

NEW

English Adventure

Teacher's Book

LEVEL 1

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Scope and sequence

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVISION
Pre-coursebook period	Expressions: a (blue) circle. Phrases: Hello! I'm (Eva). I'm (happy). And you? I'm (big/grey). It's a (ball). It's an (elephant). (I've got) a (big) (tummy). Who am I?	Hello everyone! How many (legs)? Number (six) is (sad). What colour is it? What's number (one)? What is this?	Numbers 1–10 Classroom commands: Sit down. Stand up. Listen. Look. Quiet please. Open/Close your books. Point to a (pencil). Face and body parts: ears, eyes, face, hair, mouth, nose; arms, body, feet, fingers, hands, head, legs, toes, tummy. Colours: black, blue, brown, green, grey, orange, pink, purple, red, white, yellow. Animals: elephant, giraffe, hippo, leopard, lion, rhino, tiger, zebra; bird, cat, dog, duck, fish, hamster, horse, mouse, rabbit, tortoise. Toys: ball, boat, car, doll, kite, teddy bear, train, yo-yo. Shapes: circle, rectangle, square, triangle. Vocabulary: big/small, happy/sad, long/short; yes/no.
Hello	Phrases: I'm (Anna). This is (Tom). How old are you? I'm (eight). What's your name?	Say hello. Hello everyone. What's missing? It's (yellow). Point to number (six). What colour is it? Vocabulary: balloons. Classroom language	Colours: black, blue, brown, green, grey, orange, pink, purple, red, white, yellow. Numbers 1–10 Vocabulary: Hello. Classroom commands
1 My favourite things	Favourite things: bat, bike, computer, computer game, robot, scooter, spaceship, TV, watch. Numbers 11–15 Phrases: Is it a (scooter)? It isn't a (scooter). It's a bike. Go, Pluto! Happy birthday! Look! What's (your) favourite thing?	A boy and a girl and their favourite things! Cut out. Do you like it? How many children? Is he happy? Is Minnie sad? What's (your) favourite thing? It's in picture (1). They're in space. What colour is (he)? What are these? What is it? What's on Pluto's head? Which is (robot)? Which number: 1 or 2? Who's / What's this? Who is the present for? Is it big? Vocabulary: things. Classroom language	Colours Numbers 1–10 Toys Vocabulary: big/small; cake. Phrases: Hello, I'm (Anna). What's your name? How old are you? I'm (nine). I like (robots). It's a (bike). It's (small/white). I've got (fifteen) (robots). Yes/No.
2 My family	Family members: aunt, baby (sister), big (brother), brother, cousin, dad, granddad, grandma, mum, sister, uncle. Vocabulary: family tree, twins. Phrases: Have you got a (sister)? I haven't got (a brother). I've got (two) (sisters). This is my family. Hello. Say 'cheese'. Sit down, please.	Queen Elinor, mum or aunt? Can you see (a cat)? Dear Friend. How many (brothers) (have you got)? How old is (she)? Is it a (cat)? Is there cheese? Look at me! Point to (his cousin). What colour (is) (her hair)? What's / Who's this? Where / Who are they? Who's in the family? Vocabulary: princess. Classroom language	Favourite things Colours Numbers 1–15 Vocabulary: animals, cat, dog, horse, rabbit; big, small, red hair. Phrases: How old are you? It isn't a (sister). It's a(n) (aunt). What's your favourite ...?
3 My body and face	Face and body: blond/dark hair, chin, neck, tail, teeth. Vocabulary: glasses, please, strong. Expressions: brush your hair/teeth, wash your hands/face. Phrases: Has he/she got (long legs)? He's / She's got (brown) (eyes). He/ She hasn't got a (long) (tail). This is Goofy's house. Who's in the kitchen? You've got a grey face!	Are they big? Can you see ...? Computer game characters. Is it a (neck)? Touch your (nose). What colour are (his) eyes? What (animal) is it? What's this? Who is it? Who is this? Vocabulary: children, sports, people. Classroom language	Face and body Family members Favourite things Animals Vocabulary: long/short, big/small. Phrases: It's/It isn't Goofy.
4 My room	Household items: armchair, bath, bed, box, carpet, cupboard, curtain, floor, lamp, mirror. Prepositions of place: next to, on, under. Numbers 16–20 Phrases: Is the (cupboard) (next to) the (chair)? The (box) is in the (bedroom). Come here! Good boy. Where's Pluto?	How many (lamps)? Is (Pluto) happy? Is Pluto in the garden? It's big. Look at the (kitchen). Numbers! What colour is number (fourteen/tha rmchair)? What is it? What's in the (bedroom)? What's this? Where are they? Where's (Jasmine/the pen)? Classroom language	Colours Numbers 1–15 Rooms: bathroom, bedroom, garden, kitchen, living room. Household items: chair, door, table, window. Preposition of place: in. Phrases: It's / It isn't in the (cupboard/ kitchen). It's (small/yellow). Where is the (green) (box)?

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVISION
5 I can jump!	Actions: climb, dance, fly, jump, ride a bike/horse, run, sing, swim, walk. Animals: bear, elephant, emu, kangaroo, monkey, platypus, shark, snake, tiger. Vocabulary: airplane; beak, fins, wings; watch out. Phrases: Can you (fly)? (Yes,) I can (jump). (No,) I can't (ride a horse). It's got / It hasn't got (wings).	Has it got a (tail)? Have (children) got tails? I know. Has she got a dog? Look! The boy Mowgli and animals. Is Goofy under the airplane? Is it (big)? What are these? What colour is it? What/Who is it? What's this? Where is the panther? What's (number 1)? Who am I? He/She can (climb). Yes, I can. No, I can't. Vocabulary: jungle, panther; easy. Classroom language	Face and body parts Animals: bird, elephant, fish, giraffe, hippo, lion, rhino, zebra. Vocabulary from units 1–4 Vocabulary: boy, water. Phrases: Have you got a (bike)? I'm (big). It's a (bird).
6 He likes cheese!	Food: bread, cake, carrots, cereal, cheese, chocolate, fish, grapes, ice cream, mushrooms, onions, peas, salad, soup, strawberries, tomatoes. Vocabulary: breakfast, dinner, lunch. Phrases: Can I have three (onions), please? Can I have (pizza), please? He/She likes (ice cream). He/She doesn't like (salad). Here you are.	Look! A boy and a girl. Does (Donald) like (tomatoes)? Is Colette happy? How about you? What do you like for (breakfast)? What has (Minnie) got? What's for (lunch)? Who likes (onions)? Vocabulary: menu, omelette; rat; birthday party. Classroom language	Food: apple, banana, bread, cake, cakes, cheese, chicken, eggs, juice, meat, milk, oranges, pears, pizza, sandwiches, spaghetti, water. Phrases: Do you like (fish)? I like / don't like (fish).
7 Our world	Landscape elements: field, forest, island, lake, mountain, rainforest, river, sky, town. Means of transport: boat, bus, car, lorry, plane, tractor, train. Phrases: There's a (river). There are (three) (mountains). Jump on! Look out! Stop the train! This is fun!	Can he fly? Can you see (a tractor)? How many boats are there? Means of transport. What colour are they? What can Mickey see? What can you see in picture (2)? What colour is he? What does Mickey like? What's there? What's this? How many (rivers)? Has Goofy got strong arms? Point to the (mountains). Vocabulary/Expressions: landscape, postcard; transport, means of transport; map, the UK; point to. Classroom language	Places Numbers Unit 6 vocabulary Vocabulary: cow, wings. Phrases: He can fly! I like (trains). It's a (train).
8 What's he wearing?	Clothes: belt, cap, jacket, jeans, raincoat, scarf, shorts, socks, sun hat, tie, trainers, uniform, wellies. Vocabulary: rain, umbrella, Japan, Spain, Poland, Britain. Phrases: He's / She's wearing (a jacket). What are you wearing? Come on, Pluto. He's from (Britain).	He's wearing a (white T-shirt). Where's (he) from? Is (she) wearing (a raincoat)? Has Minnie got (a raincoat)? Put on / take off your (hat). What colour (is it)? What is she wearing? How many (dresses) can you see? Where's Pluto? Does Pluto like rain? Vocabulary: characters, fashion show, fancy dress party. Classroom language	Vocabulary and structures from units 1–7 Colours Clothes: boots, coat, dress, hat, shirt, shoes, skirt, sweater, trousers, T-shirt. Phrases: I'm wearing a (T-shirt). It's pink and yellow. Have you got (an umbrella)?
Pancake Day	Vocabulary: eat, mix, put in, toss; flour, lemon, pan, pancake, sugar; race	Do you like pancakes? Point to (a lemon). Toss the pancake. Classroom language	Food
Easter	Vocabulary: basket, bench, chocolate egg, nest, sweets.	How many (eggs) are there (in the nest)? Classroom language	Vocabulary: chick, flowers, lamb, rabbit. Prepositions of place: in, on, under, next to.
May Day	Vocabulary: crown, leaves, maypole, play, school, ribbons.	Vocabulary: special day. Classroom language	Colours Vocabulary: flowers. Phrases: I can (sing).
Halloween	Vocabulary: broomstick, mask, monster, nasty, spider, tasty, wizard. Phrases/Expressions: Boo! Trick or treat?	What's this? What colour is it? Classroom language	Face and body parts Colours Vocabulary: bat, cat, ghost, pumpkin, witch. Phrases: I'm wearing a (purple) (dress). It's a (witch).
Christmas	Vocabulary: candle, card, Father Christmas, reindeer, star.	Look! Hooray! Who's got a book? Classroom language	Family members Toys Vocabulary: present, tree.

Introduction

New English Adventure is a primary school course. New English Adventure Level 1 is the third level of the course, aimed at 8 to 9-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 1 PUPIL'S BOOK familiarises 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: Pancake Day, Easter, May Day, Halloween and Christmas. 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. Additionally, the teacher is 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, the pre-coursebook period and lessons connected with festivals, as well as revision worksheets covering the material from two subsequent units. The section with photocopiable materials also contains worksheets for working with DVDs.



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 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.



