the front of the class likes. Continue with different pupils but say: (He) doesn't like (diving).

### Pupil's Book, page 62

#### 6 Listen and answer. Then read and write in your notebook.

- Ask pupils who they can see on pages 62 and 63 (Lilo, Nani, Stitch and David). Explain that you will say a sport and pupils have to say who is doing it. T: (He) likes (diving). Pupils: (David).
- Have pupils listen to the recording and say the name of sport the person described likes / doesn't like. Play track 3.22 and stop it after each question for pupils to answer.

A: She's wearing an orange and yellow swimsuit. What does she like? (...)  
 B: She likes swimming.  
 A: She's wearing a blue and green swimsuit. What does she like? (...)  
 B: She likes surfing.  
 A: He's wearing blue and red trunks. What does he like? (...)  
 B: He likes diving.  
 A: He isn't wearing a swimsuit. He's scared. Does he like surfing? (...)  
 B: No! He doesn't like surfing.

3.22

- Ask questions to check understanding. T: Look at (Lilo). What does (she) like? Pupils: (She) likes (swimming).
- Explain that pupils have to write the sentences and complete them in their notebooks.
- Replay track 3.22 for pupils to check their answers.
- Place pupils in pairs and have them read their sentences to the class.

#### 7 Look and write in your notebook.

- Pupils close their Pupil's Books. Explain that you will say a sentence for them to complete. T: He's wearing blue and red ... Pupils: Trunks. Continue for all the characters.
- Explain that pupils have to read and complete the sentences in their notebooks.
- Have volunteers read out the sentences. Then say: Look at Lilo. What's she wearing? Pupils: An orange and yellow swimsuit. Continue with other characters.

### TPR

Place pupils in four groups and name each one Lilo, Nani, David or Stitch. Explain that you will describe the character and say what he or she likes doing. The group that has the character's name has to mime the sport correctly to get a point. If another group mimes by mistake, it loses a point. T: She's wearing an orange and yellow swimsuit. She likes swimming. She doesn't like diving. Pupils who are in the Lilo group have to mime swimming. Continue with all sports taught.

### Activity Book, page 60

#### 5 Find and write.

- Ask a volunteer to read the words in the word pool.
- Explain that pupils have to follow the way through the maze to find out what each character likes and then write a sentence using the appropriate sport.
- Have pupils check answers by comparing their work.
- **Answers:** 2 He likes football. 3 She likes surfing. 4 She likes diving. 5 He likes riding.

### Ending the lesson

- Give each pupil a sheet of paper. Tell them to draw Lilo, Nani or David in their swimsuits and doing a sport. Have them write a few sentences about their drawing using e.g. (He's) wearing (blue) (trunks) and (He) likes (diving).
- Have pupils present their work to the class.
- Say the Goodbye! chant together.
- Say Goodbye! and wave goodbye to the class.

### Extra activity, Activity Book, page 78

#### 2 Read and colour.

- Have pupils read the sentences and colour the picture accordingly.

**6 Listen and answer. Then read and write in your notebook.**

a She likes **2** swimming  
 b She likes **2** surfing  
 c He likes **2** diving  
 d He doesn't like **2** surfing

**7 Look and write in your notebook.**

1 She's wearing an orange and yellow **2** swimsuit  
 2 He's wearing blue and red **2** trunks  
 3 She's got a red **2** surfboard

Lesson 3: surfboard, swimsuit, trunks. He / She likes (swimming). He / She doesn't like (diving). Sports.

## Lesson 4

**Lesson aims:** to revise topic vocabulary and structures. To practice phonics /s/.  
**Target language:** Does he/she like (swimming)?  
**Revision:** vocabulary from lessons 1–3. He/she likes / doesn't like (swimming).  
**Receptive language:** It's number (three).  
**Materials:** CD 3. Sheets of paper, flashcards with unit vocabulary (from Level 1 and Level 2 or self-made).

### Starting the lesson

- Greet your pupils. T: Hello! Pupils: Hello, teacher! Say the Hello! chant together.
- Ask pupils to tell you what words they have learnt from this unit. Show the flashcards as pupils call out the vocabulary.
- Pupils write two sentences about what they like or don't like. Have them swap notebooks with their partners. Each pupil reads their partner's sentences and says to the class: (Paul) likes (swimming). (He) doesn't like (ballet).

### Presentation

- Bring two pupils to the front and hand each one a flashcard. Have pupils hold the flashcard in front of them. Stand next to one pupil. Say and write on the board: Does (he) like (cycling)? Pupils: Yes, (he) likes (cycling). Stand next to the other pupil, but this time the question should contain a different word. T: Does (she) like (diving)? Pupils: No, (she) doesn't like (diving).

### Pupil's Book, page 63

#### 8 Listen and say the number. Then play.

- Ask pupils to tell you what Lilo and Stitch are doing in each picture. Tell pupils they have to listen to a recording and say the number of the picture being described. Play track 3.23.

**8 Listen and say the number. Then play.**

Number one. Does he like drawing?  
 1 2 3 4 5 6

6, 5, 2, 3, 4, 1

**9 Tongue twister! Listen and repeat.**

I like surfing on my purple surfboard.

Lesson 4: Phonics: /s/. Does he / she like (swimming)? Sports. He / She likes / doesn't like (swimming).

A: Does he like swimming?  
 B: No, he doesn't like swimming.  
 It's number (...) six!  
 A: Does he like dancing?  
 B: Yes, he likes dancing.  
 It's number (...) five!  
 A: Does he like singing?  
 B: Yes, he likes singing.  
 It's number (...) two!  
 A: Does he like diving?  
 B: No, he doesn't like diving.  
 It's number (...) three!  
 A: Does he like reading?  
 B: Yes, he likes reading.  
 It's number (...) four!  
 A: Does he like drawing?  
 B: Yes, he likes drawing.  
 It's number (...) one!

3.23

- Check for understanding. T: He likes reading. It's number ...? Pupils: Four!
- Place pupils in pairs and have one of them say the number of the picture and the other one ask a question about Stitch: Does he like (drawing)?

#### 9 Tongue twister! Listen and repeat.

- On the board write surfing, purple, surfboard. Say each word, pointing to ur and have pupils repeat. Then have pupils read the words.
- Direct pupils to Exercise 9. Read the tongue twister. As you are reading, have the class point to the words in the text.
- Play track 3.24. Ask pupils to listen to the tongue twister and repeat it. Ask pupils how each word is pronounced.
- Replay the track as many times as necessary until pupils are confident to say the tongue twister without the recording.
- On the board write: My purple surfboard is for surfing and the tongue twister from the activity. Place pupils in groups of four. Have each group choose a tongue twister from the board to say as many times and as quickly as possible. The group that says it correct the most times wins.

### TPR

Give each pupil a sheet of paper with a sport on one side and a number on the other side. Have pupils form a circle. Explain that as you play the unit song, they have to give their sheets to the person on their right. When the music stops, say three numbers and the pupils holding them have to mime the sports and show if they like them. The other pupils guess: He likes / doesn't like (swimming).

### Activity Book, page 61

#### 6 Look, write Yes or No and circle.

- Pupils read the questions, write Yes or No and then circle likes or doesn't like.
- **Answers:** 1 Yes, she likes, 2 No, he doesn't like, 3 Yes, he likes, 4 No, she doesn't like.

#### 7 Read and match.

- Pupils have to match the questions to the answers.
- **Answers:** 1 c, 2 e, 3 b, 4 a, 5 d.

### Ending the lesson

- Give each pupil a sheet of paper and have them write four sports on it. Say different names of sports and if pupils have them on their paper, they have to cross them out. When they have crossed all the words, they call out Bingo!
- Say the Goodbye! chant together.
- Say Goodbye! and wave goodbye to the class.

### Extra activity

Ask pupils to write sentences about what sports their parents or friends like and don't like.



## Lesson 5

**Lesson aims:** to revise the language from lessons 1–4. To listen to a story.

**Target language:** racket.

**Revision:** sports. *I like / don't like (tennis). He/She likes / doesn't like (swimming). Do you like (tennis)? Does he/she like (jumping)?*

**Receptive language:** *What are they doing? What does (Pluto) like? Are (they) playing basketball? Who likes jumping? Is Minnie happy? Oh dear! I'm sorry. Here's a racket. This is fun. Let's play! You're right. Me too.*

**Materials:** CD 3. Sheets of paper. Optional: story cards.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Place pupils in seven groups. Assign each group a story from Units 1–7. Have each group come to the front of the class to read and act out the story.

### Pupil's Book, page 64

#### 10 Listen and answer.

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have story cards, use them during the lesson.
- T: *Today, it's story time!* Ask pupils to open their Pupil's Books to page 64. Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie, Pluto and Goofy. What are they doing?*
- Have pupils tell you what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (Mickey and Goofy are playing tennis and Pluto gets caught up in Minnie's laundry.) Revise: *Oh dear! I'm sorry. This is fun and introduce: Let's play. You're right. Me too. Here's a racket.*
- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *Does Minnie like tennis?*
- Play track 3.25. Use the story cards or point to the frames in your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with the voices of the original Disney characters (track 3.25) and with special EFL voice-overs (track 3.26).
- Repeat the question: *Does Minnie like tennis?* Encourage pupils to answer correctly. Pupils: *No, she doesn't like tennis.*
- Ensure pupils have understood the story by asking them to briefly summarise it in L1.
- Replay track 3.25 stopping at each frame to ask the following questions. Picture 1: *What does Goofy like? (He likes tennis.)* Picture 2: *Are Mickey and Goofy playing basketball? (No, they're playing tennis.)* Picture 3: *What sport does Pluto like? (He likes tennis.)* Picture 4: *Who likes jumping? (Pluto.)* Picture 5: *Does Minnie like tennis? (No.)* Picture 6: *Is Minnie worried now? (No, she's angry.)*
- Replay track 3.25 pausing at each individual sentence. Encourage pupils to repeat the sentences together.

#### 11 Now act the story out.

- Divide class into six groups. Assign each group a picture and have them read the text aloud, in unison.
- Place pupils in groups of four. Assign the roles of Mickey, Goofy, Pluto and Minnie. Encourage pupils to act out the story with words and gestures. Monitor pupils and help if necessary. Invite volunteers to present the story to the class.

### Activity Book, page 62

#### 8 Look and write likes or doesn't like.

- Ask pupils who they see in the pictures and what sport they are doing.
- Explain that pupils have to look at the pictures and complete the sentences with *likes* or *doesn't like*.
- Have pupils check answers with their partners.
- **Answers:** 1 likes, 2 doesn't like, 3 likes, 4 doesn't like, 5 doesn't like, 6 likes.

#### 9 Read and answer Yes or No.

- Ask a volunteer pupil to read the questions.
- Explain that pupils have to answer the questions about themselves. Place pupils in pairs and have them ask and answer.

### Ending the lesson

- Place pupils in eight groups and give each pupil a sheet of paper. Assign each group a story from the units in the Pupil's Book. Ask them to write random sentences from that story on their piece of paper. Then invite a group to the front of the class. Explain that they have to read out their sentences for the class to guess which story it is from.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Write the following dialogue on the board:

Minnie: *Does Pluto like swimming?*

Mickey: *Yes, he likes swimming. I like swimming, too.*

Minnie: *Oh yes! This is fun.*

Ask pupils to draw a picture illustrating the dialogue.

**10 Listen and answer.** CD 3.25 CD 3.26

1 Do you like tennis, Goofy?  
Oh, yes!  
Here's a racket. Let's play!

2 I like tennis!  
Me too! This is fun.

3 Does Pluto like tennis?  
Yes, Pluto likes tennis, too!

4 And he likes jumping!

5 Does Minnie like tennis?  
Oh dear! No, Minnie doesn't like tennis!

6 I'm sorry, Minnie!  
You're right, Mickey. I don't like tennis.

**11 Now act the story out.**

**Lesson 5 Story:** racket. Sports. *I like / don't like (tennis). He / She likes / doesn't like (swimming). Do you like (tennis)? Does he / she like (jumping)?*

## Lesson 6

**Lesson aims:** to consolidate vocabulary from previous lessons. To play a game with cut-out cards.

**Revision:** sports, clothes, colours. *horse; I like / don't like (tennis). He/She likes / doesn't like (swimming). Do you like (tennis)? Does he/she like (jumping)? I'm / He's / She's wearing (shorts). I've / He's / She's got (a racket).*

**Receptive language:** *What's this? What colour are they?*

**Materials:** CD 3, slips of paper with vocabulary from Unit 8.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Play "Listen and touch!" together (see Resource Bank, page A25) using slips of paper with vocabulary from Unit 8.

### Revision

- Place pupils in groups of four. Ask a question, e.g. *Do you like (tennis)?*, and have pupils ask it to the person on their right and remember the answer. Then ask each pupil to ask a pupil from another group about the person on their right: *(Marta), does (Adam) like (tennis)?* (Marta says: *Yes, (he) likes tennis / No, (he) doesn't like (tennis).* Once everybody has answered, pupils form new groups and the game continues with a new question.

### Pupil's Book, page 65

#### 12 Listen, point and say. Then choose and write in your notebook.

- Have pupils look at the pictures and ask: *What's this?* Pupils: *(Trunks.)* T: *What colour are they?* Pupils: *(Blue.)* Then have pupils read the sports under the pictures. T: *I like (tennis). I've got ...* Pupils: *(A racket.)*
- Explain that pupils have to point to equipment they hear and finish the sentences by giving the names of sports. Play track 3.27.

**12 Listen, point and say. Then choose and write in your notebook.** CD 3.27

1 Tom's wearing blue trunks. He likes swimming and **diving**.

2 Mia's wearing a green swimsuit. She's got a yellow surfboard. She likes **surfing**.

3 Sam's wearing shorts and a T-shirt. He's got a red racket. He likes **tennis**.

4 Anna's wearing a black hat and black boots. She's got a horse. She likes **riding**.

**13 Cut out (page 87). Then listen and play.** CD 3.28

Do you like riding?  
No, I don't like riding.

Do you like roller skating?  
Yes, I like roller skating.

**Lesson 6 Skills:** Sports. *I like / don't like (tennis). He / She likes / doesn't like (swimming). Do you like (tennis)? Does he / she like (jumping)?*

- 1 Tom's wearing blue trunks. He likes swimming and (...) diving. **3.27**
- 2 Mia's wearing a green swimsuit. She's got a yellow surfboard. She likes (...) surfing.
- 3 Sam's wearing shorts and a T-shirt. He's got a red racket. He likes (...) tennis.
- 4 Anna's wearing a black hat and black boots. She's got a horse. She likes (...) riding.

- Have pupils copy the sentences in their notebooks and explain that they have to complete them with the names of sports.
- Ask pupils to read the completed sentences to their partners.

#### 13 Cut out (page 87). Then listen and play.

- Have pupils cut out the cards on page 87. Ask each pupil to describe the cards to you.
- Ask pupils to look at the photos in Exercise 13 and tell you how they think the game will be played. Play track 3.28.
- Explain that each pupil should hold their own set of cards so that their partner can't see them. Pupil A thinks about their first card without showing it to Pupil B. Pupil B tries to guess the sport from Pupil A's card by asking: *Do you like (swimming)?* Pupil A answers using complete sentences. If Pupil B can guess the sport within 3 questions, they win the card and put it together with their own card of the same sport to make a pair. Otherwise, pupils swap roles. The player with the greatest number of pairs wins the game.

### TPR

Place pupils in two groups and give each pupil a sheet of paper. Have one group draw one piece of sport equipment learnt in this lesson on their paper and the other group draw or write the name of a sport from this lesson. Explain that when you say a sport, the pupils who have it must stand up and say *I've got* and then the pupils with the matching equipment have to stand up and say their item. T: *Tennis!* Pupils with tennis on their papers stand up: *I've got a ...* Pupils with rackets: *Racket.* Have pupils swap papers once all sports are covered and repeat activity.

### Activity Book, page 63

#### 10 Look and write.

- Ask a pupil to read the words in the word pool.
- Explain that pupils have to look at what the girl is doing in each picture and complete the sentences.
- Have volunteer pupils read the sentences to the class.
- **Answers:** 2 roller skating. 3 likes surfing. 4 She doesn't like baseball. 5 She doesn't like riding. 6 She likes basketball.

#### 11 Write.

- Explain that pupils have to complete the dialogue with words from the word pool.
- Once pupils have completed the activity, in pairs have them choose a role and read the dialogue.
- **Answers:** *diving, don't, swimming, like.*

### Ending the lesson

- Ask pupils to choose one of the children from Exercise 12 and draw them doing their favourite sport, then write a sentence about them.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils make a list of different sports they know and what equipment they need. Pupils: *I like (football). I've got a (ball) etc.*

## Lesson 7

**Lesson aims:** Social Science – to talk about favourite sports. To make a poster.

**Target language:** rock climbing, rodeo riding, scuba diving.

**Revision:** sports, feelings. *Fish, horse, shark; run, jump, round and round; I like / don't like (tennis). He/She likes / doesn't like (swimming). Do you like (tennis)? Does he/she like (jumping)? He/She isn't (worried/scared). (My) favourite sport is (swimming).*

**Receptive language:** extreme sports; You're (cycling). Are you (happy)? Who likes riding?

**Materials:** CD 3, flashcards with sports (from Level 1 and Level 2 or self-made), self-made flashcards with new vocabulary. Sheets of paper. Cut-out cards from lesson 6.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Explain that you will place one flashcard at a time on the board and pupils have to write the names of sports in their notebooks. Then turn the flashcards face down to the board and have pupils read the words from their notebooks.

### Presentation

- Write on the board: *Extreme sports* and below place flashcards with new vocabulary. Say each word and have pupils repeat after you. Ask pupils which extreme sports they would like to try.
- Have pupils look at the flashcard showing scuba diving. Ask, in L1, what the dangers of this sport could be (sharks, big fish, drowning). Continue for all extreme sports.
- Then ask how they feel about some sports. T: *You're (cycling). Are you (happy)?* Pupils: *Yes/No.*

### Pupil's Book, page 66

#### 14 Listen and read.

- Direct pupils to the Pupil's Book. Explain that pupils will hear a text about extreme sports and read along. Play track 3.29.
- Ask volunteers to read different paragraphs of the text aloud.
- Quiz pupils for understanding of the text with their Pupil's Book closed. T: *Who likes riding?* Pupils: *Jez.* T: *Does Anton like climbing?* Pupils: *No, he doesn't like climbing.* Continue with as many questions as possible.
- Then read a paragraph from the text and ask pupils if they remember which photo represented it.

#### 15 Talk about your favourite sport.

- Place pupils in pairs and have them talk about their favourite sports. Encourage them to use *Do you like?, I like / I don't like* and to talk about how they feel when they do their favourite sports. Tell pupils that they can pretend to be one of the people from Exercise 14.

#### 16 Project: make a poster about extreme sports.

- Ask pupils if they know any other extreme sports (bungee jumping, sky diving).
- Place pupils in pairs and give each one a sheet of paper. Explain that they have to make a poster about extreme sports. Explain that they can draw them or use magazine and newspaper cut-outs. When pupils have completed the activity, have each pupil present their work to the class and place all posters on classroom display. Encourage them to write about what equipment they need and how the sport would make you feel.

### TPR

Place pupils in three groups. Name each group *Mo, Anton or Jez*. Explain that you will play the reading text and each group has to mime the sports and actions. For example, the *Anton* group mimes swimming, scuba diving, not being worried or scared and excited. Have groups swap names and repeat the activity.

### Activity Book, page 64

#### 12 Follow, read and circle.

- Ask pupils what sports equipment they see and what sports the items could represent.
- Pupils follow the lines from the children to the sports equipment and then complete the sentence about each person.
- Have pupils check answers with their partners.
- **Answers:** 1 *scuba diving*, 2 *rock climbing*, 3 *rodeo riding*.

#### 13 Look and write.

- Ask pupils to tell you what sports they see. Then they unscramble the letters and write out the words in full under the relevant picture.
- Ask a volunteer pupil to read out the answers.
- **Answers:** 1 *rodeo riding*, 2 *scuba diving*, 3 *rock climbing*.

### Ending the lesson

- Place pupils in small groups and give each group a sheet of paper. Explain that they are the owners of a summer camp and have to make a programme of what the children can do there during the week. On the board write the following as an example: *Monday: morning – cycling, afternoon – swimming, evening – karate.*
- Have pupils present their work to the class and vote for the best summer camp.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Place pupils in pairs and have them play "Pelmanism" (see lesson 6, Unit 3) using two sets of cut-out cards from lesson 6. Players say: *He/She likes (roller skating)* as they turn the cards face up.

14 Listen and read. 3.29

**15 Talk about your favourite sport.**

**16 Project: make a poster about extreme sports.**

Lesson 7 CLIL: rock climbing, rodeo riding, scuba diving. Sports: *I like / don't like (tennis). He / She likes / doesn't like (swimming). Do you like (tennis)? Does he / she like (jumping)?*

## Lesson 8

**Lesson aims:** to revise the material from Unit 8. Self-assessment

**Revision:** sports. *I like/don't like (tennis). He/She likes/doesn't like (swimming). Do you like (tennis)? Does he/she like (jumping)?*

**Receptive language:** *Is (Lilo) (happy)? What colour is her swimsuit?*

**Materials:** CD 3, a sheet of paper for each pupil. Slips of paper, a box. Optional: Worksheets 13 and 22 for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Have pupils look through the whole unit for about a minute. Ask them to close their Pupil's Books and write a few sentences from any lesson. Pupils read their sentences aloud for the class to guess which lesson they are from.
- Have pupils vote for their favourite lesson from the unit. Read the text or play the listening tracks from the winning lesson.

### Revision

- Place pupils in pairs and ask them to open their notebooks. Explain that when you say *Go* they have to write as many sports and equipment as they can. Say *Stop*. The pair with the most sports wins.
- Play "Oops!" together (see Resource Bank, page A23). Prepare slips of paper. On each write a pronoun (*He/She*), a sport and a sign (*X, ✓* or *?*). Pupils make affirmative or negative sentences or questions using pronouns and the names of sports as they pick slips of paper from the box.

### Pupil's Book, page 67

#### 17 Listen and say. Then read and write in your notebook.

- Ask pupils who the three Disney characters are and what they're doing. T: *Is Lilo happy?* Pupils: *Yes.* T: *Why?* Pupils: *She likes surfing.* T: *What colour is her swimsuit?* Pupils: *Red and orange.* Continue for Nani and Stitch.
- Explain that pupils have to listen to the CD and say the number of the person being described. Play track 3.30 and stop it at the pauses for pupils to answer.

17 Listen and say. Then read and write in your notebook. 3.30

**18 In your notebook, draw and write about you and your friend. Then tell a friend.** Pupil's own answers

Lesson 8 Review: Sports: *I like / don't like (tennis). He / She likes / doesn't like (swimming). Do you like (tennis)? Does he / she like (jumping)?*

A: Does she like surfing?

B: Yes, she likes surfing.

A: Is she wearing a swimsuit?

B: Yes, she's wearing a swimsuit.

A: What colour is it?

B: It's blue and green.

A: Is she number 2? (...)

B: Yes, she's number 2.

A: Does he like surfing?

B: No, he doesn't like surfing.

A: Is he wearing trunks?

B: No, he isn't wearing trunks.

A: Is he number 3? (...)

B: Yes, he's number 3.

3.30

- Have pupils look at the sentences under the picture. Explain that they have to choose the correct words and write the sentences in their notebooks.
- Ask volunteer pupils to read out the sentences.

#### 18 In your notebook, draw and write about you and your friend. Then tell a friend.

- On the board write: *Do you like tennis? Do you like cycling?* Have a volunteer pair read and answer the questions.
- Place pupils in pairs and ask them to write two questions they would ask their partners about what sport they like. Have them ask their partners the questions.
- Ask a volunteer pupil to read the text in the activity.
- Then have pupils write sentences about sports they and their partner like/don't like. Ask them to compare their answers with their partners.
- Have pupils illustrate their work and present it to the class.

### Activity Book, page 65

#### 14 Look and write.

- Explain that pupils have to read the questions and complete the answers. Place pupils in pairs and have them complete the activity.
- Check answers by having volunteer pupils read out their answers.
- Then have pupils ask and answer with their partners about the pictures.
- **Answers:** 1 *surfing*, 2 *doesn't like football*, 3 *likes baseball*.

#### 15 Say and tick (✓). Then stick.

- Have pupils read the sentences.
- Pupils assess their own skills by ticking the boxes. Encourage them to look through the unit in their Pupil's Book as they think about the sentences.
- Ask pupils to find the stickers for this exercise at the end of their Activity Books. If pupils can tick all the boxes, they put a sticker with the film character next to the exercise.
- Play the unit song in the background as pupils work (track 3.20).

### Ending the lesson

- Give each pupil a sheet of paper and ask them to look at all the Pupil's Book. Have them choose their favourite Disney character to draw and write about. Ask pupils to present their work to the class and then place all work on classroom display.
- Congratulate the pupils for having completed Unit 8.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class

### Extra activity

Have pupils look through the unit, then choose and write two sentences. Ask them to draw what the sentences are about.

### Progress assessment

- Photocopiable materials, Worksheet 13, page 89. The guidelines for using the worksheet can be found on page 75.
- Review Units 7–8, Worksheet 22, page 98. The guidelines for using the worksheet can be found on page 77.
- *New English Adventure Test Book*, Level 2, Test 8.

# Valentine's Day

**Lesson aims:** to learn about Valentine's Day.

**Target language:** *card, chocolates, heart, I love you!*

**Revision:** *cake, flowers, I've got / She's got / He's got (a heart). Can I have (a card), please?*

**Receptive language:** *Happy Valentine's Day. What is it? What has she/he got?*

**Materials:** CD 3, 20 flashcards and word cards from the units covered so far, self-made flashcards for *flower, card, balloon, heart, chocolates, cake*. A sheet of paper for each pupil. Colour pencils, Valentine's Day cards. Optional: Worksheet 14 for each pupil.

**Valentine's Day** is celebrated around the world on February 14<sup>th</sup>. People give cards, presents, flowers, cakes and chocolates to each other to show their love and respect. In Finland and Estonia friends give presents to each other as a mark of strong friendship and in Japan women give men chocolate if Valentine's Day is on a Sunday. Friends also exchange chocolates in Japan on Valentine's Day.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Play "Word snake" (see: Resource Bank, page A22) using 20 flashcards and word cards to revise the vocabulary covered so far.

## Presentation

- Place flashcards with lesson vocabulary on the board. Ask volunteer pupils to tell you what each item is as you point to them. Have pupils repeat the words after you.
- Ask pupils what they know about Valentine's Day and how they celebrate it. Then explain, in L1, the different traditions of Valentine's Day.

## Pupil's Book, page 68

### 1 Listen and say the number.

- Direct pupils to Pupil's Book, page 68, Exercise 1. Explain that pupils have to say the number of the items being described. Play track 3.38.

A: Oh! Look at the flowers! They're beautiful. **3.38**  
 B: There are 5 cards.  
 C: Look at the balloon. It's a heart!  
 A: Mm. Chocolates. I love chocolates.  
 B: Look at the cake. It's pink!

- T: *Look at 1. What is it?* Pupils: *It's a cake.* Place pupils in pairs and have them ask and answer about all the items.

### 2 Find and say. Then write in your notebook.

- Have five pupils come to the front of the class and give each one a self-made flashcard from this lesson. T: *Look at (Sarah). What has she got?* Pupils: *She's got a (heart).* Continue for all the pupils in line.
- Have pupils look at Exercise 2. Explain that they have to read the sentences in the speech bubbles and complete them with the correct words. Then have pupils write the completed sentences in their notebooks. Have pupils read their sentences to their partners.

### 3 Say and play.

- Place pupils in pairs. Explain they have to pretend to be one of the children in the picture and have their partner point to the correct drawing. Pupil 1: *I've got flowers.* Pupil 2 points to the child with the flowers. Pupils swap roles.

### 4 Project: make a Valentine's Day card.

- Show pupils the Valentine's Day cards. Ask them what they could draw on their Valentine's Day cards or what shape they could cut them out in. Give each pupil a sheet of paper and have them make their own cards.
- Encourage them to write a Valentine's Day message in English inside (with your help, if necessary). Explain that they can give the card to their parents or best friends if they like.

## TPR

Place pupils in small groups and give each pupil a sheet of paper. Have them draw an item from the lesson. They have to make sure that the group has all the new words. Explain that they are going to pretend to go shopping for Valentine's Day. Have each group choose one person to be the salesperson. Have them collect all the drawings. Pupil 1: *Can I have a card, please?* The salesperson gives them a drawing of a card. When all the items have been bought, pupils have to say what they have. Pupil 1: *I've got (a card).* Pupil 2: *I've got (flowers).*

## Activity Book, page 66

### 1 Find and circle. Then write.

- Explain that pupils have to find the words in the word snake, circle them and then write them under the pictures.
- Answers: 1 *flowers*, 2 *chocolates*, 3 *card*, 4 *heart*, 5 *cake*.

### 2 Look and colour.

- Explain that pupils have to do the sums on the left and colour the picture accordingly.

## Ending the lesson

- Ask pupils to look at the cards they made. Have pupils describe them. Pupil 1: *I've got a heart.* Pupil 2: *I've got a cake.*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity

Place pupils in pairs. Ask one of them to draw a present for Valentine's Day for the other one to guess its name. Pupils have to draw with their left hand if they are right-handed and vice versa. Ensure pupils swap roles.

## Progress assessment

- Photocopiable materials, Worksheet 14, page 90. The guidelines for using the worksheet can be found on page 76.