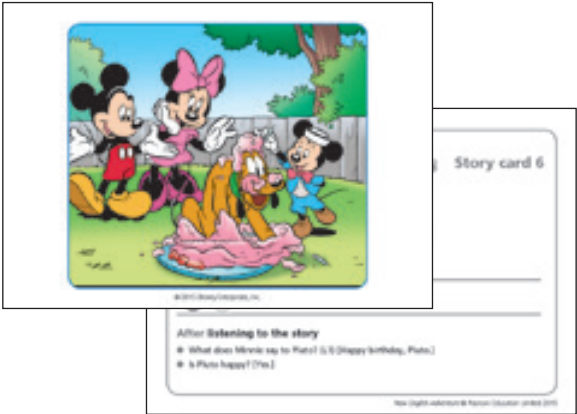
The DVDS provide very interesting and enjoyable materials for pupils, which help consolidate vocabulary, as well as add variety to classes. There is one DVD available for each level of New English Adventure. The 'How to use the DVD' section describes in detail the content of the DVD. Supplementary DVD 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 **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. 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 there are additional online materials supporting the course.

We invite you to visit the 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 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 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 emphasises the personalisation 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 familiarises 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 familiarises 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, 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 they are 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 level 1. The development of reading skills in the course is based on global reading: pupils first recognise words rather than read them. Attempts to read words letter by letter would be particularly misleading for foreign pupils, who should be aware of the differences between how words are written and pronounced in a foreign language and L1 at early stages of learning English. To facilitate reading, words are always presented with appropriate images and audio support. The same principle is used for introducing sentences and longer texts. What is more, the texts are designed to provide an intellectual challenge for students, gradually developing basic reading skills such as scanning, skimming and reading for detail.

As in level Starter B, in level 1 learning to read may be supported by word cards, which are available on the www.pearsonelt.com/newenglishadventure website. The development of writing is also continued in *New English Adventure Level 1*. As in levels Starter A and Starter B, pupils can develop their fine motor skills by tracing, drawing and colouring in the Activity Book and extra worksheets provided in the Teacher's Book. In level 1, they also practice actual writing of words and short sentences aided by model words or texts provided for their reference. The Extra Adventure section in the Activity Book provides more challenging writing exercises where models are not given.

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 Revision 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 personalisation. Each unit consists of 8 lessons organised 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 practiced 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 are their karaoke versions.

Lesson 3

In this lesson pupils learn the last set of vocabulary from a given unit. In order to keep pupils interested, various exercises are used in this lesson, e.g.: 'Listen and say the number', 'Listen and find', 'Listen and say Yes or No'. 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 interacting, 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 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

In this lesson pupils revise the most important words and phrases from a given unit, practising various language skills, mainly listening, speaking and interacting, through listening comprehension exercises and 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 course of 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 (personalisation). 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 characters 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, I'm Mickey!* 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* there is a song and a 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 and pronunciation 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, emphasise 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.

PAIR WORK AND GROUP WORK

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 practice 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 not 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 organising 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, I'm Mickey!* chant together with the class, initiating games, helping pupils realise 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. 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 1 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.

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 website. They may be used to introduce and consolidate new vocabulary and to practice 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 individualise 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 realise 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.
- 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 they will 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 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 organising 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 organisation 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, e.g. *Hello!* and *Goodbye!*

MAINTAINING PUPILS' ATTENTION

- Children at the age of six or seven 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 organisation of classes and increase the children's interest in the material, are short and interesting stories and listening exercises, which are characterised 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, TPR games, have an effect in particular when pupils are tired, bored or drowsy. Such exercises may 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 organisational 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 it 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 emphasise 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 to 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 he/she will 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 1* 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 films.

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). Additionally, in the endmatter section of the Teacher’s Book containing photocopiable materials, there are additional worksheets for each main unit, as well as revision worksheets, which sum up the material from two subsequent units.

CERTIFICATE

At 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 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 facts 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, do 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 1* 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 have been 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 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 practice 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. From Level 1 onwards, pupils may also attempt at reading out the lines of the characters from the speech bubbles in the book. 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 organise the performance for parents during the last class or even after classes, so that the parents can 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. Each poster can be used for revision of vocabulary and grammar phrases from two subsequent units of 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 objects 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 a different 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 appropriate names 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 3. Face and body: *blond/dark hair, chin, ears, eyes, face, mouth, nose, teeth; arms, body, elbows, feet, fingers, hands, head, knees, legs, neck, shoulders, toes, tummy*.

Poster 2 Unit 4. The house: *house; attic, bathroom, bedroom, garage, garden, hall, kitchen, living room, toilet; armchair, bath, bed, box, carpet, chair, cupboard, curtain, door, fireplace, floor, lamp, mirror, shower, stairs, table, window*.

Poster 3 Unit 6. Food: *apples, bananas, fruit, grapes, oranges, pears, plum, strawberries; beans, carrots, cucumbers, lettuce, mushrooms, onions, peas, potatoes, tomatoes, vegetables; bread, butter, cake, cakes, cereal, cheese, chicken, chocolate, eggs, fat, fish, ham, ice cream, meat, pasta, pizza, salad, sandwiches, spaghetti, sugar, sweets; juice, milk, tea, water; plate*.

Poster 4 Unit 7. Landscape: *beach, canyon, cave, desert, field, forest, island, lake, mountain, rainforest, river, sea, sky, town, valley, volcano, waterfall*.

Poster Lesson 1

Lesson aims: to revise language from Unit 3.
Target language: *elbows, knees, shoulders.*
Revision: face and body words. *(He's) got (long) legs. Has (he) got glasses?*
Receptive language: *What is it? What are these? Touch your (shoulders).*
Materials: CD 1, poster 1, Starter A and B flashcards with face and body words, 6 sheets of paper, lively music.

Starting the lesson

- Greet your pupils. T: *Hello!, everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Write the Unit 3 tongue twister on the board. Ask volunteers to come to the board and write the words in the correct order. Read the tongue twister out loud, progressively getting faster.

Working with the poster

- Place the poster on the board and cover the body and face words with sheets of paper. Point to the body and say: *Look! It's a boy.* Point to his body and ask: *What is it?* Pupils: *It's a body.* Ask: *Has he got a big body?* Point to body parts and have pupils name them.
- Prepare flashcards with parts of the body. Divide the class into two groups and write on the board (on both sides of the poster) the numbers 1 and 2. Ask a volunteer from the first team to pick a flashcard, show it to other pupils and say the name of the body part. They then write the word on the board, under number 1. Other team members have only one chance to correct any errors. Uncover the relevant word on the poster so pupils can check the answer. Award a point to the group if they were correct. Continue the game with a volunteer from the other team.
- Point to body parts on the poster (with the names covered, e.g. *shoulders, knees, elbows*) and ask: *What are these?* When pupils answer in L1, reply *Yes, these are (knees).* Uncover the words on the poster and ask pupils to repeat them.
- Cover the names of body parts again. Whisper a body part name to each pair of pupils. Say *He's got (a) (small) ...* and point to the body part on the poster. The pair assigned this body part gets up. One child should say the name out loud, the other go to the board and uncover the word.
- Point to the face of the boy in the poster and ask: *What is it?* Pupils: *It's a face.* Point to the photo showing a face and ask pupils the names of its parts. Uncover the words so pupils can check the answers. Say silly sentences for children to correct (e.g. using *She's*). T: *(She's) got (long) (dark) (hair).* Pupils: *No, (he's) got (short) (blond) (hair).*
- Pair work. One child describes another pupil and another child guesses who it is. Pupil 2 may ask questions, e.g. *Has (he) got (glasses)?* Pupils swap roles and continue the game.
- Group work. Divide the class into groups of four and give each one a sheet of paper. Have pupils draw a figure of any size and with as many body parts as they wish. The person who starts the game draws a head and folds the sheet of paper to cover the drawing, then passes it to the pupil on the right. This pupil draws another body part, folds the paper and passes it to the next child. Finally the pupils unfold the sheet of paper and describe the figure in the drawing: *(He's) got a (big) (head), etc.*

TPR

Have pupils sit in a circle, form pairs and stand facing each other. Play some lively music and give instructions: *Touch your shoulders/elbows,* etc. The children should dance and do the action at the same time.

Ending the lesson

- Have two volunteers come to the board and stand on both sides of the poster. Say: *He's got (long legs).* The pupil who first touches the relevant body part on the poster wins a point. Encourage the class to say similar sentences with body parts for the volunteers to point to.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Poster Lesson 2

Lesson aims: to revise language from Unit 4. To learn new words for household items.
Target language: *attic, fireplace, garage, hall, shower, stairs, toilet.*
Revision: prepositions of place and house-related words. *It is / isn't (in) the bathroom.*
Receptive language: *Is it (big)? What colour is it? How many? Ready, steady, go!*
Materials: CD 1, poster 2, Starter A and B flashcards with house-related words and household items, a sheet of paper.

Starting the lesson

- Greet your pupils. T: *Hello!, everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Place house-related word flashcards on both sides of the board, leaving space for the poster in the middle. Assign a household item flashcard to each pair of pupils sitting at one desk. Point to the board and ask: *What is it? What's in the (bedroom)?* Pupils name the objects and attach the first three flashcards on the board. Finally, they say the word for the last flashcard left and say the names of all the possible rooms where it could be found.

Working with the poster

- Place the poster on the board. Point to the house and say *Look, it's a house.* Ask: *Is it small?* Point to various rooms and say: *Look, there's a ...*, encouraging pupils to give the names. Point to the hall, attic and garage, introducing the new words. Write the new vocabulary down on the board. Read the words and have pupils repeat.
- Cover the poster with a sheet of paper so only one room is visible. Ask volunteers to give names and point to the objects in the room. Ask additional questions: *What colour is it? Is it big/small? How many?* Uncover another room and continue the activity. Introduce new vocabulary: *fireplace, shower, stairs, toilet* and write it on the board (under relevant flashcards or next to the poster).
- Revise prepositions of place (*in, on, next to, under*) using gestures. Think of some objects and give pupils riddles to solve: *It isn't in the (living room). It isn't in the (bathroom). It's next to the bed.* The children have to guess what object you have in mind.
- Pair activity. Pupil 1 thinks of an object from the poster and describes its location, Pupil 2 says what it is. Pupils swap roles and continue the exercise.
- Point to the pictures of objects on the right of the house in the poster. Ask pupils to name them in English and say where they can usually be found. Assign number 1 and 2 to each pair of pupils sitting at one desk, where 1 has to look at the first five objects from the poster, and 2 looks at the remaining five. Ask pupils to look for their objects in the poster, and then write some true and false sentences about them in their notebooks, e.g. *The (book) is (on) the (table) (in the kitchen).* Pair number 1 reads their sentence, pair number 2 finds it on the poster, says *Yes/No* and describes its location. Pairs swap roles.