## Valentine's Day

**1 Listen and say the number.** CD 3.38 3, 2, 5, 4, 1

**2 Find and say. Then write in your notebook.**

**3 Say and play.**

**4 Project: make a Valentine's Day card.**

**Lesson 1:** cake, card, chocolates, flowers, heart. I love you!

**68**

# Harvest Festival

**Lesson aims:** to learn about Harvest Festival. To design a corn doll.

**Target language:** *corn, corn doll, harvest.*

**Revision:** *apples, bread, carrots, pears, pumpkin, autumn, basket.*

**Receptive language:** *food, lucky; We say thank you. When is Harvest Festival? What is it? How many (corn dolls)? Can you see (apples)? Happy Harvest Festival.*

**Materials:** CD 3, self-made flashcards for *corn, corn doll, harvest*. A piece of thick drawing paper for each pupil. Coloured paper, ribbons, glue, scissors, wooden skewers (or similar), pictures of Harvest Festivals from the Internet or magazines. Optional: Worksheet 14 for each pupil.

**Harvest Festival** is celebrated in autumn to say *Thank you* for the food the Earth gives us. People go to the Festival market and buy corn, apples, etc. Corn dolls are made as a symbol of gratitude.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Revise food vocabulary by playing the "Observation" game (see: Resource Bank, page A21).

## Presentation

- Place all flashcards on the board. Ask volunteers what each item is. Teach unknown words. Have pupils repeat.
- Stick pictures of Harvest Festivals on the board. Ask pupils what food they see. Point to products as pupils say them.

## Pupil's Book, page 69

### 1 Listen, read and point.

- Direct pupils to the Pupil's Book and ask them what they see. Have them read along with the track and point to the items they hear. Play track 3.31.

A: It's autumn. It's the Harvest Festival. **3.31**  
 B: At Harvest Festival we say 'Thank you' for our food. Look! There's a basket on the table.  
 C: Can you see the apples (...) and the pears? Can you see the bread (...) and the corn?  
 A: Can you see the pumpkin (...) and the carrots?  
 B: Look! It's a doll. A corn doll. It's lucky! It's for a good harvest.  
 C: Happy Harvest Festival!

- Question for understanding. T: *When is Harvest Festival?* Pupils: *Autumn.* Ask a volunteer to read the text.
- T: *Look at 1. What is it?* Pupils: *It's a corn doll.* Have pupils ask and answer in pairs.

### 2 Look at Exercise 1. Count and say. Then write the numbers in your notebook.

- Ask pupils to look at the picture. T: *How many (corn dolls)?* Pupils: *(Two).*
- Place pupils in pairs. Explain that they have to count the items they see and write the numbers in their notebooks. On the board write: *Apples – four* as an example.
- Place pupils in pairs. One pupil says a food item for the other to point to and say how many there are. Pupils swap roles.

### 3 Project: design a corn doll.

- Ask pupils to design their own corn doll. They can decorate the doll with e.g. ribbons or coloured paper. Pupils can either refer to the Pupil's Book for inspiration or research shapes and types on the Internet and then draw their own doll.
- Once the dolls are ready, give the pupils wooden skewers (or e.g. pencils) and show them how to fold the doll in half and glue it to the wood. Place all work on classroom display.

## TPR

Place pupils in seven groups and name each one after lesson vocabulary (e.g. *corn doll*). Explain that you will say a food and a number and that exact number of pupils from each group has to come forward. If more or fewer pupils come forward, the group loses a point. Points are also lost if a food not mentioned comes forward. T: *My Harvest Basket has 3 apples, 2 carrots, 5 pears and 6 corn dolls.*

## Activity Book, page 67

### 1 What's in the basket? Find and circle. Then colour.

- Ask pupils to look at the word snake, identify and circle the words, then colour the words that correspond to the picture.
- Answers: *apples, cheese, pears, corn, pumpkin, bread, milk, carrots.*

### 2 Draw and write.

- Have pupils draw any food they like in the basket and complete the sentence.

## Ending the lesson

- Have pupils draw a big basket with harvest food. When you call food-related words, if it's in their basket, they raise their hands and spell it with you. T: *Corn.* T and Pupils: *C-O-R-N.* Pupils continue the activity in pairs.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity

Ask pupils to draw other food we should give thanks for. Then place them in pairs. Have one pupil draw the Harvest Festival vocabulary on the other one's back so that they can guess the word. Ensure pupils swap roles.

## Progress assessment

- Photocopiable materials, Worksheet 15, page 91. The guidelines for using the worksheet can be found on page 76.

## Harvest Festival

**1 Listen, read and point.** CD 3.31

**2 Look at Exercise 1. Count and say. Then write the numbers in your notebook.**

**3 Project: design a corn doll.**

**Lesson 1:** apples, bread, carrots, corn, corn doll, pears, pumpkin, harvest. Food. Seasons.

**69**

# Mother's Day

**Lesson aims:** to learn about Mother's Day. To practise prepositions.

**Revision:** family members, prepositions of place. *card, chocolates, flowers, cup; I've / He's / She's got (flowers).*

**Receptive language:** *Who is it? Where is (Dad)? What has (Grandma) got? Happy Mother's day.*

**Materials:** CD 3. Coloured paper, wooden skewers or twigs, scissors, glue. Flashcards with family members (from Starter A & B). Self-made flashcards for *flower, card, chocolates*. Sheets of paper, and slips of paper. Optional: Worksheet 16 for each pupil.

In Britain **Mother's Day** is celebrated in March or April, on the fourth Sunday of Lent. Other countries celebrate it in February, March, May, June, July, August and November. It is a day to say *Thank you* not only to mothers but also grandmothers. It is not a public holiday.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher! Say the Hello! chant together.*
- On the board place all family members flashcards. Point to one, intentionally say a wrong name and have pupils correct you. Continue for all flashcards.

## Presentation

- Place flashcards with lesson vocabulary on the board and revise it by pointing to each flashcard and having pupils say its name.
- Place three pupils in front of the class and have two of them stand next to each other and the third one stand behind them. Ask: *Where's (Anna)?* Pupils: *She's (next to) (Tom), etc.*
- Ask children, in L1, when Mother's Day is celebrated in their country, then ask what do to make their mother/grandmother happy.

## Pupil's Book, page 70

### 1 Listen and say the number.

- Direct pupils to Pupil's Book, page 70, Exercise 1. Have pupils point to the first person and tell you who it is. T: *Who is it?* Pupils: *It's Mum.* Continue in this manner with the other characters.
- Explain that pupils have to listen and say the number of the person speaking.
- Play track 3.39.

A: Happy Mother's Day, Mum! I've got a card for you. **3.39**  
 B: I've got some flowers for you, Mum.  
 C: Thank you, very much. And thank you for the chocolates.  
 D: Look at my beautiful flowers!

- Replay track 3.38 with pauses and have pupils repeat the sentences they hear.

### 2 Look at Exercise 1 and say Yes or No.

- Ask pupils to look at the picture. T: *Where is Dad?* Pupils: *He's behind mum.* T: *What has Grandma got?* Pupils: *Flowers.* Continue with as many items as possible.
- Explain that pupils have to read the sentences and say *Yes* or *No*. Place pupils in pairs and have them complete the activity.

### 3 Project: make some flowers for Mother's Day.

- Ask pupils if their mothers like flowers, and if yes, which ones. Explain that pupils are going to make bouquets of flowers for Mother's Day using coloured paper to make flowers and then stick them on wooden skewers or twigs. They should write a message in English (with your help, if necessary) on a piece of paper to attach to their bouquet, with Mother's Day greetings.
- Distribute the materials and help pupils if necessary.

## TPR

Ask each pupil to draw two family members. While pupils are drawing, write the names of family members on small slips of paper and put them in a box or bag. Ask pupils to stand up. Pick up one piece of paper at a time and read out the word. The pupils who drew two corresponding family members should sit down. Continue until you use all the pieces of paper. Have pupils swap sheets of paper and repeat the activity.

## Activity Book, page 68

### 1 Look and write.

- Explain that pupils have to use the flower code to decipher the message on the card.
- Answer: *Happy Mother's Day.*

### 2 Draw. Then write.

- Tell pupils they have to draw a picture for the front of their card and write a message to their Mum on the right. On the board write: *Happy Mother's Day, I love you! Thank you Mum!* Explain that pupils can choose one of these to write on their card.

## Ending the lesson

- Give each pupil a sheet of paper and have them draw their family on Mother's Day. Explain that they have to write two or three sentences describing where each member is, like the ones in Exercise 2.
- Have pupils present their work to the class and place it on classroom display.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity

Place pupils in pairs. Have them look at the picture in Exercise 1 and remember the details. Then one person closes the book and describes the picture (*Dad is behind mum. Mum's got chocolates*) while the other one is checking with the book open. Then pupils swap roles.

## Progress assessment

- Photocopiable materials, Worksheet 16, page 92. The guidelines for using the worksheet can be found on page 76.

## Mother's Day

**1 Listen and say the number.** CD 3.38 2, 3, 1, 4

**2 Look at Exercise 1 and say Yes or No.**

- Mum is behind dad. **No**
- Grandma is next to granddad. **Yes**
- Mum's got chocolates. **Yes**
- There's a cake on the table. **No**
- Grandma's got a cup. **No**
- Mum's happy. **Yes**

**3 Project: make some flowers for Mother's Day.**

Lesson 1: card, chocolates, flowers. Family. Prepositions of place.

# Bonfire Night

**Lesson aims:** to learn about Bonfire Night. To make a Bonfire Night poster.

**Target language:** *bonfire, fireworks, Guy, potatoes.*

**Revision:** clothes, months. *big, hot, hungry; He's wearing (a hat).*

**Receptive language:** *remember, 5<sup>th</sup>; What am I wearing? What is it? What colour is the bonfire?*

**Materials:** CD 3. Self-made flashcards for *bonfire, fireworks, Guy, potatoes*, clothes flashcards (from Starter A & B and Level 1 or self-made). Paper, colour pencils, glue, scissors, pictures of Bonfire Night from the Internet or magazines. Slips of paper. Optional: Worksheet 17 for each pupil.

**Bonfire Night** is celebrated on November 5<sup>th</sup>. In 1605, Guy Fawkes unsuccessfully tried to blow up the British Parliament. People lit bonfires to celebrate. Now, people light fireworks to celebrate this event. They make stick figures of a man to burn in a bonfire and bake potatoes in the fire to eat.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher! Say the Hello! chant together.*
- Revise clothes vocabulary by playing the "Charades" game (see: Resource Bank, page A21).

## Presentation

- Place flashcards on the board. Ask volunteers to name each item as you point to it. Teach unknown words by pointing, saying and having pupils repeat.
- Stick pictures of Bonfire Nights on the board. Ask pupils what they see and point to the items.
- Place clothes flashcards on the board. T: *It's November. What am I wearing?* Pupils: *A coat, a jacket.* Continue for all the months and clothes.
- Explain simply, in L1, the tradition behind Bonfire Night.

## Pupil's Book, page 71

### 1 Listen, read and point.

- Direct pupils to Exercise 1. Ask pupils what clothes they see. Explain that they have to listen to the CD, read the words and point to the items they hear. Play track 3.32.

## Bonfire Night

**1 Listen, read and point.** CD 3.32

**2 Listen and chant.** CD 3.33 KARAOKE CD 3.34

Remember, remember,  
The 5th of November,  
Bonfires and fireworks,  
Bonfires and fireworks.  
Remember!

**3 Look at Exercise 1. Find and say.**

**4 Project: make a Bonfire Night poster.**

Lesson 1: bonfire, fireworks, Guy, potatoes. Clothes. Months.

A: It's the 5th of November. It's Bonfire Night. Look at the bonfire. **3.32**  
 It's big, and hot!  
 B: Look at the fireworks! Wow!  
 C: Can you see the Guy? He's wearing trousers, a shirt and a hat.  
 D: We're hungry. We're eating hot potatoes. Mmm.

- T: *Look at 1. What is it?* Pupils: *It's Guy.* Place pupils in pairs and have them ask and answer.

### 2 Listen and chant.

- Have a volunteer read the chant. Ask pupils to find the bonfire and fireworks in the picture. T: *What colour is the bonfire?* Pupils: *Yellow.*
- Explain that pupils will hear the track to chant along to. Play track 3.33.
- Have pupils chant with the karaoke version 3.34 if confident.

### 3 Look at Exercise 1. Find and say.

- Ask pupils to look at the puzzles and find them in the picture in Exercise 1. Place pupils in pairs, have them point to the items and say what they are. Pupil 1: *It's Guy.*

### 4 Project: make a Bonfire Night poster.

- Place pupils in pairs and give each a sheet of paper. Ask them to make a poster about Bonfire Night. Encourage them to illustrate the poster with fireworks, bonfires and potatoes. For inspiration, refer pupils to the pictures on the board and in the Pupil's Book. Place work on classroom display.

## TPR

Place pupils in four groups and assign each one a word from the lesson. Explain that when you call out a word, that group has to stand up and spell it. T: *Guy.* Pupils from *Guy* group: *G-U-Y.* Groups lose a point if they make a mistake. Have groups swap items and repeat.

## Activity Book, page 69

### 1 Find and circle. Then write.

- Pupils circle the words from the lesson in the word search, then write them under the pictures.
- Answers: 1 *bonfire*, 2 *Guy*, 3 *fireworks*, 4 *potatoes*, 5 *November*.

### 2 Draw. Then write.

- Have pupils draw their own Guy and write a sentence about his clothes.

## Ending the lesson

- Give pupils a slip of paper and place them in two groups. Explain that one group writes and the other draws an item from the lesson.
- Explain you will call out a word. Pupils with that word and drawing stand up to find a partner. One pupil has to have the word and the other the drawing. Pupils without pairs sit down and wait for the next round.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity

Ask pupils to write a paragraph about what Guy from the Bonfire Night poster is wearing.

## Progress assessment

- Photocopiable materials, Worksheet 17, page 93. The guidelines for using the worksheet can be found on page 76.

# New Year's Eve

**Lesson aims:** to learn about New Year's Eve.

**Target language:** *clock, midnight, New Year's Eve, party.*

**Revision:** colours. *calendar, fireworks; It's (a party). I'm (dancing).*

**Receptive language:** *What month/time is it? What's he/she doing? What's (he) wearing? What colour is it? Happy New Year.*

**Materials:** CD 3, flashcards with words associated with the weather, feelings and activities. Self-made flashcards for *clock, midnight, New Year's Eve, party.* A sheet of paper for every pupil, colour pencils, glue, scissors, pictures of people celebrating New Year's Eve. Optional: Worksheet 18 for each pupil.

**New Year's Eve** is celebrated on December 31<sup>st</sup>. There are different New Year's Eve traditions in different countries. In Turkey and Greece, Santa comes on New Year's Eve. In Mexico, Italy and Spain people eat grapes as they count down to the New Year and make a wish. In Greece, children sing New Year's carols and collect money for presents. In Scotland, the person to cross your doorstep first gives you a cake for good luck and in Wales, people dress as horses and sing in the pubs for food or drink.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Play "Categories" to revise vocabulary from Units 1–3 (see: Resource Bank, page A21).

## Presentation

- Place flashcards with lesson vocabulary on the board. Ask volunteers to tell you what each item is as you point to it. Have pupils repeat the words after you.
- Stick pictures of New Year's Eve on the board. Ask pupils what they see. Then explain, in L1, the traditions of New Year's Eve.

## Pupil's Book, page 72

### 1 Listen, read and point.

- Pupils look at the calendar. T: *What month is it?* Pupils: *December.* T: *What are they doing?* Pupils: *They're having a party.* T: *What's (the pirate) wearing?* Pupils: *(A shirt).* Go through all the characters.
- Have pupils read the words with the track and point to the items. Play track 3.35.

A: It's New Year's Eve. Let's have a party! **3.35**  
 B: Look at the clock. Hooray! It's midnight. Happy New Year!  
 Chorus: Happy New Year!  
 C: Look at the fireworks! They're beautiful.

- T: *Look at 1. What is it?* Pupils: *It's a clock.* Pupils ask and answer in pairs.

### 2 Look at Exercise 1. Read, find and say.

- Have a volunteer read the texts. Ask pupils to point to the corresponding pictures and tell you their numbers. Then explain that they have to look at the picture in Exercise 1 and find the activity.
- Place pupils in pairs and have them take it in turns to point to the pictures in Exercise 1 and read the texts.

### 3 Listen and sing.

- Read the song and explain any unknown words.
- Play track 3.36 as pupils read or sing along. When they feel confident, do the karaoke version (track 3.37).

### 4 Project: New Year's Eve around the world.

- Place pupils in four groups. Explain that they are going to make a poster about New Year's Eve around the world. Each group chooses a different country. You can guide pupils by giving them a choice of countries to find out about, e.g. Spain, Scotland, etc. You can also give them information about the countries if it is impractical to ask pupils to find this out on their own. Explain that pupils may show New Year's Eve only in the chosen country, or contrast it with traditions in their own country.

## TPR

Place pupils in four groups and assign each one a line from the song. Explain that when they hear their line, they have to stand up and sing it. Play track 3.36. Groups swap lines and repeat the activity.

## Activity Book, page 70

### 1 Write the words.

- Have pupils solve the crossword, using the pictures as clues.
- Answers:** 1 *party*, 2 *fireworks*, 3 *midnight*, 4 *clock*, 5 *calendar*.

### 2 What do you do on New Year's Eve? Circle and draw.

- Have pupils circle the correct words in the sentences and draw what they do on New Year's Eve.

## Ending the lesson

- Place pupils in pairs. Explain that when you say *Go*, they have to write words associated with New Year's Eve in 30 seconds. First five pairs with most words win.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity

Pupils write about what their family does on New Year's Eve.

## Progress assessment

- Photocopiable materials, Worksheet 18, page 94. The guidelines for using the worksheet can be found on page 76.

## New Year's Eve

### 1 Listen, read and point. **CD 3.35**

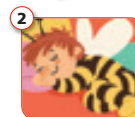


### 2 Look at Exercise 1. Read, find and say. **CD 3.36**

I'm singing.

I'm dancing.

I'm sleeping.



### 3 Listen and sing. **CD 3.36** **KARAOKE CD 3.37**

A Happy New Year to you all!  
 May all your dreams come true!  
 A Happy New Year to you all,  
 Good health and good luck, too.

### 4 Project: New Year's Eve around the world. **CD 3.36** **CD 3.37**

# Photocopiable worksheets

## Teacher's notes

PLEASE NOTE! Before you hand out the worksheets, revise the target vocabulary using any game from the Resource Bank.

### Pre-coursebook period, lesson 1

#### Worksheet 1 (page 78)

**Activity aim:** to revise introductions and classroom commands.

##### 1 Unjumble and answer.

- Walk around the class asking: *How are you? What's your name?*
- Ask pupils to unjumble the sentences and write the answers to each question.
- **Answers:** 1 *What's your name?* 2 *How are you?* 3 *I'm fine, thanks, and you?; Pupils' own answers.*
- **Follow-up:** Place pupils in pairs and have them make a dialogue with the sentences from Exercise 1.

##### 2 Read and match.

- Say a classroom command and have pupils mime it with you.
- Ask pupils to match the commands to the pictures.
- **Answers:** 1 a, 2 f, 3 c, 4 d, 5 b, 6 e.
- **Follow-up:** Have pupils cover the commands. Point to the pictures and ask pupils to say the correct commands.

### Pre-coursebook period, lesson 2

#### Worksheet 2 (page 78)

**Activity aim:** to revise classroom objects. *This is (your bag). It's (a pen).*

##### 1 Unjumble the words.

- Ask pupils to unjumble the words and write them in the gaps provided.
- **Answers:** 1 *pencil*, 2 *rubber*, 3 *ruler*, 4 *chair*, 5 *bag*, 6 *board*.
- **Follow-up:** Say the names of classroom objects and have pupils point to them in the classroom.

##### 2 Read and match.

- Point to a few classroom objects and ask: *What's this?* Pupils: *This is a (rubber) / It's a (rubber).*
- Ask pupils to match the sentences to the pictures.
- **Answers:** 1 c, 2 a, 3 b.
- **Follow-up:** Place pupils in pairs and have them walk around. One pupil points to an object, says a false sentence and the other one corrects it. Pupil 1: (*pointing to a pen*) *It's / This is a pencil.* Pupil 2: *No, it's / this is a pen.* Have pupils swap roles.

### Pre-coursebook period, lesson 3

#### Worksheet 3 (page 79)

**Activity aim:** to revise numbers 10–20. *There are (ten) (bags).*

##### 1 Look and read. Then match and write.

- Hold up three pencils and ask: *How many pencils?* Pupils: *(Three).*
- Ask pupils to match the questions to the pictures, count the objects and answer the questions.
- **Answers:** 1 *twelve pencils.* 2 *There are ten bags.* 3 *There are fifteen rulers.* 4 *There are eleven chairs.*
- **Follow-up:** Pupils cover the worksheets and answer questions using complete sentences. T: *How many (pencils)?* Pupils: *There are (twelve) pencils.*

### Pre-coursebook period, lesson 4

#### Worksheet 4 (page 80)

**Activity aim:** to revise colours and food. *I like / don't like (cake). My favourite food is (chocolate).*

##### 1 Read and colour.

- Point to different objects in the classroom and ask: *What colour is it?* Pupils: *It's (red).*
- Ask pupils to read the sentences and colour the shapes accordingly.
- **Answers:** 1 *red*, 3 *yellow*, 4 *blue*, 6 *orange*, 7 *black*, 9 *green*.
- **Follow-up:** Place pupils in pairs and have them take it in turns to point to the shapes and say: *It's (red).*

##### 2 Read and write about you.

- Read the sentences to pupils completing them about yourself. Then ask pupils: *Do you like (cake)? What's your favourite food?*
- Ask pupils to write what their favourite food is using the words from the word pool. Have pupils read out their answers.

## Hello

### Worksheet 5 (page 81)

**Activity aim:** to revise the alphabet and introductions.

#### 1 Read and match.

- Walk around the class asking the questions 1–5 and have pupils answer them.
- Ask pupils to match the questions 1–5 to the answers a–e.
- **Answers:** 1 b, 2 a, 3 d, 4 e, 5 c.
- **Follow-up:** Place pupils in pairs and have them ask each other the questions from the worksheet and answer them.

#### 2 Write the missing letters. Then match.

- Say two letters of the alphabet for pupils to say the next one. T: A, B... Pupils: C.
- Ask pupils to fill in the letters of the alphabet and then match the capitals to the jumbled lower case letters.
- **Follow-up:** Have pupils say the alphabet and then read the lower case letters under the alphabet.

## Unit 1

### Worksheet 6 (page 82)

**Activity aim:** to revise feelings and family members. *This is (dad). He's (hungry).*

#### 1 Read and answer. Then draw.

- Ask pupils to read the text and answer the questions.
- **Answers:** 1 Dad. 2 Anna. 3 Yes, she is thirsty. 4 No, she is worried. 5 Pat.
- **Follow-up:** Have pupils draw a picture matching the text.

#### 2 Read and match.

- Say: *I've got ice cream. I'm ...* and have pupils finish your sentence: *(happy)*.
- Ask pupils to match the sentences to the feelings.
- **Answers:** 1 b, 2 a, 3 e, 4 d, 5 c.
- **Follow-up:** Place pupils in pairs. One of them reads a sentence 1–5 and the other reacts to it with the worksheet covered. Then pupils swap roles.

## Unit 2

### Worksheet 7 (page 83)

**Activity aim:** to revise the weather, seasons and clothes. *It's (cold). She's got a (scarf).*

#### 1 Circle the correct words.

- Ask pupils to read the sentences and circle the correct words.
- **Answers:** 1 cold and snowing, 2 summer, 3 cloudy, 4 spring, 5 windy and cloudy.
- **Follow-up:** Have pupils write their own sentences about two seasons and then read them to their partners.

#### 2 Read and complete. Then draw.

- Ask pupils to read the texts and complete them with the words from the word pool. Then pupils draw pictures matching the texts.
- **Answers:** 1 winter, 2 summer, 3 autumn, 4 spring.
- **Follow-up:** One pupil describes a picture and the other one guesses the season. Then pupils swap roles.

## Unit 3

### Worksheet 8 (page 84)

**Activity aim:** to revise different action verbs. *(He) is / isn't (running).*

#### 1 Look and answer.

- Ask pupils to tell you what the children in the picture are doing.
- Have pupils look at the picture and answer the questions.
- **Answers:** 1 No, he isn't walking. He's running. 2 Yes, she is jumping. 3 No, he isn't running. He's throwing a ball. 4 No, he isn't running. He's walking. 5 Yes, she is reading. 6 Yes, she is writing.
- **Follow-up:** Pupils talk about the picture in pairs.

#### 2 Read and complete.

- Say: *I'm at a party. I'm ...* and have pupils finish your sentence: *(Dancing)*.
- Ask pupils to complete and then write the sentences using the word pool.
- **Answers:** 1 I'm dancing. 2 It's flying. 3 He's swimming. 4 I'm juggling. 5 She's drawing. 6 He's singing.

## Unit 4

### Worksheet 9 (page 85)

**Activity aim:** to revise places in a town and prepositions of place. *There's a (hotel) next to a (school). It's (next to) the (school).*

#### 1 Look at the pictures. Read and tick (✓) the correct sentences.

- Have pupils look at the pictures and tell you where the different places are using *next to, behind, in front of*.
- Pupils read the sentences and tick the ones which are correct.
- **Answers:** 1 ✓, 4 ✓.

#### 2 Look at Exercise 1 and answer.

- Ask pupils to answer the questions by using the map as a guide.
- **Answers:** 1 It's next to the hotel. 2 It's in front of the museum. 3 It's in front of the park. 4 It's next to the shop.
- **Follow-up:** Pupils talk about the places in the town in pairs.

## Unit 5

### Worksheet 10 (page 86)

**Activity aim:** to revise daily routines and telling the time. *I (get up) at (eight o'clock).*

#### 1 Number the daily routines. Then answer.

- Ask pupils to put the daily routines in the correct order, then answer the questions about themselves.
- **Answers:** 1 get up, 2 have breakfast, 3 go to school, 4 work, 5 have lunch, 6 go home, 7 go to bed.
- **Follow-up:** Place pupils in pairs and have them describe their typical day to each other.

#### 2 Read and write sentences.

- Ask pupils to look at the pictures, read the time and write sentences about daily routines.
- **Answers:** 1 I get up at half past six. 2 I have a shower at half past seven. 3 I have breakfast at eight o'clock. 4 I read a book at eleven o'clock. 5 I go home at four o'clock. 6 I go to bed at half past eight.
- **Follow-up:** Place pupils in pairs and have them read sentences for their partner to point to the correct picture.

## Unit 6

### Worksheet 11 (page 87)

**Activity aim:** to revise hobbies and days of the week. *I (do) (karate). He has (an art lesson) on Monday.*

#### 1 Correct the sentences.

- Ask pupils what hobbies they have.
- Have pupils correct the sentences.
- **Answers:** 1 I do karate and go cycling. 2 I do ballet and go swimming. 3 I do gymnastics and have art lessons. 4 I have music lessons and go camping.
- **Follow-up:** Pupils write an incorrect sentence for their partner to correct.

#### 2 Find the days. Then write them.

- Ask pupils to find the days of the week in the word snake and write them down.
- **Answers:** Tuesday, Friday, Monday, Wednesday, Thursday, Sunday, Saturday.

#### 3 Look at Pete's diary and correct the sentences.

- Ask pupils to look at the diary and correct the sentences.
- **Answers:** 1 He has art lessons on Monday. 2 He does karate on Wednesday. 3 He has music lessons on Thursday. 4 He goes fishing on Sunday.
- **Follow-up:** Ask pupils to write a few sentences about what they do during the week to read to their partners.

## Unit 7

### Worksheet 12 (page 88)

**Activity aim:** to revise animals and animal food. *(Crocodiles) eat (meat).*

#### 1 Read and complete. Then write the missing letters.

- Ask pupils to read the sentences, complete the gaps with the words from the word pool and fill in the missing letters in the words.
- **Answers:** 1 grass, meat, 2 meat, seeds, 3 bugs, fruit, 4 seeds, grass, 5 leaves, bugs, 6 fruit, leaves.
- **Follow-up:** Ask pupils to write two sentences about animals and what they eat to read to their partners.

#### 2 Put the words in the correct column.

- Pupils tell you what they remember about omnivores, carnivores and herbivores. Place pupils in pairs and have them put the words in the correct column.
- **Answers:** carnivores: lions, tigers, crocodiles, sharp teeth; omnivores: monkeys, birds, frogs, sharp beaks, sharp teeth, flat teeth; herbivores: antelopes, zebras, hippos, flat teeth.

## Unit 8

### Worksheet 13 (page 89)

**Activity aim:** to revise sports names. *I like / don't like (riding). He/She likes / doesn't like (surfing).*

#### 1 Tick (✓) or cross (X) and write sentences about you, using I like / I don't like.

- Ask pupils to tick the sports they like and cross the ones they don't like. Then ask them to write sentences using the information in the table.
- Have pupils read their sentences to their partners.

#### 2 Guess the sport.

- Pupils write the names of the sports described in the sentences.
- **Answers:** 1 surfing, 2 tennis, 3 riding, 4 scuba diving, 5 roller skating, 6 rock climbing.
- **Follow-up:** Pupils read the sentences for their partners to guess the sport.

#### 3 Choose the correct word.

- Have pupils read the sentences and then choose the correct words.
- **Answers:** 1 like, 2 doesn't, 3 likes, 4 doesn't like, 5 don't.

## Valentine's Day

### Worksheet 14 (page 90)

**Activity aim:** to revise Valentine's Day vocabulary.

#### 1 Read and correct the sentences.

- Pupils look at the pictures and correct the sentences.
- **Answers:** 1 *She's got flowers.* 2 *He's got chocolates.* 3 *He's got two hearts.* 4 *She's got a card.*
- **Follow-up:** Have pupils cover the sentences and describe the pictures.

#### 2 Unjumble the words.

- Explain that pupils have to unjumble the words.
- **Answers:** 1 *chocolates*, 2 *cake*, 3 *heart*, 4 *cards*, 5 *flowers*.