TPR

Divide the class into three teams and have them stand in three lines next to the desks. Say the same sentence, describing the location of an object on the poster, to the first pupil in each row: *It's on the table in the kitchen.* When you say *Ready, steady, go!*, the pupils whisper the sentence to the child behind them. The last pupil in the row goes to the board and points to the object on the poster. The team who correctly completes the activity the fastest, wins a point. The last pupil in the row moves to the front and the game continues. The team who scores the most points, wins.

Ending the lesson

- Ask questions using the new words: *Where's the (shower)?* Have volunteers answer, pointing to the place or object on the poster.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Poster Lesson 3

Lesson aims: to revise language from Unit 6. To learn new words for food items.
Target language: *beans, butter, cucumbers, ham, lettuce, pasta, plums, potatoes, sweets; plate, fruit, vegetables, sugar.*
Revision: food, meals, colours, numbers 1–20. *(She) likes / doesn't like (fish). Do you like (potatoes)?*
Receptive language: *How many? Food on the plate.*
Materials: CD 1, poster 3, Starter A and B food flashcards, non-transparent bag, 5 sheets of paper.

Starting the lesson

- Greet your pupils. T: *Hello!, everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Attach Unit 6 food flashcards, showing food from unit 6 (everything apart from the ice cream flashcard). Have pupils sing the song (track 2.41) and point to the flashcards. After the last line pupils should mime eating ice cream and rub their tummies.

Working with the poster

- Place 20 different food flashcards on the board and revise food words. Divide pupils into five groups and give each group a sheet of paper. Ask the children to memorise as many words as possible in 2 minutes. Next, collect the flashcards and give the pupils five minutes to write down the names or draw the products they remember. Check answers with all groups and place the flashcards back on the board. Award two points per group for each correctly spelt word and one point per drawing.
- Place the remaining flashcards on the board. Write the names of food groups: *fruit and vegetables, meat, cereal, milk* and *sugar*. Explain the words in L1. Have pupils work in the same teams as before. Assign a food category to each team and ask the pupils to list names of products in that group. Each team reads out their product lists and attaches flashcards in the correct place on the board.
- Place the poster on the board. Point to the picture and say: *Look! Food on a plate.* Point to groups of products, ask pupils to say their names and colours.
- Pupils compare the product groups on the board with those on the poster. Point to flashcards and name them. The children say *Yes* if the product has been placed in the correct group, or *No* and then give the correct answer.
- Have pupils point to items in the posters which are not shown on the flashcards. Once they give the name in L1, say *Yes, (potatoes)* and have a volunteer write the name on the board, in the correct product group. Read the names and have pupils repeat them. Ask questions with the new vocabulary: *Do you like (potatoes)?*
- Point to groups of products and ask *How many?* Encourage pupils to read out loud and write the numbers on the board. Then ask which products usually take up most space on the plate and discuss healthy eating habits.
- Have pupils draw three plates in their notebooks with healthy food products for breakfast, lunch and dinner. Pupils then show their work to each other and describe: *For (breakfast) I've got (cereal) and (milk), etc.*

TPR

Put all flashcards into the bag and hand it to the first child in the first row. Play the karaoke version of the unit 6 song (track 2.42) and have the pupils pass the bag. Stop the recording and have the child with the bag select a flashcard, show it to other pupils, then nod or shake their head to show if they like the food. Pupils: *(She) likes / doesn't like (fish).*

Ending the lesson

- Encourage pupils to look for objects. Mime looking at the poster through binoculars and say: *I can see something (green).* Pupils have to name all the green products.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Poster Lesson 4

Lesson aims: to revise language from Unit 7. To learn new words for landscape features.
Target language: *canyon, cave, desert, valley, volcano, waterfall.*
Revision: landscapes. *There's a (lake). There are (fields).*
Receptive language: *Where's the (river)?(Walking) in the (forest). Help.*
Materials: CD 3, poster 4, landscape flashcards and word cards (self-made or downloaded), slips of paper.

Starting the lesson

- Greet your pupils. T: *Hello!, everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Have pupils sit in a circle. Hand out landscape flashcards to a few pupils (one card each). Play the karaoke version of the unit song (track 3.6). Children pass the cards around. Stop the recording and ask *Where's the (river)?* Pupils who have flashcards hold them up for the other children to point to the correct picture and say *There's a (river).*
- Encourage pupils to sing the unit song (track 3.5).

Working with the poster

- Place the poster on the board and cover the landscape-related words with slips of paper. Point to pictures on the poster and say *Look! Our world.* Have the children look at the photos and write down the names of landscape elements in their notebooks. Give them 5 minutes for this task. When they are writing, place all word cards on the board. Have pupils read their answers and ask volunteers to come to the board, point to the word cards and relevant places on the posters. Gradually uncover the words on the posters for pupils to check their answers.
- Introduce new language. Point to a photo and ask *What is it?* If the pupils reply correctly in L1, answer in English *Yes, it's a (desert).* Uncover the word on the poster and ask a volunteer to find the matching word card. Read the word and have pupils repeat.
- Point to three photos on the poster. Ask pupils to say the words in the same order as the chosen pictures.
- Point to word cards and ask pupils if they know any specific examples of landscape elements. Write a few answers on the board, have pupils match them with word cards and give locations, e.g. *The Seine, France.*
- Play "Guess the word". Think of the first letter of a landscape-related word (e.g. v). The pupils say different sentences, trying to guess the letter. Pupil: *There's a (lake).* T: *No.* Pupil: *There's a (field).* T: *No.* Pupil: *There's a (valley).* T: *Yes.* Pupil: *It's the letter v.* The children can give their final answers in L1. Continue with other words. As the game progresses, you may make it more challenging by choosing letters from the middle of a word. Have pupils continue the activity in pairs.

TPR

Have pupils stand in a circle. Revise the words *walk, swim, jump.* Say and mime a chant and have pupils repeat: *Walking in the valley.* (Move rhythmically). *We can't see the animals.* (Mime looking around, with your hand shading your eyes). *Where's the bear?* (x2) (Shrug). *Oh, look. It's on the tree.* (Stop and point to an animal). Repeat the chant using other activities and words: *swimming in the lake – fish – in the cave; jumping in the rainforest – snake – under me.* At the end say: *Help!* and mime calling for help. Once the children have memorised the chant, repeat it, moving round in circles.

Ending the lesson

- Have children play the "Noughts and crosses" game (Resource Bank, p. A25). Instead of using flashcards, write the first and last letters of landscape-related words.
- 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 memorising 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 read the description in the speech bubble above the face outline. Then they draw the parts of the face in the outline and colour them in according to the description.

DVD Worksheet 2, Units 3 and 4

Pupils look at the pictures of Ted and Lucy holding footballs. Then pupils complete the sentences in the speech bubbles with *on* or *under* and the appropriate names of parts of the body, and label the remaining parts of the body in the pictures using words from the box.

- **Answers:** (top to bottom) Ted – *The ball is under my foot; hand, leg, feet.* Lucy – *The ball is on my hand; hair, arm, body, feet.*

DVD Worksheet 3, Units 5 and 6

Pupils cross out the wrong words in the descriptions of the monkey and the bears. Then they complete the description of the elephant.

- **Answers:** *A monkey’s got long arms and long legs. It can climb trees; A bear’s got short legs. It can swim. It can’t fly; An elephant’s got a long nose. It can walk. It can’t jump.*

DVD Worksheet 4, Units 7 and 8

Pupils look at the picture of grandma, the girl and the twins. Then they complete the sentences using words from the box.

- **Answers:** *My granny’s wearing a hat, a coat, trousers and boots. My sister’s wearing a sweater and shorts. The twins are wearing T-shirts, trousers and trainers.*

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. from the unit *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 I 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 flashcards, 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. BLUE RED GREEN ORANGE BLACK). 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 colour 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 meanings 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. four each of family members and favourite things flashcards) 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 pupil's 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 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 colourful 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 colours. 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 *New English Adventure Starter B*. To integrate the class.
Target language: *I'm (happy). And you? Hello! I'm (Ola).*
Revision: numbers 1–10, classroom language. *happy/sad; yes/no.*
Receptive language: *Hello everyone! Number (six) is (sad).*
Materials: self-made flashcards with numbers 1–10, Starter A flashcard with a classroom object (e.g. a pencil).

Starting the lesson

- Greet your pupils and, if the children are new to you, introduce yourself: *Hello! I'm (Anna).*
- Remind children of the word *everyone*. Explain that at the beginning of each lesson you will greet them saying *Hello everyone!*, and the children will reply *Hello!* Have the pupils repeat the phrase. Then greet a few pupils by extending your hand. Say *Hello (Robert)!* and have them reply *Hello!*

Revision: numbers 1–10

- Revise numbers 1–10. Show the numbers on your fingers and say them as a class.
- Place flashcards with numbers in various places on the board. Have volunteers arrange them in the correct order (1–10).
- Ask pupils to count to ten and give their names: *(One), (I'm) (Adam).*

Revision: happy/sad

- Say *happy* and make a happy face. Do the same with *sad*.
- Draw 10 faces (eyes only, no mouths) on the board and write a number (1–10) above each one. Say *Number one is happy* and draw a smile. Give instructions *Number (six) is (sad)* and have volunteers come to the board and complete the pictures.
- Point to the faces and ask children to say *happy* or *sad* and mime the feeling.