#### 3 Read and draw. Then colour.

- Ask pupils to read the description, then draw the shop window and colour it as in the text. Then have them compare their pictures in pairs.

## Harvest Festival

### Worksheet 15 (page 91)

**Activity aim:** to revise Harvest Festival vocabulary.

#### 1 Unjumble the words.

- Ask pupils what they remember about the Harvest Festival. Then have them unjumble the words.
- **Answers:** *apples, pumpkin, bread, carrots, pears, corn.*

#### 2 Read and complete. Then draw.

- Ask pupils to read the text and complete it with the words from the word pool. Then ask pupils to draw a picture matching the text.
- **Answers:** 1 *autumn*, 2 *Festival*, 3 *thank*, 4 *food*, 5 *apples*, 6 *corn*, 7 *pears*, 8 *hat*.
- **Follow-up:** Have pupils cover their worksheets. Read the text and ask them to say *Stop* when they hear a word missing and say it.

## Mother's Day

### Worksheet 16 (page 92)

**Activity aim:** to revise Mother's Day vocabulary.

#### 1 Look and write.

- Ask pupils what they do on Mother's Day. Then have them look at the picture and complete the text.
- **Answers:** 1 *flowers*, 2 *card*, 3 *chocolates*, 4 *cake*, 5 *cup (of tea)/tea*.
- **Follow-up:** Have pupils cover the text and describe it in pairs, using as many details as possible.

#### 2 Unjumble the sentences.

- Ask pupils to unjumble the sentences.
- **Answers:** 1 *Mum is next to Grandma.* 2 *My sister has got card for Grandma.* 3 *My brother has got chocolates for Mum.* 4 *Dad has got a cake.* 5 *Grandma and Mum are very happy.*
- **Follow-up:** Pupils write another sentence describing the picture in Exercise 1.

## Bonfire Night

### Worksheet 17 (page 93)

**Activity aim:** to revise Bonfire Night vocabulary.

#### 1 Write the missing letters.

- Ask pupils what they remember about Bonfire Night. Then have them fill in the missing letters in the words.
- **Answers:** 1 *Guy*, 2 *firework*, 3 *bonfire*, 4 *potatoes*.

#### 2 Read and colour.

- Explain that pupils have to read the text and colour the picture accordingly.
- Place pupils in pairs. Have them cover the worksheets and take turns to describe the picture.

## New Year's Eve

### Worksheet 18 (page 94)

**Activity aim:** to revise New Year's Eve vocabulary.

#### 1 Read and complete.

- Ask pupils what they remember about New Year's Eve. Then have them work in pairs and complete the text with the word pool.
- **Answers:** 1 *party*, *fireworks*, 2 *calendar*, *December*, 3 *twelve*, 4 *midnight*.
- **Follow-up:** Have one pupil read the sentences and the other one cover the worksheet and complete the gaps from memory. Then pupils swap roles.

#### 2 Unjumble the sentences.

- Ask pupils to unjumble the sentences and check the answers in pairs.
- **Answers:** 1 *It's my New Year's Eve party.* 2 *What time is it? It's midnight.* 3 *My mum and dad are singing.* 4 *My baby brother is sleeping on the sofa.* 5 *Look at the windows. There are fireworks.*

## Review Units 1–2

### Worksheet 19 (page 95)

**Activity aim:** to revise feelings, seasons, months and weather. *I'm / I'm not (sad). He/She is / isn't (sad). It's (summer). It's (hot).*

#### 1 Read and match.

- Ask pupils to match the questions with the answers.
- **Answers:** 1 *c*, 2 *b*, 3 *e*, 4 *d*, 5 *a*.
- **Follow-up:** Place pupils in pairs. Have one of them read the question and the other one answer it with the worksheet covered. Then have pupils swap roles.

#### 2 Look and write. Then read and match.

- Ask pupils to look at the pictures and write the names of seasons under each of them. Then ask them to read sentences a-d and match them to the pictures.
- **Answers:** 1 *d*, *summer*, 2 *b*, *winter*, 3 *c*, *spring*, 4 *a*, *autumn*.
- **Follow-up:** Pupils cover the sentences and describe the pictures in turns.

#### 3 Read and complete.

- Ask pupils what festivals they remember and what months they are in.
- Pupils complete the sentences with the words in the word pool, then write when their birthday is.
- **Answers:** *Easter – April, March; Christmas – December; Halloween – October; Holiday – July, August; My birthday – Pupils' own answers.*

## Review Units 3–4

### Worksheet 20 (page 96)

**Activity aim:** to revise action verbs, places in town and prepositions of place. *There is / isn't a (café) (next to) the (cinema).*

#### 1 Read and choose the correct word. Then draw the athlete.

- Ask pupils to read the text and choose the correct words. Then have them draw the athlete as best they can and show their work to their partners.
- **Answers:** *scared, swim, medals, champion.*

#### 2 Read and choose.

- Ask pupils to read the sentences and choose the correct phrases.
- **Answers:** 1 *There are*, 2 *There's*, 3 *There are*, 4 *There's*, 5 *There are*, 6 *There isn't*.
- **Follow-up:** Ask pupils to tell you what place there is/isn't in their town.

#### 3 Unjumble the sentences.

- Ask pupils to unjumble the sentences.
- **Answers:** 1 *There's a café in my town.* 2 *There is a cinema next to the shop.* 3 *There isn't a hospital in your town.* 4 *There is a school next to the park.* 5 *There is a garage in my town.*
- **Follow-up:** Pupils write similar sentences for their partners to unjumble.

## Review Units 5–6

### Worksheet 21 (page 97)

**Activity aim:** to revise daily activities, hobbies, days of the week and telling the time. *Yes/No, she (has breakfast) at (half past seven). He (goes swimming) on (Monday).*

#### 1 Read and answer Yes or No.

- Ask pupils to read the text and react to each sentence using *Yes/No* and a complete sentence.
- **Answers:** 1 *6:30.* 2 *Yes, she has breakfast at 7:30.* 3 *No, she has gymnastics at 6.* 4 *No, she has supper at 7:30.* 5 *Yes, she goes to bed at 9.*
- **Follow-up:** Have pupils read the sentences for their partners to answer.

#### 2 Read and match.

- Ask pupils to read the text and then match the days to hobbies.
- **Answers:** 1 *d*, 2 *b*, 3 *f & g*, 4 *a*, 5 *e*, 6 *c & d*.
- **Follow-up:** Have pupils talk about Paul's week.

## Review Units 7–8

### Worksheet 22 (page 98)

**Activity aim:** to revise sports, animals and animal food. *I like / I don't like (meat). He/She likes / doesn't like (cake).*

#### 1 Look and choose.

- Ask pupils to look at the picture and choose the correct words.
- **Answers:** 1 *doesn't like*, 2 *likes*, 3 *doesn't like*, 4 *likes*, 5 *doesn't like*, 6 *doesn't like*.

#### 2 Correct the false and silly sentences.

- Explain that all the sentences are silly or false and pupils have to correct them.
- **Answers:** 2 *Carnivores don't eat plants. They eat meat.* 3 *Lions eat meat. Monkeys eat bananas.* 4 *I have got a basketball. I'm playing basketball. / I have got a racket. I'm playing tennis.* 5. *Sue isn't scared of horses. She likes riding.*

#### 3 In your notebook, write two silly sentences of your own.

- Ask pupils to open their notebooks and write two silly sentences of their own, then read them to their partners.



# Pre-coursebook period, lesson 1

## Worksheet 1

### 1 Unjumble and answer.

1 What's / ? / name / your

\_\_\_\_\_

2 How / ? / you / are

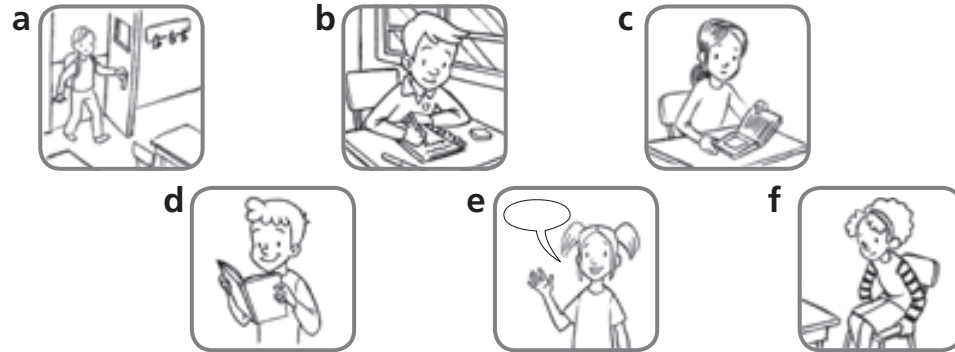
\_\_\_\_\_

3 I'm / thanks / fine, / you / and / ?

\_\_\_\_\_

### 2 Read and match.

- 1 Come in.
- 2 Sit down.
- 3 Open your books.
- 4 Read.
- 5 Write.
- 6 Say.



# Pre-coursebook period, lesson 2

## Worksheet 2

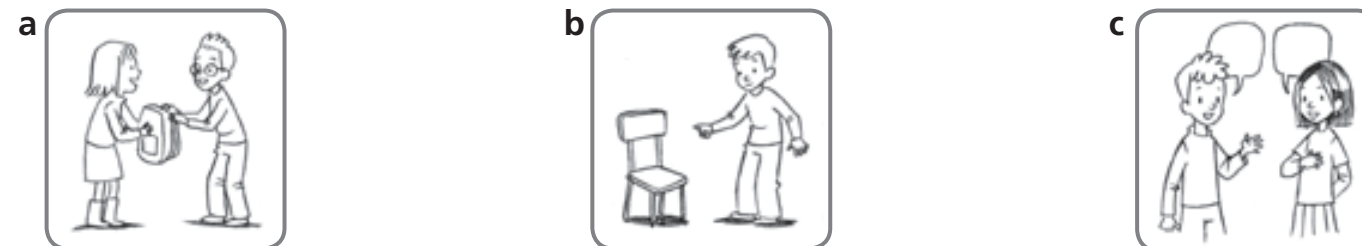
### 1 Unjumble the words.

- 1 pleinc \_\_\_\_\_
- 2 burreb \_\_\_\_\_
- 3 relur \_\_\_\_\_

- 4 ciarh \_\_\_\_\_
- 5 bga \_\_\_\_\_
- 6 daorb \_\_\_\_\_

### 2 Read and match.

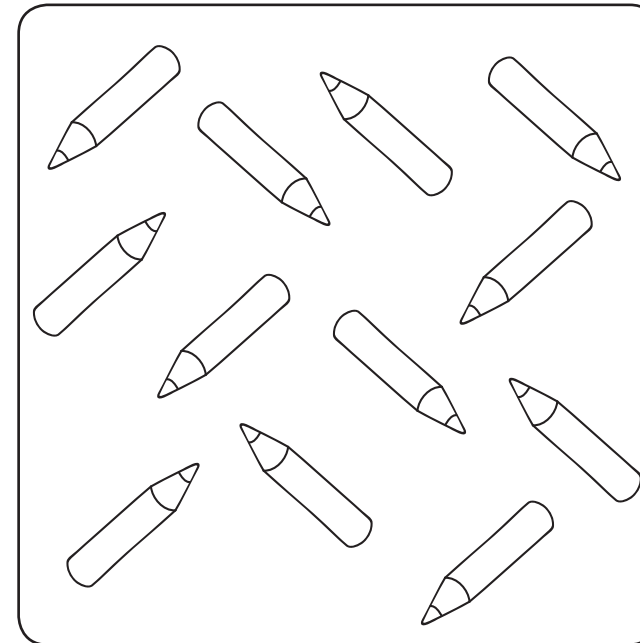
- 1 Hello. What's your name?      2 This is your bag.      3 It's a chair.



# Pre-coursebook period, lesson 3

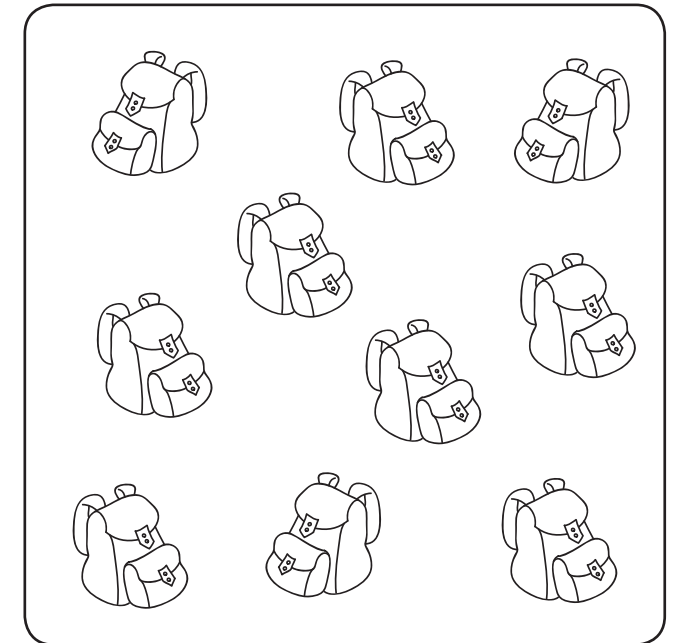
## Worksheet 3

### 1 Look and read. Then match and write.



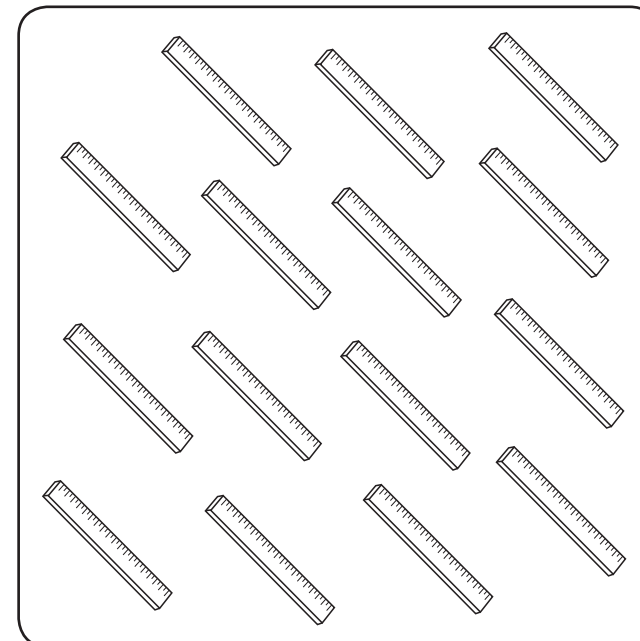
1 How many pencils?

There are \_\_\_\_\_.



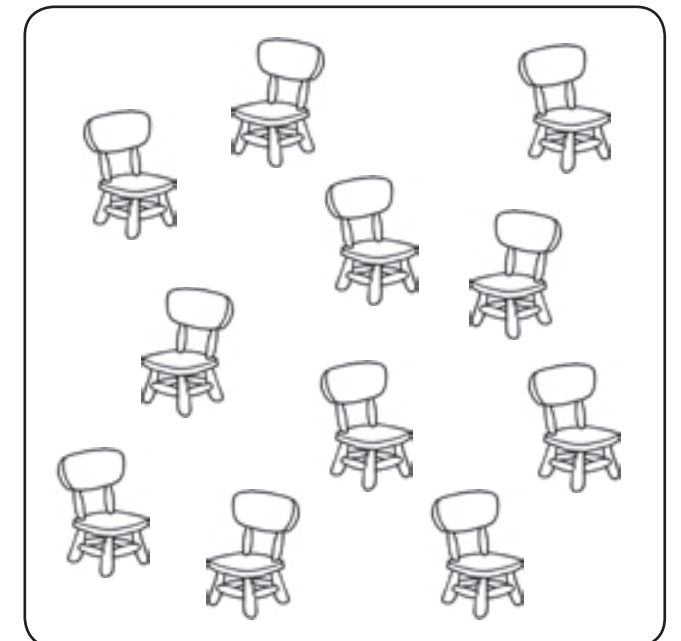
2 How many bags?

\_\_\_\_\_.



3 How many rulers?

\_\_\_\_\_.



4 How many chairs?

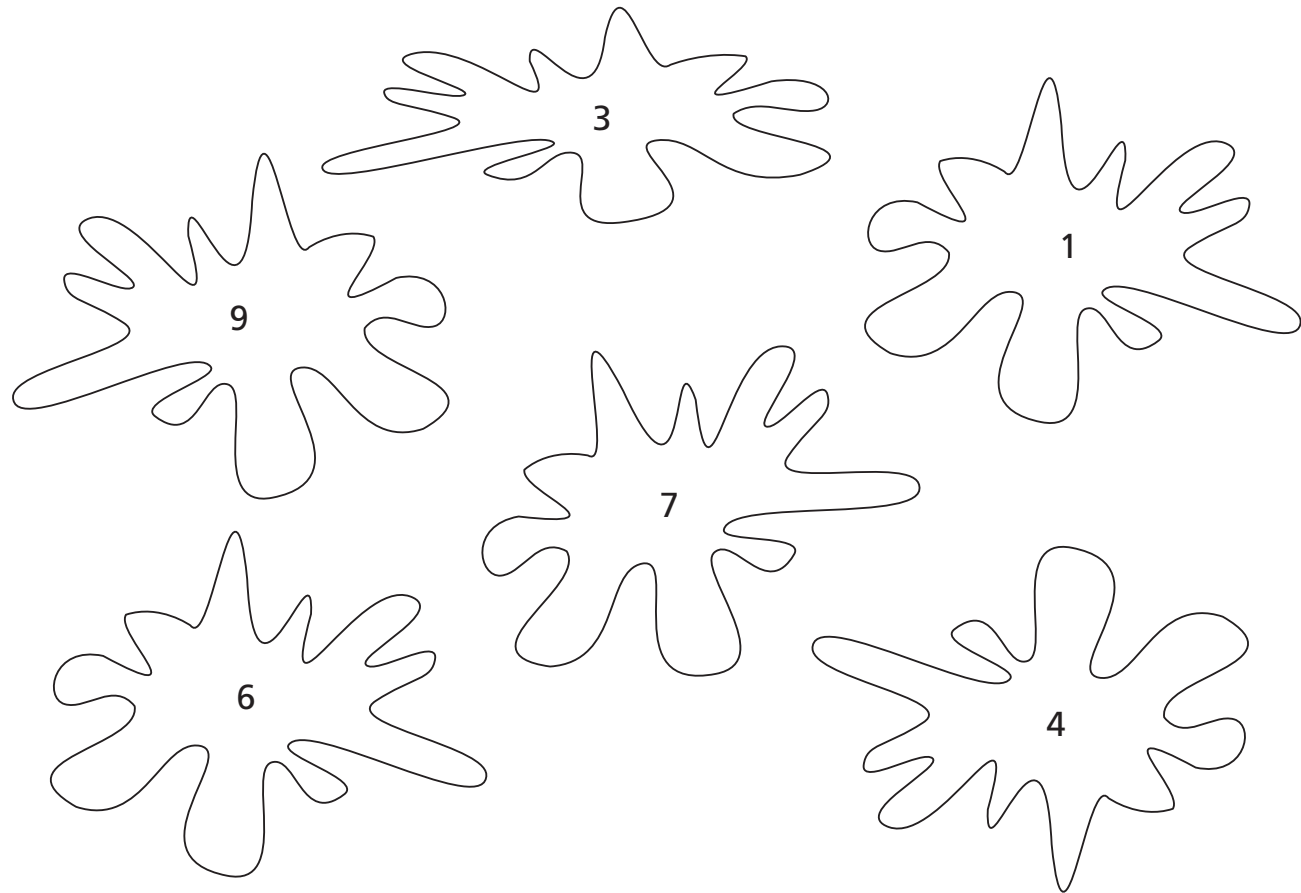
\_\_\_\_\_.

# Pre-coursebook period, lesson 4

## Worksheet 4

### 1 Read and colour.

- 1 It's red. It's number one.
- 2 It's yellow. It's number three.
- 3 Number nine is green and number six is orange.
- 4 Number seven isn't blue. It's black.
- 5 It's blue. It's number four.



### 2 Read and write about you.

ice cream      chocolate      cake      carrot      salad

I like \_\_\_\_\_ and \_\_\_\_\_.

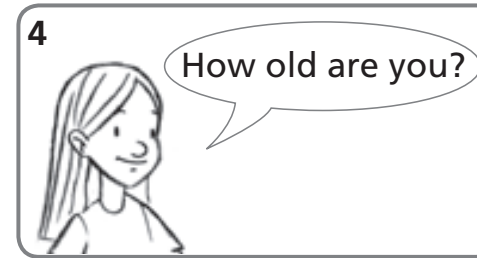
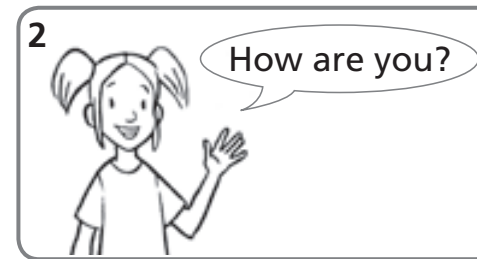
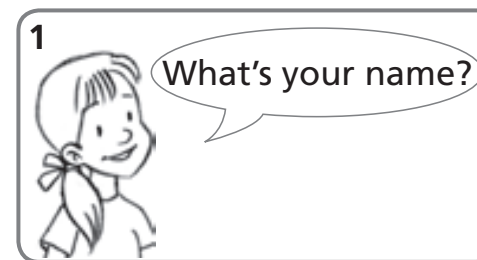
I don't like \_\_\_\_\_.

My favourite food is \_\_\_\_\_.

# Hello

## Worksheet 5

### 1 Read and match.



### 2 Write the missing letters. Then match.

A \_ C D \_ F \_ H I J \_ L M \_ O P \_ R \_ T U V \_ X \_ Z

a c d b h f e g l k j i p n o m r s q t w u v y x z

# Unit 1

## Worksheet 6

1 Read and answer. Then draw.

*I'm Anna. This is my family. We're at the park. Dad has got a sandwich. He's hungry. Mum has got water. She's thirsty. My friend isn't here. I'm sad. Pat is my sister. She can't see our dog. She's worried.*

- 1 Who is hungry? \_\_\_\_\_
- 2 Who is sad? \_\_\_\_\_
- 3 Is mum thirsty? \_\_\_\_\_
- 4 Is Pat excited? \_\_\_\_\_
- 5 Who is worried? \_\_\_\_\_

2 Read and match.

- 1 There are big dogs.
  - 2 I've got a chocolate.
  - 3 I can't see my mum.
  - 4 It's my birthday party!
  - 5 I'm in bed.
- a hungry
  - b scared
  - c tired
  - d excited
  - e worried

# Unit 2

## Worksheet 7

1 Circle the correct words.

- 1 It's winter. It's hot and sunny / cold and snowing.
- 2 It's sunny and hot. It isn't summer / winter.
- 3 Today it's cold. It's sunny / cloudy.
- 4 It isn't raining or snowing and it isn't cold. It's winter / spring.
- 5 It's autumn. It's hot and sunny / windy and cloudy.

2 Read and complete. Then draw.

spring	summer	winter	autumn
--------	--------	--------	--------

1

This is my mum. She's got an umbrella, a hat and a scarf. It's snowing and it's cold. My mum likes \_\_\_\_\_.

2

My dad has got glasses and a hat. It's very sunny and hot. Dad likes \_\_\_\_\_.

3

This is my friend Adam. He isn't happy. He's got a scarf and a hat. It's windy. He doesn't like \_\_\_\_\_.

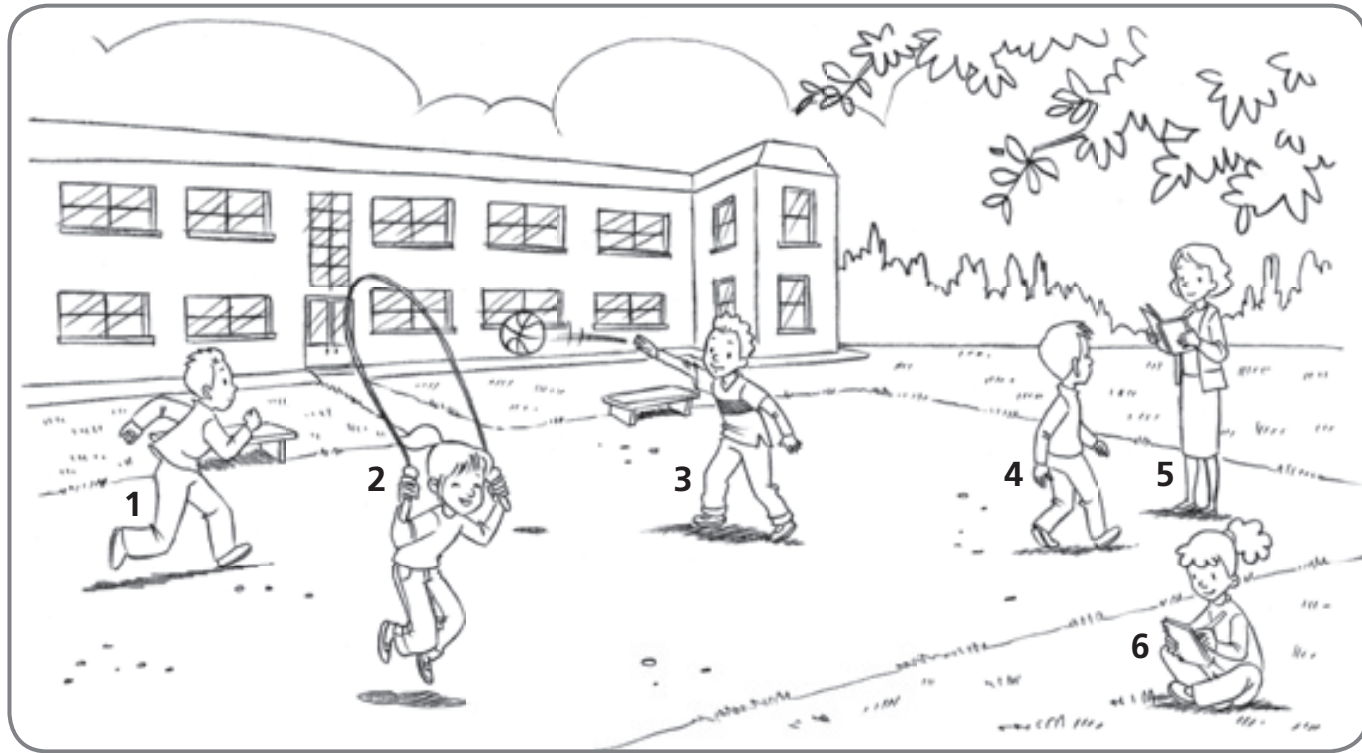
4

This is me. I'm excited and happy. It's Easter and sunny. It isn't stormy. It's \_\_\_\_\_.

# Unit 3

## Worksheet 8

1 Look and answer.



- 1 Is he walking? No, he isn't \_\_\_\_\_. He's \_\_\_\_\_.
- 2 Is she jumping? \_\_\_\_\_.
- 3 Is he running? \_\_\_\_\_.
- 4 Is he running? \_\_\_\_\_.
- 5 Is she reading? \_\_\_\_\_.
- 6 Is she writing? \_\_\_\_\_.

2 Read and complete.

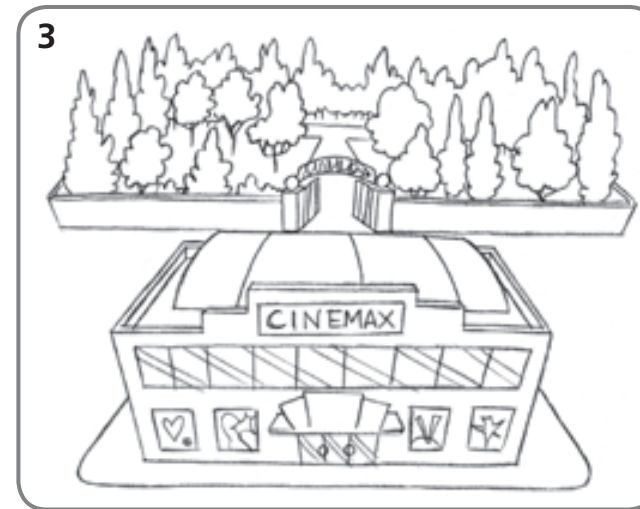
swimming juggling dancing drawing singing flying

- 1 I'm at a party. I'm \_\_\_\_\_.
- 2 Look at the bird. It's \_\_\_\_\_.
- 3 Dad is at the beach. He's \_\_\_\_\_.
- 4 I've got four balls. \_\_\_\_\_.
- 5 Sally's got crayons. \_\_\_\_\_.
- 6 My brother's got a radio. \_\_\_\_\_.

# Unit 4

## Worksheet 9

1 Look at the pictures. Read and tick (✓) the correct sentences.



- 1 There's a hotel next to the school.
- 2 There's a hospital behind the museum.
- 3 There's a park in front of the cinema.
- 4 There's a library next to the shop.

2 Look at Exercise 1 and answer.

- 1 Where's the café? It's \_\_\_\_\_.
- 2 Where's the hospital? \_\_\_\_\_.
- 3 Where's the cinema? \_\_\_\_\_.
- 4 Where's the garage? \_\_\_\_\_.

# Unit 5

## Worksheet 10

1 Number the daily routines. Then answer.

- go to school     get up     have breakfast     go home  
 have lunch     go to bed     work

- 1 What time do you play? \_\_\_\_\_
- 2 What time do you have supper? \_\_\_\_\_

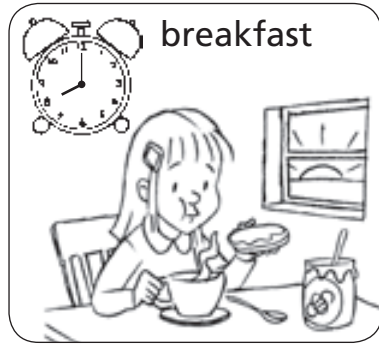
2 Read and write sentences.