Revision: yes/no

- Point to the first face and say *Number (one) is (sad)*. Shake your head and say *No. Number (one) is (happy)*. Continue with the other faces. Have pupils answer as a class.
- Point again to the first happy face, then point to yourself, smile and say *I'm (happy)*. Ask a pupil: *And you?* Pupil: *Yes, I'm (happy) / No. I'm sad.* Ask another pupil: *I'm sad. And you?* Have the pupil reply. Continue the activity with other pupils.
- Pair activity. Pupil 1: *I'm (happy). And you?* Pupil 2: *Yes, I'm (happy) / No. I'm sad.* Pupils swap roles.

Revision: understanding instructions

- Hold up a flashcard with a school object children are familiar with and have pupils say its name in English. Place it in a visible place in the classroom.
- Have children stand in a circle. Tell them you will always give instructions in English. Remind children of classroom language. Give instructions and have pupils repeat:
Sit down. (Use a 'sit down' gesture).
Stand up. (Use a 'get up' gesture).
Listen. (Place your hand behind your ear).
Look. (Mime using binoculars).
Quiet please. (Place a finger on your lips and say *Shh!*).
Open your books. (Spread your hands, miming opening a book).
Close your books. (Fold your hands, miming closing a book).
Point to a (pencil). (Point to the flashcard on the wall).
Repeat the instructions and mimes together with the children. Stay in the same place and proceed to the TPR activity.

TPR

Have pupils stand in a circle and count to four. Give an instruction to every fourth pupil, who then mimes the activity. Once you have done the activity with every fourth pupil in the class, make the game more challenging. When you say an instruction, e.g. *Open your books*, mime a different activity, e.g. placing your hand behind your ear for *Listen*. The children have to listen carefully and say *Yes*, if the mime is correct or *No*, if it isn't. If they say *No*, repeat the instruction and ask them to show the correct gesture.

Ending the lesson

- Show pupils a happy or sad face. Pupils: *I'm happy / I'm sad.*
- Say numbers from 1 to 10 and have pupils show them using their fingers.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Say numbers 1–10 in any order. Have pupils write them down in their notebooks. Write the numbers on the board so the children can check their work. Ask them to draw smiling faces next to correct answers and sad faces next to incorrect ones.

Progress assessment

- Photocopiable materials: Worksheet 1, p. 79. The guidelines for using the worksheet can be found on p. 76.

Lesson 2

Lesson aims: to revise language from *New English Adventure Starter B*.
Target language: *(I've got) a (big) (tummy).*
Revision: names of parts of the body and face from Starter A and B; colours. *Big/small, long/short.*
Receptive language: *What colour is it?*
Materials: Starter A and B levels face and body flashcards, a soft toy ball.

Starting the lesson

- Greet the class. *T: Hello everyone!* Pupils: *Hello!*
- Revise classroom language. Give instructions and mime them, then use only gestures and have pupils say the instructions in English.
- Write numbers 1–10 in any order on the board. Point to them and have pupils say the words in English. Count from 1 to 10 as a class, then say *Stop! Happy/Sad*. Children point to the correct number and mime *happy* or *sad*. Continue the game by counting from 1 again.

Revision: face and body parts

- Revise names of parts of the body and face (*ears, eyes, face, hair, mouth, nose, arms, body, feet, fingers, hands, head, legs, toes, tummy*). Point to your face/body and say the words for body parts. Have pupils stand up and repeat the words, pointing to their face and body parts.
- Play “Repetition game” (Resource Bank, A25).
- Throw the soft toy ball to a pupil and say a face or body part word. The pupil points to the face or body part. Continue the activity by passing the ball to another pupil and naming another face or body part.
- Pair activity. Pupil 1 points to a face or body part, Pupil 2 names it. Pupils swap roles.

Revision: long/short and big/small

- On the board draw two hands: one with long fingers and another with short ones. Point to the first hand and say *I've got long fingers*. Point to the second picture and say *I've got short fingers*. Repeat the sentences, pointing to the pictures and have pupils repeat.
- Draw two pairs of eyes on the board, a small pair next to a large one. Point to the drawings and say: *I've got big eyes. I've got small eyes*. Point and say the sentences again, then have pupils repeat after you.
- Show pupils flashcards with face and body parts. Ask the children to name and describe them (*long/short* or *big/small*). Place flashcards under the corresponding pictures on the board.
- Say *I've got ...* and use gestures to show a big tummy. Have pupils finish the sentence pointing to the relevant body part a (*big*) (*tummy*). Continue the activity with other face and body parts.

Revision: colours

- Revise colours (*black, blue, brown, green, grey, orange, pink, purple, red, yellow, white*). Prepare a set of crayons in colours pupils are familiar with. Show them a red crayon: *Look! A crayon.* Ask: *What colour is it?* Pupils: *It's (red).* Continue with other colours and crayons.
- Tell pupils you will give them instructions for finding objects of a given colour in the classroom. T: *Point to something (blue).* Have pupils find and point. Continue the game with other colours.

TPR

Pupils stand in a circle. Divide the class into three teams and have them stand in three lines. Whisper a face and body part word to the last pupils in the lines, then say *Start!* Pupils whisper the word to the next child in the line, until the first pupil in the line says it out loud and points to the relevant part of their face or body. The team wins a point for each correct word. The pupil from the front goes to the end of the line and the game continues.

Ending the lesson

- The pupils stand up at their desks. Divide the class into four teams and assign a word each: *long, short, big, small*. Say some phrases quickly: *Long (arms), short (legs), big (tummy), small (ears)*. The teams who hear their words point to the face or body part and mime its size.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Activity 1

Write the name of a face or body part on the board. Pupils read it individually and point to the relevant part of their face or body.

Activity 2

Pair activity. Pupil 1 mimes saying a face or body part word. Pupil 2 reads his lips and says the word. Pupils swap roles.

Progress assessment

- Photocopiable materials: Worksheet 2, p. 79. The guidelines for using the worksheet can be found on p. 76.

Lesson 3

Lesson aims: to revise language from *New English Adventure Starter B*.
Target language: *I'm (big/grey). It's an (elephant). I've got a (giraffe). I've got (big) (ears). Who am I?*
Revision: animals.
Receptive language: *How many (legs)? What colour is it? What is this?*
Materials: Starter A and B animal flashcards and word cards (self-made or downloaded), a sheet of paper for each pupil.

Starting the lesson

- Greet the class. T: *Hello everyone!* Pupils: *Hello!*
- Draw a shark and six fish swimming towards its open mouth. Tell the children you will think of some face and body part words and they will have to guess the words. Under the shark picture draw as many lines as there are letters in the word. Have the pupils guess the letters in L1. After each incorrect guess, colour a fish. The pupils have to guess the word before the shark swallows all the fish, otherwise the game is over. You may also play the game with two or more teams.

Revision: animals

- Revise Starter Level animal words *elephant, giraffe, hippo, lion, rhino, tiger, leopard, zebra; bird, cat, dog, duck, fish, hamster, horse, mouse, rabbit, tortoise* using a mind map. Write the word *Animals* in the middle of the board. Have pupils say all animal words they know. Place relevant flashcards around the word *animals*. Leave the mind map on the board until the end of the lesson.
- Miming activity. Use gestures or noises for a chosen animal and have pupils guess its name. Continue the game with volunteers doing the mimes.
- Guessing activity. Say: *I'm (big). I'm (grey). I've got (big) (ears) and a (long) (nose). Who am I?* Pupils guess the animal and name it: *It's an (elephant)*. Continue the game with other animal words, then have pupils practise in pairs.
- Hand out word cards with animal words. Make sure pupils are familiar with the words. Point to one of the flashcards on the board and ask the children to name the animal. The pupil with the corresponding word card comes to the board and places it under the flashcard. Continue the game with other words.

CLIL: Silly animals

- Hand out sheets of paper. Tell pupils to draw an animal they can name in English, but have them change something in its appearance (e.g. they may draw a pink giraffe or a two-headed cat). It should still be clear what animal it is. Monitor work and help when necessary, asking: *What is this? How many (legs)? What colour is it?* When pupils are ready, ask them to show their work to other children and describe: *I've got a (giraffe). It's big. It's (pink and green).*
- Collect all the work and put on classroom display. As a class, choose the five silliest animals.

TPR

Assign an animal name to pairs of pupils sitting at their desks. Say animal words and numbers 1–10, e.g. (*Elephants*) – (*five*). The children who hear their animal word get up and jump e.g. five times. As the game progresses, you may say more animal words, e.g.: (*Giraffes*), (*lions*) and (*cats*) – (*six*).

Ending the lesson

- Leave only the word cards on the board and have pupils put them in order from smallest to largest. When they finish the task, place flashcards under the corresponding word cards for pupils to check.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Activity 1 (CLIL: Big and small animals)

Pupils draw two favourite animals (one big, one small) in their notebooks. They show their drawings to other pupils and describe: *It's a (bird). It's (small). It's (red) and (green). It's a (hippo). It's (big). It's (brown).*

Activity 2

Write the name of an animal on the board, but change the order of the letters, so write e.g. zerba (*zebra*) or leephant (*elephant*). Have the pupils guess the name of the animal and write the correct word on the board. The activity may be done individually or as group work. In the latter case you may also run a competition to find out which group can do the task the fastest.

Progress assessment

- Photocopiable materials: Worksheet 3, p. 80. The guidelines for using the worksheet can be found on p. 76.

Lesson 4

Lesson aims: to revise language from *New English Adventure Starter B*.
Target language: *It's a (ball). A (blue) circle.*
Revision: Starter A and B toy words, shapes.
Receptive language: *What's number (one)? What's this?*
Materials: toy and animal Starter A and B flashcards, self-made colour flashcards with geometrical shapes, an envelope or a non-transparent bag, lively music.

- Greet the class. T: *Hello!* Pupils: *Hello, teacher!*
- Very quickly show the animal flashcards upside down. Have pupils name the animals.

Revision: toys

- Revise names of toys introduced in levels Starter A and B (*boat, ball, car, doll, kite, teddy bear, train, yo-yo*) using flashcards or drawings on the board. Point and ask *What's this?* Have pupils answer as a class.
- Pick eight flashcards and place them on the board. Point to the pictures one by one and have pupils name them at a steady pace. When the last flashcard is named, take it away and write a full stop instead. Repeat the activity and have pupils say the word for the missing card. Again take away the last card and write a full stop instead. Continue the activity until all flashcards are off the board and pupils say the memorised words in the correct order.
- Write ten toy words on the board and number them 1–10. In a different place on the board place all toy flashcards. Ask *What's number (one)?* Pupils read the word individually and answer *It's a (ball)*. Volunteers go up to the board and place the correct flashcard above the relevant word. When there is only one flashcard left, have pupils say its name and spell it using L1. Write the name down on the board.

Game: the most popular toy

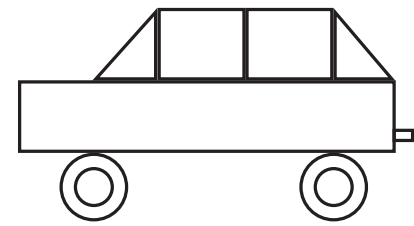
- Have pupils choose their favourite toy from the 1–8 flashcards and write its name down in their notebooks.
- Tell pupils you are going to name toys one by one. Pupils who chose one of these toys get up. Count the children standing up and write the number under the flashcard or drawing on the board. Check which toy is the most popular.

Revision: shapes

- Draw geometrical shapes (a circle, square, rectangle and triangle) in the air. Have pupils guess the shapes.
- Ask pupils if they know the *Brother John* (*Frère Jacques*) song and have them hum the tune. Tell them you are going to use the tune to sing a song about shapes:
Circle, circle, circle, circle,
Triangle, triangle,
Square, square, square (x2)
Rectangle, rectangle.
- Sing the song and draw shapes in the air. Have the pupils join in the singing and drawing. Repeat the activity several times.
- Show the pupils flashcards with geometrical shapes. Ask: *What's this?* Pupils: *A (blue) circle.*

CLIL: geometrical toys

- Point to the flashcards on the board. Draw a triangle under the boat, teddy bear, car, train and doll. Have pupils draw one of these toys in their notebooks, using only geometrical shapes (see a sample car drawing below). Next ask them to draw each shape a different colour and describe their pictures, e.g.: *It's a (car). Two brown squares, one big green rectangle, one small red rectangle, two yellow triangles, and two blue circles.*



TPR

Pupils sit in a circle. Put toy and animal flashcards into an envelope or a non-transparent bag. Play some lively music and ask pupils to pass the bag/envelope around. Stop the music. The child holding the bag/envelope takes out a flashcard, hiding it from other pupils at the same time. The pupil uses gestures and sounds to mime a toy or an animal. Once the children guess its name, the pupil hands the flashcard back to you and passes the bag/envelope to another person. Play the music again and continue the activity.

Ending the lesson

- Play “Team quiz” (Resource Bank, p. A25).
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair work. Pupils draw two lines in their notebooks, one down, one across, dividing the page into four squares. Have them draw a favourite toy in each square. Pupil 1 guesses which toys Pupil 2 has drawn: *A (doll)?* Pupil 2: *Yes/No*. Pupils swap roles.

Progress assessment

- Photocopiable materials: Worksheet 4, p. 80. The guidelines for using the worksheet can be found on p. 76.

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 1* and their main characters are provided below.

UNIT 1 *My favourite things* is based on *WALL-E*. The main characters WALL-E (Waste Allocation Load Lifter - Earth Class), EVE the probe robot, the Captain of Axiom, a giant spaceship, and Auto, Axiom's autopilot.

For 700 years WALL-E has been segregating and cleaning up rubbish left on Earth by humans, all the time keeping interesting items for himself. His lonely life changes with the arrival of EVE, sent to check if humans can return to Earth. She and WALL-E become friends. WALL-E follows EVE to her spaceship when she comes back there with a plant she found. This starts his exciting adventure which will change the characters' lives.

UNIT 2 *My family* is based on *Brave*. The main characters are princess Merida, her parents: Queen Elinor and King Fergus, and Merida's younger brothers, the triplets Hamish, Hubert and Harry.

Merida, an impulsive young lady, is determined to carve her own path in life. Defying the age-old and sacred customs, Merida's actions inadvertently unleash chaos and fury with the other Scottish Lords, and in the process she stumbles upon an eccentric and wise old woman who grants her ill-fated wish. The ensuing peril forces Merida to discover the true meaning of bravery in order to undo a beastly curse before it's too late.

ROZDZIAŁ 3 *My body and face* is based on *Wreck-it Ralph*. The main characters Ralph, Vanellope, Felix, Tammy Calhoun, King Candy, Taffyta and others all star in computer games.

Wreck-It Ralph longs to be as beloved as his game's perfect Good Guy, Fix-It Felix, Jr. The problem is, nobody loves a Bad Guy. So when Hero's Duty, a modern, first-person shooter game arrives in the arcade, Ralph sneaks into the new game with a simple plan, to win a medal. But soon, Ralph wrecks everything and accidentally unleashes a swarm of deadly cy-bugs that threaten to overwhelm every game in the arcade. Ralph's only hope? Vanellope von Schweetz, a young troublemaking "glitch" from a kart-racing game called Sugar Rush. She might just be the one to teach Ralph what it means to be a Good Guy.

UNIT 4 *My room* is based on *Aladdin*. The main characters are Aladdin, a poor boy, princess Jasmine, The Genie, Grand Vizier Jafar, Abu the monkey, and others.

Aladdin is a street-smart young thief in the mythical city of Agrabah who meets and falls in love with the Sultan's beautiful daughter, Jasmine. The evil vizier, Jafar, plots to get a magic lamp for his own rise to power, and decides he needs Aladdin, to seek the lamp in the Cave of Wonders. Aladdin and his friend, the monkey Abu, gain the lamp and the wisecracking Genie. With the Genie's help and his own cunning and courage, Aladdin manages to defeat Jafar and his evil plans, in the end earning a princely title and the princess.

UNIT 5 *I can jump!* is based on *The Jungle Book*. The main characters are Mowgli, Baloo the bear, Bagheera the panther, Shere Khan the tiger, Kaa the python and others.

A human boy, Mowgli, is raised in the jungle by wolves until it is deemed unsafe for him to stay because of Shere Khan, the tiger, who has vowed to kill the Man-cub. Bagheera, the panther, is selected to accompany Mowgli on his journey back to civilisation, but has a difficult time because the boy does not want to leave. Meeting Baloo the bear, a lovable "jungle bum," Mowgli is even more certain he wants to stay with his friends. But after an encounter with the mad King Louie the orangutan, when he is pressed to return to the Man-village by Baloo and Bagheera, Mowgli runs away. Alone in the jungle, he meets Shere Khan, but only after the last-minute intervention of his friends does he manage to defeat the tiger. Soon after, he meets a young girl from the Man-village and willingly returns to his own kind.

UNIT 6 *He likes cheese!* is based on *Ratatouille*. The main characters are Remy the rat, restaurant staff Linguini and Colette, the chef, Skinner, and others.

In one of Paris' finest restaurants, Remy, a determined young rat, dreams of becoming a renowned French chef. Torn between his family's wishes and his true calling, Remy and his pal Linguini set in motion a hilarious chain of events that turns the City of Lights upside down. Remy helps Linguini gain the restaurant from the evil chef Skinner. Their friendship is then put to the test when the rat's clan raids the pantries, but Remy's unfailing belief in the power of his dream reunites the characters. Remy's cooking is acknowledged by a famous food critic and the friends end up running a bistro with Remy as chef.

UNIT 7 *Our world* is based on *Planes*. The main characters are Dusty the crop duster plane, his friend Chug, a fuel truck, Skipper Riley, a defunct warplane, racer planes: Ripslinger, Ishani, El Chupacabra and others.

Dusty is a big-hearted, fast-flying cropduster who dreams of competing in the most exhilarating around-the-world air race in history. There are only a couple of not-so-small problems—Dusty is not exactly built for racing and he also happens to be afraid of heights. Despite his fear and with the coaching of a naval aviator named Skipper, Dusty narrowly qualifies for the big competition. Dusty's sportsmanship and speed begin to rattle the defending champ of the race circuit, Ripslinger, who will stop at nothing to see Dusty fail. When disaster strikes during the climax of the final race, Dusty's courage is put to the ultimate test. With the support of friends old and new, Dusty reaches heights he never dreamed possible and in the process, gives a spellbound world the inspiration to soar.

UNIT 8 *What's he wearing?* is based on *Toy Story 2*. The main characters are Woody the sheriff, Buzz Lightyear, cowgirl Jessie, Bo Peep the doll, toy collector Al McWhiggin and others.

Andy heads off to Cowboy Camp, leaving his toys to their own devices. Things shift into high gear when an obsessive toy collector named Al McWhiggen, owner of Al's Toy Barn, kidnaps Woody. At Al's apartment, Woody discovers he is a highly valued collectible from a 1950s TV Show called "Woody's Roundup." He meets the other prized toys from that show: Jessie the Cowgirl, Bullseye the horse, Stinky Pete the Prospector. Andy's toys mount a daring rescue mission, Buzz Lightyear meets his match and Woody has to decide where he and his heart truly belong.

NEW

English Adventure

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Hello

Lesson 1

Lesson aims: to revise greetings and classroom instructions. To say your name. To introduce a friend. To revise colours. To learn a chant.

Target language: *What's your name? I'm (Anna). This is (Tom).*

Revision: red, yellow, blue, green, black, brown, grey, white, purple, pink, orange; hello.

Receptive language: Say hello. Hello everyone. What colour is it? Open your books. Look! Listen! This is ...

Materials: CD 1, self-made flashcards with colours (optional), coloured pencils, a soft toy ball.

Starting the lesson

- Greet pupils. T: *Hello everyone!* and encourage pupils to reply. T: Say *hello*. Pupils: *Hello!*
- Revise classroom instructions. Say: *Look!* and *Listen!* and point to your eyes or ears to demonstrate the meaning. Tell pupils to point to their eyes or ears when they hear the instructions. Say the instructions a few times, slowly at first and gradually getting faster.

Presentation

- Introduce yourself. T: *Hello. I'm (Anna).* Ask pupils to introduce themselves. Pupil: *Hello. I'm (Adam).*
- Ask pupils their names one at a time. T: *What's your name?* Pupil: *I'm (Adam).* After each answer introduce the pupil. T: *This is (Adam).*
- Revise the colours with the flashcards or coloured pencils. Hold them up, say the colour in English and have pupils repeat. Hold them up again one at a time, ask *What colour is it?* and elicit answers.