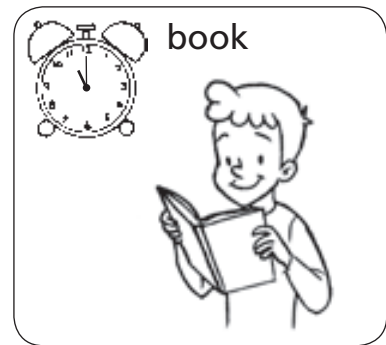
1 I get up at \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



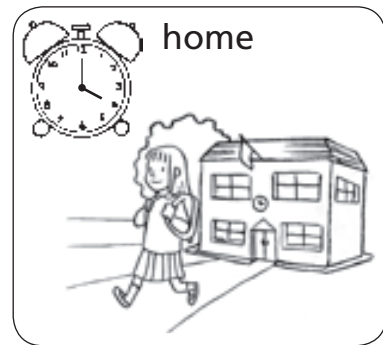
2 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



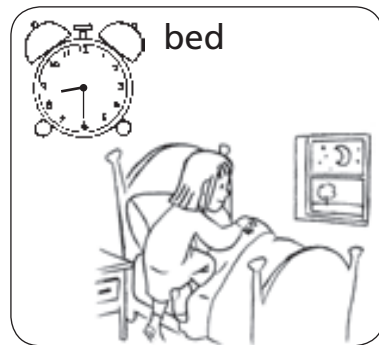
3 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



4 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



5 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



6 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Unit 6

## Worksheet 11

1 Correct the sentences.

- 1 I play karate and do cycling. \_\_\_\_\_
- 2 I go ballet and play swimming. \_\_\_\_\_
- 3 I have gymnastics and do art lessons. \_\_\_\_\_
- 4 I go music lessons and do camping. \_\_\_\_\_

2 Find the days. Then write them.



\_\_\_\_\_

\_\_\_\_\_

3 Look at Pete's diary and correct the sentences.

Monday		Thursday	
Wednesday		Sunday	

- 1 He has music lessons on Monday.  
 \_\_\_\_\_
- 2 He does gymnastics on Wednesday.  
 \_\_\_\_\_
- 3 He goes fishing on Thursday.  
 \_\_\_\_\_
- 4 He goes camping on Sunday.  
 \_\_\_\_\_

# Unit 7

## Worksheet 12

1 Read and complete. Then write the missing letters.

fruit      grass      leaves      meat      bugs      seeds

- Antelopes eat \_\_\_\_\_. They don't eat m\_\_ a\_\_.
- Crocodiles eat \_\_\_\_\_. They don't eat s\_\_ e\_\_ s.
- Frogs eat \_\_\_\_\_. They don't eat \_\_ r\_\_ it.
- Birds eat \_\_\_\_\_. They don't eat gr\_\_ s.
- Giraffes eat \_\_\_\_\_. They don't eat b\_\_ s.
- Monkeys eat \_\_\_\_\_. They don't eat le\_\_ e\_\_.

2 Put the words in the correct column.

lions    antelopes    zebras    tigers    hippos    birds  
 frogs    monkeys    sharp teeth    flat teeth    sharp beaks    crocodiles

Carnivores	Omnivores	Herbivores
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

# Unit 8

## Worksheet 13

1 Tick (✓) or cross (X) and write sentences about you, using *I like / I don't like*.

1 diving	
2 riding	
3 roller skating	
4 baseball	

5 surfing	
6 scuba diving	
7 playing tennis	
8 basketball	

- I \_\_\_\_\_
- I \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2 Guess the sport.

- Paul is wearing swimming trunks.  
He's got a yellow surfboard. \_\_\_\_\_
- Lee has a blue racket. \_\_\_\_\_
- Monica likes horses. \_\_\_\_\_
- Tony likes fish and sharks, too! \_\_\_\_\_
- Jenny has got roller skates. \_\_\_\_\_
- Sarah likes high rocks. \_\_\_\_\_

3 Choose the correct word.

- I **likes** / **like** diving.
- He **don't** / **doesn't** like riding.
- Anton **likes** / **like** surfing.
- Rania **doesn't like** / **like** roller skating.
- I **don't** / **doesn't** like baseball.

# Valentine's Day

## Worksheet 14

### 1 Read and correct the sentences.

- 1 She's got chocolates. \_\_\_\_\_ .
- 2 He's got two hearts. \_\_\_\_\_ .
- 3 He's got a card. \_\_\_\_\_ .
- 4 She's got flowers. \_\_\_\_\_ .

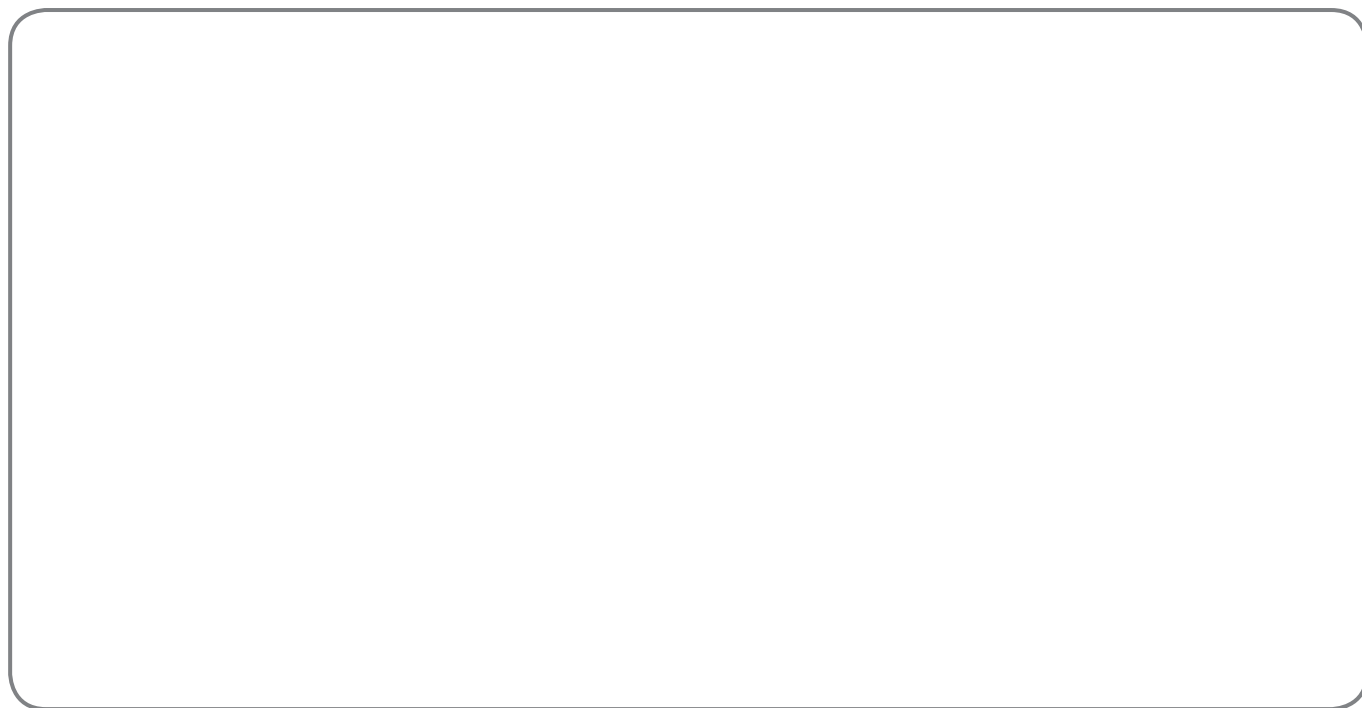


### 2 Unjumble the words.

- |                  |                 |
|------------------|-----------------|
| 1 hclsetoa _____ | 4 csdra _____   |
| 2 ckae _____     | 5 fwloers _____ |
| 3 htrae _____    |                 |

### 3 Read and draw. Then colour.

This is my mum's shop. It's Valentine's Day. There are cards next to the chocolates. The cards are yellow, red, blue and green. The chocolates are pink and brown. In front on the cards are green and purple flowers. There are three big cakes next to the chocolates. They are brown and white. There are six red hearts behind the cakes.



# Harvest Festival

## Worksheet 15

### 1 Unjumble the words.

- 1 papels \_\_\_\_\_
- 2 uppmnik \_\_\_\_\_
- 3 dearb \_\_\_\_\_
- 4 tosrarc \_\_\_\_\_
- 5 reaps \_\_\_\_\_
- 6 ronc \_\_\_\_\_

### 2 Read and complete. Then draw.

apples autumn corn Festival food hat pears thank

It's <sup>1</sup> \_\_\_\_\_. It's the Harvest <sup>2</sup> \_\_\_\_\_. At Harvest Festival we say '<sup>3</sup> \_\_\_\_\_ you' for our <sup>4</sup> \_\_\_\_\_. In our baskets we have got <sup>5</sup> \_\_\_\_\_, <sup>6</sup> \_\_\_\_\_, and <sup>7</sup> \_\_\_\_\_. Look at my corn doll. She's got a long green dress and a yellow <sup>8</sup> \_\_\_\_\_. She's very happy. I like Harvest Festival.



# Mother's Day

## Worksheet 16

1 Look and write.



It's Mother's Day. Mum and Grandma are sitting on the sofa. They are very happy. I've got <sup>1</sup> \_\_\_\_\_ for Mum and my sister has got a <sup>2</sup> \_\_\_\_\_ for Grandma. My brother has got <sup>3</sup> \_\_\_\_\_ for Mum. Look at Dad. He's got a <sup>4</sup> \_\_\_\_\_ and my Granddad has got a <sup>5</sup> \_\_\_\_\_.

2 Unjumble the sentences.

1 next to / Mum / Grandma / is

\_\_\_\_\_.

2 sister / my / has got / card / a / for Grandma

\_\_\_\_\_.

3 my / has got / brother / chocolates / a / Mum / for

\_\_\_\_\_.

4 cake / has got / Dad / a

\_\_\_\_\_.

5 Grandma and Mum / very / happy / are

\_\_\_\_\_.

# Bonfire Night

## Worksheet 17

1 Write the missing letters.

1 G \_ \_ y    2 f \_ \_ r \_ \_ wo \_ \_ k \_ \_    3 b \_ \_ nf \_ \_ r \_ \_    4 p \_ \_ t \_ \_ t \_ \_ es

2 Read and colour.

I like Bonfire Night.  
It's on 5th of November. Look at the bonfire. It's yellow. My hot potato is brown and yellow. Guy is wearing a black hat. It's big. His coat is orange and green. His jeans are old. They are blue. Look at the fireworks. They are pink, purple and orange. They are beautiful.





# New Year's Eve

## Worksheet 18

1 Read and complete.

midnight calendar December fireworks party twelve

1 We're having a New Year's Eve \_\_\_\_\_. I like dancing.  
Oh, look at the \_\_\_\_\_! They're beautiful.



2 A: What day is it today?

B: Look, there's a \_\_\_\_\_. It's... 31st of \_\_\_\_\_.



3 Three, two, one! It's \_\_\_\_\_ o'clock! Happy New Year!



4 A: It's late. Look at the clock.

B: Oh no! It's \_\_\_\_\_!



2 Unjumble the sentences.

1 It's / my / party / New Year's Eve  
\_\_\_\_\_.

2 What / is / time / ? / it \_\_\_\_\_ midnight / It's  
\_\_\_\_\_.

3 My mum / and / singing / are / dad  
\_\_\_\_\_.

4 My / brother / baby / is sleeping / sofa / on the  
\_\_\_\_\_.

5 Look / the windows / at \_\_\_\_\_ There / fireworks / are  
\_\_\_\_\_.

# Review Units 1-2

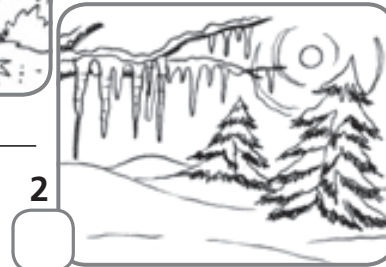
## Worksheet 19

1 Read and match.

- Are you hungry?
- Is he tired?
- Is Sally thirsty?
- Is Max surprised?
- Are you sad?

- Yes, I can't play computer games today.
- Yes. He's worried, too. He can't sleep.
- No, I've got a sandwich. I'm thirsty.
- Yes, and he's happy. He's got a new bike.
- No, she's got some water.

2 Look and write. Then read and match.



- It's raining and it's windy. It isn't snowing.
- It isn't raining. It's cold and sunny.
- It isn't hot and it isn't windy. It's raining.
- It isn't cold and it isn't raining. It's windy and sunny.

3 Read and complete.

December March October July April August

- Easter is in \_\_\_\_\_ or \_\_\_\_\_.
- Christmas is in \_\_\_\_\_.
- Halloween is in \_\_\_\_\_.
- We're on holiday in \_\_\_\_\_ and \_\_\_\_\_.
- My birthday is in \_\_\_\_\_.

# Review Units 3–4

## Worksheet 20

1 Read and choose the correct word. Then draw the athlete.

My favourite athlete is Ian Thorpe.  
He isn't **happy** / **scared** of the water.  
He can **swim** / **read** very fast. He's very strong.  
He's got five gold **plates** / **medals**.  
He's an Olympic **champion** / **teacher**.



2 Read and choose.

- 1 There's / There are five cafés in my town.
- 2 There's / There are a cinema next to the shop.
- 3 There isn't / There are three hospitals in my town.
- 4 There are / There's a shop next to the museum.
- 5 There are / There isn't two schools next to the park.
- 6 There are / There isn't a garage in my town.

3 Unjumble the sentences.

- 1 a / there's / café / in my town  
\_\_\_\_\_.
- 2 there / is / a / next to the shop / cinema  
\_\_\_\_\_.
- 3 isn't / there / hospital / a / in your town  
\_\_\_\_\_.
- 4 a school / next to the park / there / is  
\_\_\_\_\_.
- 5 a garage / there / is / in / town / my  
\_\_\_\_\_.

# Review Units 5–6

## Worksheet 21

1 Read and answer Yes or No.

*Penny has a very long day. She gets up at half past six. She has a shower at seven o'clock and has breakfast at half past seven. She has lunch at one o'clock. At half past four she has piano lessons and at six o'clock she has gymnastics. She has supper at half past seven. She watches TV. She goes to bed at nine o'clock. She is very tired.*

- 1 She gets up at 7:00.  
No, she gets up at \_\_\_\_\_.
- 2 She has breakfast at 7:30.  
\_\_\_\_\_.
- 3 She has gymnastics at 2:00.  
\_\_\_\_\_.
- 4 She has supper at 7:00.  
\_\_\_\_\_.
- 5 She goes to bed at 9:00.  
\_\_\_\_\_.