Pupil's Book, page 2

1 Listen and chant. Then say.

- Say: *Open your books* and ask to pupils to open their Pupil's Books at page 2. Hold up your book and point to the picture. T: *Look! This is Minnie. This is Pluto. This is Mickey.* If necessary, explain that these are the names of the characters in English.
- Tell pupils that they are going to hear a chant. T: *Listen.* Play track 1.2 once.
- Play the chant again. Encourage pupils to join in.
- Play the chant again for more practice.
- Once the pupils have learned the chant, ask them to chant to the karaoke version (Track 1.3).
- Play a game with the soft toy ball to practice the target language. Say *Hello. I'm (Eva).* Throw the ball to a pupil and say *This is (Anna).* The pupil says *Hello. I'm (Anna),* then throws the ball to another pupil and says *This is (Tom).* The game continues around the class.

2 Listen and point. Then say.

- Hold up a crayon and say *Look. A crayon.* Tell pupils they are going to listen to a recording. Explain that they should listen out for the colours, find the correct crayon, point to it and repeat. Play track 1.4. Pause after each word to give pupils sufficient time to point and repeat.
- Ask pupils to look at the crayons. Hold up your book and point to the crayons one at a time from left to right, line by line. T: *What colour is it?* Pupils: *(Red).* Then call out the colours in random order and pupils point to the correct crayon.
- Pair activity. One pupil says a colour and the other pupil points to the correct crayon. Then pupils swap roles.

TPR

Distribute one coloured pencil to each pupil. In this way assign a colour to each pupil and tell them to hold their coloured pencil in their hand. Call out the colours in any order. When pupils hear their colour they hold their coloured pencil up high. Start slowly, then get gradually faster.

Activity Book, page 1

1 Look and write.

- Pupils label the colours by writing words from the box.
- Answers:** 1 – red, 2 – yellow, 3 – orange, 4 – purple, 5 – grey, 6 – green, 7 – brown, 8 – blue, 9 – pink, 10 – white, 11 – black.

Ending the lesson

- Tell pupils that they are going listen to a chant that they will say to end every lesson T: *Listen.* Play the CD.

Goodbye, say goodbye,
Goodbye, thank you!
Goodbye, say goodbye,
Goodbye, see you!

1.7

- Play the CD again and encourage pupils to join in.
- Once the pupils have learned the chant, ask them to chant to the karaoke version (Track 1.8).
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Put pupils into pairs. Pupil 1 says a colour. Pupil 2 writes the colour down using the equivalent coloured pencil. Then pupils swap roles.

Hello

1 Listen and chant. Then say.



Hello! I'm Mickey,
And this is Minnie.
This is Pluto.
What's your name?

2 Listen and point. Then say.



red yellow blue green
black brown grey
white purple pink orange

Lesson 1: I'm (Anna). This is (Tom). Colours.

Lesson 2

Lesson aims: to revise numbers 1–10. To ask somebody's age. To say your age.

Target language: *How old are you? I'm eight.*

Revision: colours; numbers 1–10.

Receptive language: balloons; *What's missing? Point to something (red.) What colour is it? Open your books. Look! Listen! What colour is number (one)? It's (yellow). Point to number (six).*

Materials: CD 1, self-made flashcards with numbers 1–10 (optional), a soft toy ball. Optional: Worksheet 5 for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Play the chant from Lesson 1 (Track 1.2) and encourage pupils to join in. Then ask them to chant to the karaoke version (Track 1.3).
- Revise the colours. Tell pupils *Point to something (red)* and pupils point to something in the correct colour. Then point to a classroom object, ask *What colour is it?* and elicit answers.
- Play "The ball is burning" game (see Resource Bank, page A23).

Presentation

- Revise the numbers 1–10 with the self-made flashcards or write them on the board. Stick or write the numbers on the board one at a time, and ask pupils to call them out. Then play the "What's missing?" game (see Resource Bank, page A21) by either removing flashcards or erasing numbers.
- Replace all the numbers on the board. Introduce the question *How old are you?* Ask a pupil in L1 to go to the board and point to the number that is their age. Ask *How old are you?* and prompt the pupil to reply *I'm (eight).*
- Ask other pupils their age. T: *How old are you?* Pupil: *I'm (eight).*

Pupil's Book, page 3

3 Listen and say.

- Say *Open your books.* and ask pupils to open their Pupil's Books at page 3. Say *Look! Balloons.* Explain the meaning of *balloons* in L1 if necessary.

3 Listen and say.



one two three four five
six seven eight nine ten

4 Listen and point at the correct balloon in Exercise 3. Then say.



How old are you? I'm seven.

5 Read and say.



How old are you? I'm ...

Lesson 2: How old are you? I'm (eight). Numbers 1–10.

- Tell pupils that they are going to listen to a recording. Explain that they should listen and repeat the numbers. T: *Listen.* Play track 1.5. Pause after each number to allow pupils time to repeat.
- Call out a number and tell pupils to say what colour the balloon is. T: *What colour is number (one)?* Pupils: *It's (yellow).*
- Pair activity. Pupil 1 says a colour. Pupil 2 says the number that matches. Then pupils swap roles.

4 Listen and point at the correct balloon in Exercise 3. Then say.

- Ask pupils to look at children in the exercise. Explain that they are going to listen to a recording and the children are going to answer the question *How old are you?* Tell pupils that they should point to the correct balloon for each child's age.
- T: *Listen.* Play the CD. Pause after each number to allow pupils time to find the balloon and point. Point to the corresponding number on the board so pupils can check their answer.

A: How old are you? B: I'm 7.
A: How old are you? B: I'm 8.
A: How old are you? B: I'm 6.
A: How old are you? B: I'm 9.

1.6

5 Read and say.

- Ask pupils to read out Mickey's question. Throw the soft toy ball to a pupil and ask: *How old are you?* Pupil: *I'm (eight).* The pupil throws the ball to another pupil and asks *How old are you?* until all pupils have asked and answered.
- Pair activity: Pupil 1 asks *How old are you?* Pupil 2 answers *I'm (eight).* Then pupils swap roles.

TPR

Assign a number from 1–10 to each pupil. Call out numbers from 1–10 in random order. Pupils stand up when they hear their number and hold up the correct number of fingers.

Activity Book, page 1

2 Match and write.

- Pupils match the words to the digits by drawing lines. Then they unscramble the letters and spell the numbers 1–10 correctly.

Ending the lesson

- Use the numbers on the board. Ask a volunteer to come to the board and point to the number you say. T: *Point to number (six).* Continue until all pupils have had a turn.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair activity: Pupil 1 traces a number on the back of Pupil 2 with a finger. Pupil 2 guesses the number. Then pupils swap roles.

Progress assessment

- Photocopiable materials, Worksheet 5, page 81. The guidelines for using the worksheet can be found on page 76.

1 My favourite things

Lesson 1

Lesson aims: to learn words for favourite things.

Target language: *bat, bike, computer game, robot, TV, watch; It's a (bike).*

Revision: colours; toys. *What's your name? How old are you?*

Receptive language: *things; What colour is (he)?*

Materials: CD 1, flashcards with possessions, a sheet of paper for each pupil; Starter A & B flashcards with toys.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Play the "Questions" game. *What's your name? How old are you?* (see Resource Bank, page A23).

Presentation

- Praise pupils for answering the questions well. Tell them they are now ready to learn new words. Explain that you are going to focus on words for favourite things.
- Revise toys with Starter A & B flashcards (*ball, teddy bear, doll, boat, kite, train*).
- Introduce favourite things with the flashcards and draw a TV on the board. Hold up a flashcard and say the word. Have pupils repeat.

Pupil's Book, page 4

1 Listen and point.

- Tell pupils to open their Pupil's Books at page 4. Hold up your book and point to the pictures. T: *Look! This is WALL-E. This is EVE. Discuss the picture with the class. Ask pupils if they have seen the film WALL-E.* (For a detailed description of the film, see page A30.)
- Explain in L1 that pupils can see WALL-E and EVE's things in the pictures. Tell pupils the word in English is *things*.
- Tell pupils that they are going to listen to a recording. Explain that they should point to the things they hear. T: *Listen.* Play the CD once.

This is WALL-E. He's a robot. He's yellow. Look at his things. Can you see a bike? And here he's got a ball and a bat. This is EVE. She's a white robot. Can you see a TV? **1.9**

- Check comprehension. T: *Point to WALL-E/EVE. What colour is he/she?* Pupils: *Yellow/white.* Continue with other items.

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

- Ask pupils to look at the photos. Tell them they are going to listen to a recording and that they should repeat the words. T: *Listen.* Play Part 1 of the CD.
- Pair activity. Pupil 1 points to a photo and Pupil 2 says the word. Then pupils swap roles.
- Tell pupils that they are going to listen again and repeat the sentences. T: *Listen.* Play Part 2 of the CD.

Part 1: Bat. Robot. Computer game. TV. Watch. Bike. **1.10**
Part 2: It's a bat. It's a robot. It's a computer game. It's a TV. It's a watch. It's a bike.

- Pair activity. Pupil 1 points to a photo and Pupil 2 says the sentence. Then pupils swap roles.
- Ask pupils to look at the pictures in Exercise 1 and say if they can see the objects from Exercise 2. T: *Can you see a (bat)?* Pupils: *Yes/No.*

3 Listen and say.

- Hold up your book and point to WALL-E. Tell pupils to say the missing words. T: *This is ...* Pupils: *WALL-E.* T: *He's ...* Pupils: *Yellow.*
- Tell pupils they are going to listen to a recording. Explain that they should listen and say the missing words. T: *Listen.* Play the CD once.

This is WALL-E. He's a robot. He's yellow. Look at his things. Can you see a (...) bike? And here he's got a ball and a (...) bat. This is EVE. She's a white (...) robot. Can you see a (...) TV? **1.11**

- Play the CD again for pupils to say the missing words again.

TPR

Divide the class into 5 groups and number them 1–5. Call out a number, hold up a flashcard and ask: *(One). Is this a (bike)?* Pupils stand up and say *Yes* or *No*.

Activity Book, page 2

1 Look and say. Then number.

- Pupils look at the picture, say the words and write the numbers in the boxes. Check answers. Say a word and pupils say the number.
- Answers:** *bat – 5, computer game – 2, watch – 6, robot – 1, TV – 4, bike – 3.*

2 Read, look at Exercise 1 and tick (✓) or cross (X).

- Pupils look at the numbers, read the sentences and draw a tick or a cross. They say *Yes* for ticks and *No* for crosses.
- Answers:** 1 – X, 2 – ✓, 3 – ✓, 4 – ✓, 5 – X, 6 – X.

Ending the lesson

- Play the "Observation" game with the flashcards (see Resource Bank, page A21).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Give a sheet of paper to each pupil. They draw WALL-E and describe the picture: *This is Wall-E. He's a yellow/white robot.*

UNIT

1

My favourite things

1 Listen and point.

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

Yes

Yes

No

Yes

No

Yes

bat

robot

computer game

TV

watch

bike

3 Listen and say.

It's a watch.

Lesson 1: bat, bike, computer game, robot, TV, watch. It's a (bike).

Lesson 2

Lesson aims: to learn more words for favourite things. To learn a song.

Target language: *computer, scooter, spaceship; It isn't a (scooter).*

Revision: *bat, bike, computer game, robot, TV, watch, teddy bear; It's a (robot).*

Receptive language: *What's (your) favourite thing? Which number? 1 or 2?*

Materials: CD 1, flashcards with possessions.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise the words for favourite things pupils have learned so far playing the "Yes/No!" game (see: Resource Bank, page A21).
- Revise the toys (*ball, teddy bear, doll, boat, kite, train*) with drawings on the board. Have pupils guess what you are drawing before you complete the pictures.

Presentation

- Introduce the new words using the flashcards. Hold up a flashcard and say the word. Have pupils repeat the word. Stick all the flashcards with possessions on the board.
- Introduce *My favourite thing* and *It isn't a (scooter)*. Point to one of the flashcards on the board and say *Look. A (spaceship). It's my favourite thing* and smile. Then shake your head, point to other flashcards and say each time *It isn't a (scooter)*.
- Explain *My favourite thing* in L1 if necessary. Then ask individual pupils to come to the board and point to their favourite thing: T: *What's your favourite thing?* Pupil: *It's a (doll).*

Pupil's Book, page 5

4 Listen, point and say. Then read and say 1 or 2.

- Tell pupils to open their Pupil's Books at page 5. Hold up your book and point to the pictures. T: *Point to a (teddy bear).* Pupils point to the correct pictures.

4 Listen, point and say. Then read and say 1 or 2.

computer

spaceship

scooter

teddy bear

1

It isn't a robot. It's a spaceship.

2

It isn't a computer. It's a scooter.

5 Listen and sing.

It's my favourite thing!

It isn't a bike.

It isn't a doll.

It isn't a computer!

It isn't a bat,

Or a ball.

No! It's my red scooter!

It's my favourite thing!

It isn't a boat.

It isn't a kite.

It isn't a computer!

It isn't a spaceship,

Or a train.

No! It's my red scooter!

Lesson 2: computer, scooter, spaceship. It isn't a (scooter). Favourite things. It's a (robot).

- Tell pupils that they are going to listen to a recording about the children's favourite things. Ask them to point to the things they hear and then say what each child's favourite thing is. T: *Listen.* Play the CD. Stop after each child and pupils say their favourite thing.

What's your favourite thing? **1.12**
A: Hmm... It isn't a computer. It isn't a teddy bear. Umm. My favourite toy is big and it's blue. It's a scooter.
B: My favourite thing isn't a robot. It isn't a watch. It isn't a bike. It's red and blue. It's small. It's a spaceship.

- Draw pupils' attention to the texts. Ask volunteers to read them out. Tell pupils to match the texts to the children. T: *Which number: 1 or 2?*
- Pair activity: Pupil 1 reads out one of the texts. Pupil 2 chooses 1 or 2. Then pupils swap roles.

5 Listen and sing.

- Before playing the song, talk about the girl in the picture. T: *What's her favourite thing? A bike?* Pupils: *No. It isn't a bike.* T: *A scooter?* Pupils: *Yes, It's a scooter.* T: *What colour is it?* Pupils: *It's red.*
- Tell pupils to listen to the song about the favourite things. T: *Listen.* Play track 1.13.
- Play the song again. Ask pupils to copy the action mimes you do during the song: ride a bike, rock a doll, type on a computer, hit a ball with a bat, throw a ball, ride a scooter. Play the song a few more times. Encourage pupils to join in the singing and actions.
- When pupils have learned the song, encourage them to sing along to the karaoke version (track 1.14).

TPR

Assign a favourite thing from the song to each pupil. Then play the "Sing and respond" game with the song (see: Resource Bank, page A23).

Activity Book, page 3

3 Read, look and guess. Then write.

- Pupils read the sentences and guess what the favourite things are. They complete the sentences with words from the box. Check answers by reading out the sentences and having pupils say the missing word.
- Answers:** 1 – *bike*, 2 – *watch*, 3 – *scooter*, 4 – *robot*, 5 – *computer*.

4 What's missing in Exercise 3? Draw and write.

- Pupils look for the word they didn't use in Exercise 2. They draw a picture and complete the sentence. Pupils hold up their books for checking.

Answer: *spaceship.*

Ending the lesson

- Remove the flashcards one at a time from the board. Hold them up one at a time and say: *It isn't a (spaceship). It's a ...* Pupils: *... (bike!)*
- 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.

Pupils look at the pictures and find the words in the word search. Then they write them next to the corresponding numbers. Check answers by saying a number and having pupils say the word.

- Answers:** 1 – *watch*, 2 – *computer game*, 3 – *robot*, 4 – *bat*, 5 – *scooter*, 6 – *spaceship*, 7 – *computer*, 8 – *teddy bear*.

Lesson 3

Lesson aims: to learn new language.
Target language: *Is it a (scooter)?*
Revision: colours; favourite things. *big, small; It's a (scooter).* Yes/No.
Materials: CD 1, flashcards with possessions, a small piece of paper for each pupil, sticky tape.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise all the favourite things using the flashcards. Then encourage pupils to play the “Echo” game (see: Resource Bank, page A21).
- Encourage pupils to sing the song they learned in the previous lesson (track 1.13) and do the actions.

Presentation

- Stick the flashcards on the board. Ask a volunteer to choose one, but not say which one it is. Ask *Is it a (scooter)?* and tell the pupil to answer Yes or No. Continue guessing until you find the flashcard. Repeat with other volunteers. Have pupils repeat the questions.

Pupil’s Book, page 6

6 Listen and say Yes or No. Then check.

- Tell pupils to open their Pupil’s Books at page 6. Explain in L1 that these are shadows of favourite things. Hold up your book, point to the shadow picture of the scooter and ask questions. T: *Is it a bike?* Pupils: *No. T: Is it a scooter?* Pupils: *Yes.* Continue with the other pictures.
- Tell pupils that they are going to listen to a recording. Tell them they should look at the shadow pictures and answer the questions Yes or No. T: *Listen.* Play the CD. Encourage pupils to answer and then they check if their answers were correct.

1 Is it a scooter? (...) Yes.
2 Is it a TV? (...) No. It’s a computer.
3 Is it a bat? (...) Yes.
4 Is it a robot? (...) No. It’s a spaceship.
5 Is it a watch? (...) Yes.

1.15

- Tell pupils to look at the coloured pictures of the favourite things. Tell them that you are going to describe one thing and that they should raise their hands to ask what the thing is. T: *It’s (big). It’s (green) and (brown).* Pupil: *Is it a (scooter)?* T: *Yes.*

7 Point, ask and answer.

- Pair activity: Pupil 1 points to a shadow picture in Exercise 1 and asks *Is it a (scooter)?* Pupil 2 answers: (Yes). Then pupils swap roles. Tell pupils that they can choose to ask a question that has either a Yes or No answer. For No answers the pupils should also say what the thing in the picture is. Pupil 1: *Is it a (scooter)?* Pupil 2: *No. It’s a computer.*
- Ask pairs to demonstrate their questions and answers to the class.

TPR

Hand out a small piece of paper to each pupil. Play the “What does the picture present?” game with drawings of favourite things stuck on the pupils’ backs (see: Resource Bank, page A23).

Activity Book, page 4

5 Trace. Then read and tick (✓) or cross (X).

- Pupils trace the pictures. Then they read the questions and put a tick (✓) or cross (X). They say Yes for a tick and No for a cross. Check answers by reading out the questions and having pupils answer.
- Answers: 1 – ✓, 2 – X, 3 – ✓, 4 – X.

6 Trace. Then write and answer Yes or No.

- Pupils trace the picture. Then they complete the questions and write answers. Check answers by having pairs ask and answer the questions.
- Answers: 2 – *Is it, No;* 3 – *Is it, No;* 4 – *Is it, No;* 5 – *Is it, Yes.*

Ending the lesson

- Hold up the flashcards and ask *Is it a (scooter)?* and elicit answers from pupils. Ask questions for Yes and No answers.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair activity: Pupil 1 traces a favourite thing in the air. Pupil 2 asks *Is it a (scooter)?* Pupil 1 answers *Yes / No. It’s a (bike).* Pupils then swap roles.

6 Listen and say Yes or No. Then check.

1

2

3

4

5

1 Is it a scooter? Yes

2 Is it a TV? No

3 Is it a bat? Yes

4 Is it a robot? No

5 Is it a watch? Yes

a

b

c

d

e

7 Point, ask and answer.

Is it a scooter?

Yes.

Lesson 3: Is it a (scooter)? Favourite things.

Lesson 4

Lesson aims: to revise the language from Lessons 1–3. Phonics /s/ vs /z/.
Revision: favourite things. *It’s/It isn’t a (robot). Is it a (bike)? It’s (white).*
Receptive language: *They’re in space. It’s in picture (1). What’s this? What is it?*
Materials: CD 1, flashcards with possessions. Optional: a sheet of paper for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Play “Where is this card?” with the flashcards (see: Resource Bank, page A21).