2 Read and match.



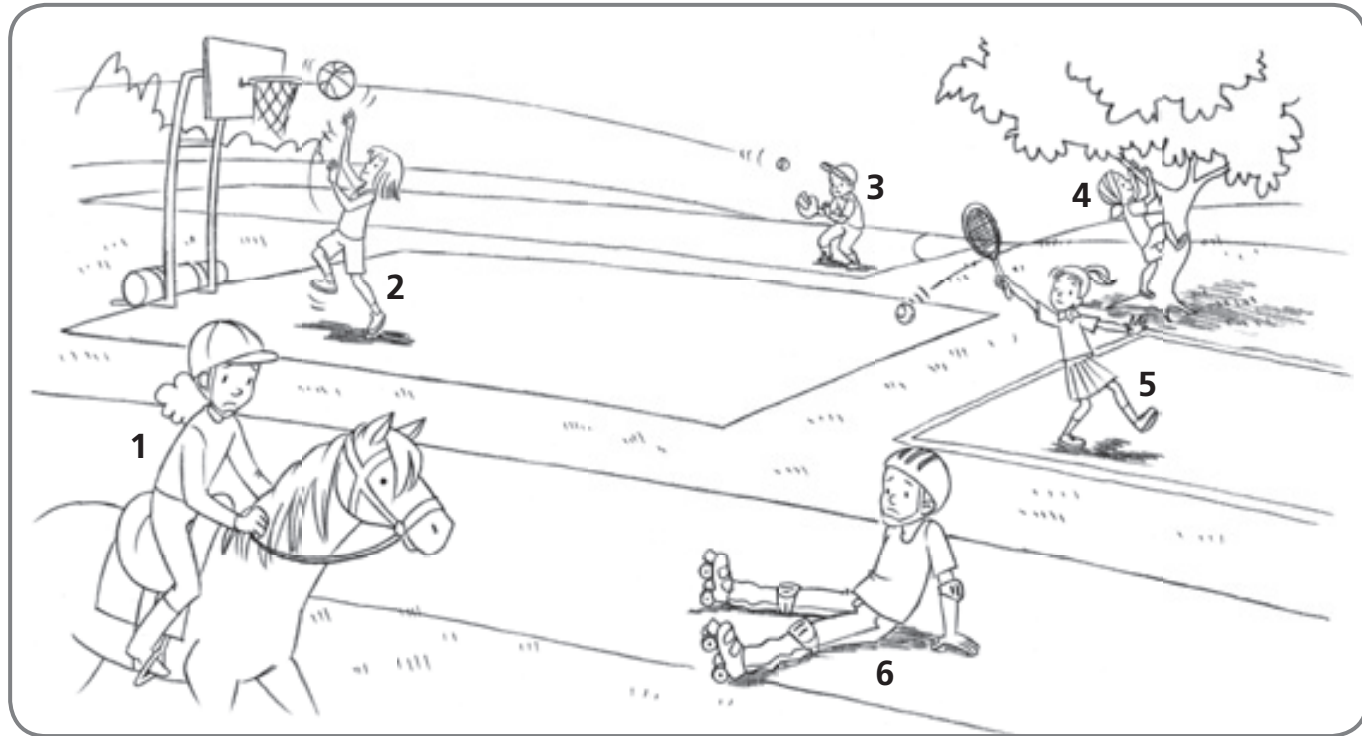
*Paul does lots of things. On Monday he goes cycling and on Tuesday he does karate. He goes running on Thursday. He has English lessons on Wednesday and Thursday. He goes swimming on Friday. He loves the weekend. He goes camping and does archery. Paul has lots of fun.*

- |                                 |                |
|---------------------------------|----------------|
| 1 goes running                  | a on Monday    |
| 2 does karate                   | b on Tuesday   |
| 3 goes camping and does archery | c on Wednesday |
| 4 goes cycling                  | d on Thursday  |
| 5 goes swimming                 | e on Friday    |
| 6 has English lessons           | f on Saturday  |
|                                 | g on Sunday    |

# Review Units 7-8

## Worksheet 22

1 Look and choose.



1 She **doesn't like** / likes riding.

2 She **likes** / doesn't like basketball.

3 He **likes** / doesn't like baseball.

4 She **likes** / doesn't like climbing trees.

5 She **doesn't like** / likes tennis.

6 He **doesn't like** / likes roller skating.

2 Correct the false and silly sentences.

1 Sue likes bugs, chocolate and cake.

Sue doesn't like bugs. She likes chocolate and cake.

2 Carnivores eat plants and meat.

\_\_\_\_\_

3 Lions eat bananas. Monkeys eat meat.

\_\_\_\_\_

4 I have got a basketball. I'm playing tennis.

\_\_\_\_\_

5 Sue is scared of horses. She likes horse riding.

\_\_\_\_\_

3 In your notebook, write two silly sentences of your own.

# DVD

## Worksheet 1

1 Read, match and write.

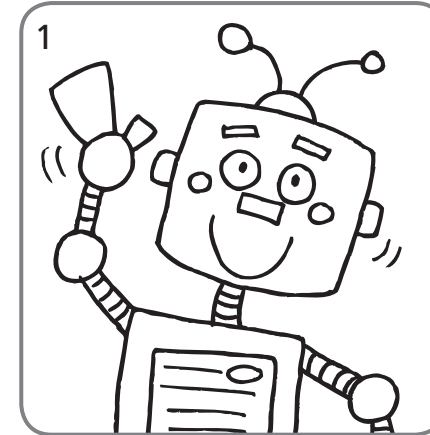
jumping

swimming

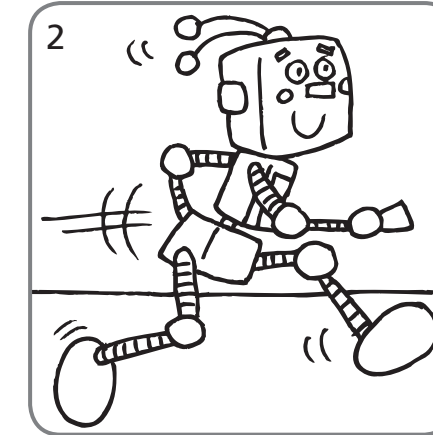
~~running~~

eating

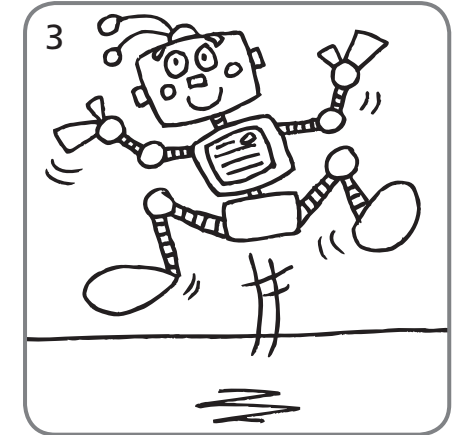
singing



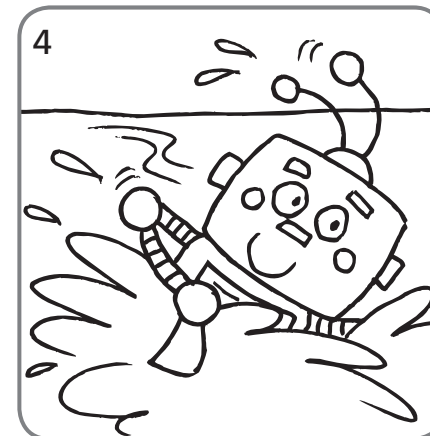
This is Rob. He's a robot.



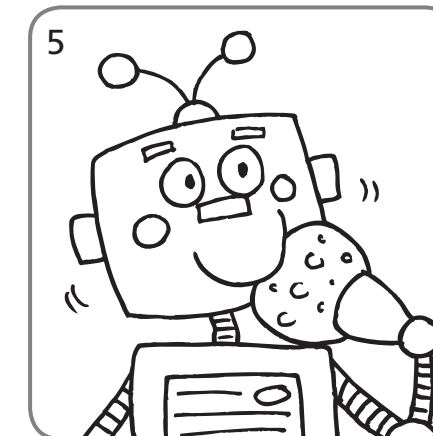
He's running.



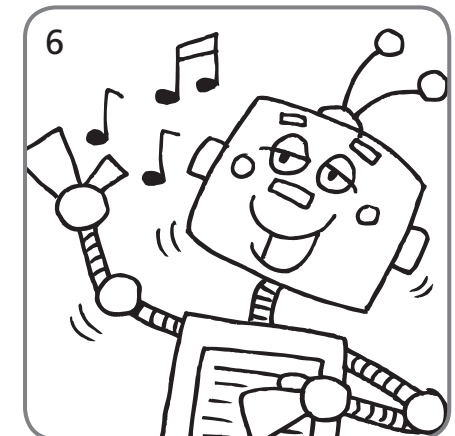
He's \_\_\_\_\_.



He's \_\_\_\_\_.



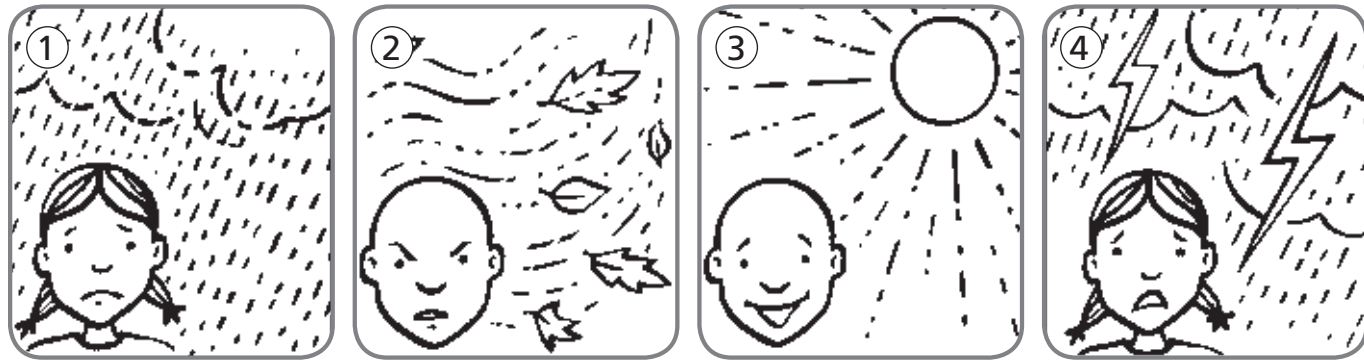
He's \_\_\_\_\_.



He's \_\_\_\_\_.

Worksheet 2

1 Read and match.



It's raining.  
It's windy.  
It's sunny.  
It's stormy.

Ted's happy.  
Lucy's scared.  
Ted's angry.  
Lucy's sad.

2 Find the words. Choose a word, draw and write.

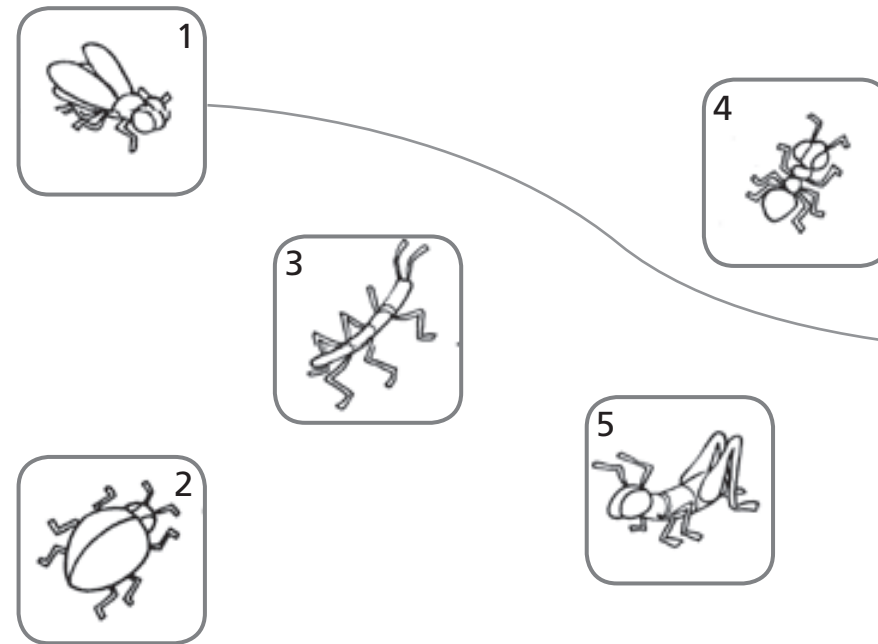
WINDY SUNNY RAINING HOT STORMY SNOWING COLD CLOUDY



It's \_\_\_\_\_.  
Lucy's happy.

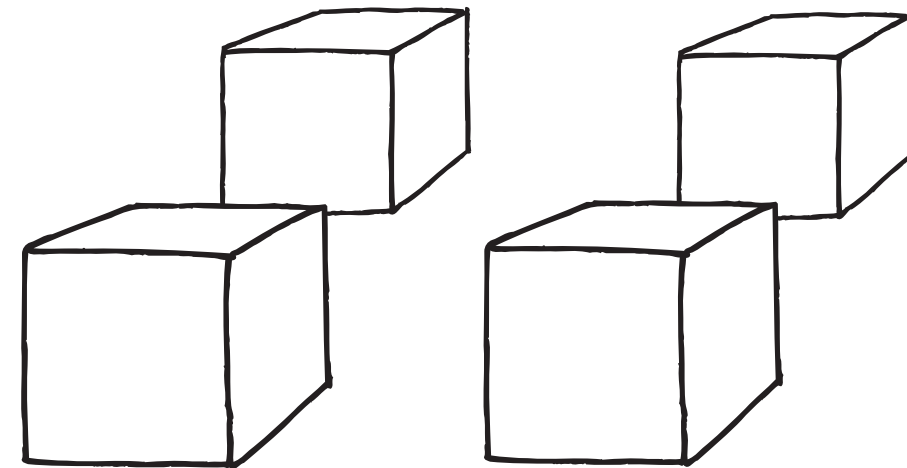
Worksheet 3

1 Find and match.



stick insect  
grasshopper  
fly  
beetle  
ant

2 Read and colour.



The red box is next to the blue box.  
The green box is behind the red box.  
The yellow box is next to the green box.

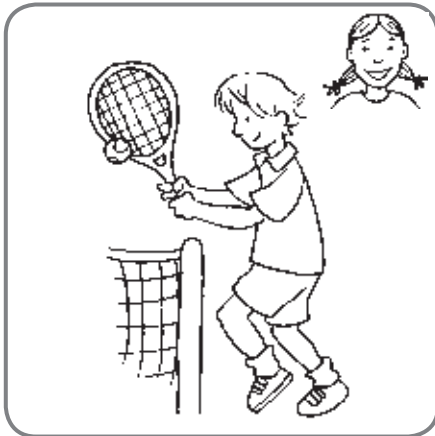
Worksheet 4

1 Match and write. Then colour.

playing tennis    reading    ~~surfing~~    dancing    riding    ~~swimming~~



1 Ted likes swimming.    2 Lucy doesn't like surfing.    3 \_\_\_\_\_



4 \_\_\_\_\_    5 \_\_\_\_\_    6 \_\_\_\_\_