Revision

- Play “Which card is this?” with the flashcards (see: Resource Bank, page 21). Ask *Is it a (bike)?* Pupils guess Yes or No. Reveal the picture and say Yes. *It’s a bike* or No. *It isn’t a bike. It’s a robot.*

Pupil’s Book, page 7

8 Listen, find and say.

- Tell pupils to open their Pupil’s Books at page 7. Hold up your book and point to the pictures. T: *Look!* Discuss the pictures in L1 and what pupils can see (EVE and WALL-E in space and inside a spaceship).
- Point to EVE, WALL-E and the spaceship in pictures 1 and 2. T: *What’s this?* Pupils: *It’s EVE/WALL-E/a spaceship.* Point to WALL-E and ask: *Is it a robot?* Pupils: *Yes.* Point to the horse and ask: *Is it a robot?* Pupils: *No.* Teach or elicit *horse* as necessary.
- Tell pupils that they are going to listen to a recording with descriptions of things in picture 1 or 2. Tell pupils they should listen carefully and find the things that are described. Then they should say what they are. T: *Listen.* Play the CD. Pause before each answer and ask pupils to give answers. Then play the answer for pupils to check if they are correct.

1 It’s in picture 1. It’s a robot. It isn’t WALL-E. What is it? (...) It’s EVE.
2 It’s in picture 2. It’s white. It isn’t a robot. What is it? (...) It’s a horse.
3 It’s in picture 2. It’s black and blue. It isn’t a robot. What is it? (...) It’s a TV.

1.16

8 Listen, find and say.

1

2

3

4

5

9 Find and say. Then write Yes or No in your notebook.

1 Is it a spaceship? Yes

2 Is it a robot? Yes

3 Is it a horse? No

4 Is it a robot? No

5 Is it a TV? Yes

10 Tongue twister! Listen and repeat.

Is it a spaceship?
Is it? Is it?
Is it a spaceship?
Yes, yes, yes!

Lesson 4: Phonics: /s/ vs /z/. Favourite things. It’s / It isn’t a (robot). Is it a (bike)? It’s (white).

- Repeat questions from the audio to check comprehension.
- Follow-up (optional): Pupils write down the numbers and the answers in their notebooks. Play the audio again. Pause each time to allow for time to write.
- Pair activity: Pupil 1 describes a thing in picture 1. Pupil 2 says what it is. Pupil 2 describes a thing in picture 2. Pupil 1 says what it is.

9 Find and say. Then write Yes or No in your notebook.

- Ask pupils to find the numbered things in Exercise 8. T: *Point to number 1.* Read out question 1 and ask pupils to answer. T: *Is it a spaceship?* Pupils: *Yes.* Repeat with all the questions.
- Pupils read the questions and write Yes or No in their notebooks. Write the answers on the board. Pupils swap notebooks and mark each other’s work.

10 Tongue twister! Listen and repeat.

- Ask pupils to look at the picture. T: *What is it?* Pupils: *It’s a spaceship.* T: *Is it a spaceship?* Pupils: *Yes.* Write *Is it a spaceship?* *Yes.* on the board and underline the letters as shown. Tell pupils that sometimes the letter sound for **s** is /s/ and sometimes the sound is /z/. Read out the question and answer and have pupils repeat. Ask them which word has a /z/ sound and elicit *Is*.
- Tell pupils that they are going to listen to a tongue twister. Explain that the letters in green are a /z/ sound and the letters in purple are a /s/ sound. T: *Listen.* Play track 1.17.
- Play the audio again and stop after each line. Have pupils repeat. Make sure they pronounce the /s/ and /z/ sound correctly. Play the audio a few times and pupils say the tongue twister with the recording.
- Have the class say the whole tongue twister without the audio. Then have pairs of pupils say the tongue twister.

TPR

Play the “Guessing game: pictures” (see: Resource Bank, page A23) with favourite things. T: *Is it a (robot)?* Pupil *Yes* or *No. It’s a (bike).*

Activity Book, page 5

7 Look and write It’s or It isn’t.

- Pupils look at the pictures and complete the sentences with *It’s* or *It isn’t*. Check answers by having individual pupils read out their sentences.
- Answers: 1 – *It’s,* 2 – *It isn’t,* 3 – *It’s,* 5 – *It isn’t,* 6 – *It’s,* 7 – *It’s.*

8 Circle and colour.

- Pupils circle the correct words and then colour the picture accordingly. Pupils hold up their books for checking and read the sentences. T: *Number 1?* Pupils: *It’s big.*
- Answers: 1 – *big,* 2 – *yellow,* 3 – *a robot,* 4 – *a car.*

Ending the lesson

- Show a pupil a flashcard without the other children seeing it. The pupil then mimes the word and the other pupils guess what it is.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Hand out a sheet of paper to each pupil. Pupils draw a favourite thing and write *My favourite thing is a (robot).*

Lesson 5

Lesson aims: to listen to a story. To revise the language from Lessons 1–4.
Target language: *Go, Pluto! Look! Happy birthday!*
Revision: numbers 1–10; favourite things. *cake; Is it a robot? No, it isn't a robot. It's a (scooter)?*
Receptive language: *How many children? Is he happy? Who is the present for? Is Minnie sad? What's on his head?*
Materials: CD 1, flashcards with possessions. Optional: story cards, a sheet of paper for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Revise favourite things with the "Which card is this?" game with the flashcards (see Resource Bank, page A21).

Pupil's Book, page 8

- 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.
- Say: *Today, it's story time!* Tell pupils to open their books at page 8. Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie. This is Pluto.* Talk to pupils about the pictures, and the situation and characters they show in L1. Ask pupils what they can see in the pictures, and encourage them to guess what happens in the story. Do not confirm or verify pupils' ideas at this point. (Pluto gets a scooter for his birthday, but when he takes the children on it for a ride he bumps into Minnie and ends up covered in cake). Point to the cake and revise the word *cake*.

9 Listen and answer.

- Tell pupils that they are going to listen to a story. Ask them to follow the story and find the answer to the question: *How many children?* Say: *Listen to the story!* and play the CD. Hold up your book and help pupils follow the story, pointing to relevant pictures. You can also encourage pupils to point to the pictures as they listen.
- Note: the recording is available with the voices of the original Disney characters (track 1.18) and with special EFL voice-overs (track 1.19).
- Repeat the question: *How many children?* Elicit the correct answer. Pupils: *Ten.* Make sure pupils understand the story. Ask pupils to tell you what happens in the story in a few words.
- Play the recording again. Pause after each part and ask questions about the pictures. Picture 1: (point to the present) *What's this? (It's a present.)* Picture 2: (point to the present) *Who is the present for? (Pluto.) Is he happy? (Yes.)* Picture 3: (point to the scooter) *Is it a robot? (No. It's a scooter.)* Picture 4: (point to the cake) *What is it? (It's a cake.)* (point to the candles) *How many? (Four.)* Picture 5: (point to Minnie) *Is Minnie sad? (Yes.)* Picture 6: (point to the mixture on Pluto's head) *What's on Pluto's head? (It's the cake.)*
- Play the recording again. Pause after each sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

10 Now act the story out.

- Put pupils in groups of three (Mickey, Minnie and Pluto) and encourage them to act the story out using words and gestures. Monitor their work and help them if necessary. Invite volunteers to demonstrate the story in front of the class.
- Tell pupils that you hope they enjoyed the story and explain that they are going to listen to more stories about Mickey, Minnie and their friends in the next chapters of the book.

Activity Book, page 6

9 Listen and write Yes or No.

- Pupils listen to the recording and write *Yes* or *No*. Check answers by reading out the questions and having pupils answer.
- **Answers:** 1 – *No*, 2 – *No*, 3 – *Yes*.

1 A: Is it a robot? B: No, it isn't.
2 A: Is it a ball? B: No, it isn't.
3 A: Is it a cake? B: Yes, it is!

1.20

10 Draw. Then write.

- Explain that pupils have to draw Pluto's cake. Then they complete the sentences with words from the box. Pupils hold up their books for checking. Have a volunteer read out the sentences.
- **Answers:** *robot, isn't, cake.*

Ending the lesson

- Draw a present on the board. Hide a flashcard behind your book and ask *Is it a (scooter)?* Ask a pupil to guess *Yes* or *No. It's a (bike).* Reveal the flashcard to see if the pupils guessed correctly.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Hand a sheet of paper to each pupil. Pupils draw a present wrapping on one side and a toy on the other side that they would most like to get as a present. They guess each other's presents. Pupil 1: *Is it a (doll)?* Pupil 2: *Yes. / No. It's a (scooter).*

11 Listen and answer.

1

... eight, nine, ten!

2

Is it a robot?

3

No, it isn't a robot. It's a scooter! Go, Pluto!

4

Look! The cake!

5

Oh no, Pluto!

6

Happy birthday, Pluto!

12 Now act the story out.

Lesson 5 Story: cake. Favourite things. Numbers. It's / It isn't a (robot). Is it a (bike)?

Lesson 6

Lesson aims: to revise the language from Lessons 1–5. To play the game with cut-out cards.
Revision: numbers; colours; favourite things. *It's/It isn't a (robot). Is it a (bike)? It's (white).*
Receptive language: *A boy and a girl and their favourite things! Cut out.*
Materials: CD 1, flashcards with possessions, scissors.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Encourage pupils to sing the song from Lesson 2 in the karaoke version (track 1.14).

Revision

- Revise the colours. Ask pupils to hold up pencils for the colours you call out.
- Revise the numbers 1–10. Call out the numbers in random order and pupils hold up the correct number of fingers.
- Revise favourite things with the "Snap!" game (see: Resource Bank, page A21).

Pupil's Book, page 9

13 Listen and read. Then say.

- Tell pupils to open their Pupil's Books at page 9. Hold up your book and point to the photos. T: *Look! A boy and a girl and their favourite things!* Say the favourite things and have pupils point and repeat.
- Choose a favourite thing, describe it and ask pupils to say what it is. T: *My favourite thing is (red). It isn't (big). It isn't a (bat). What is it?* Pupils: *It's a (watch).*
- Tell pupils that they are going to listen to a recording of the boy and the girl. Explain that they follow what words are used while they listen. Then they should say what the favourite thing for each child is. T: *Listen!* Play track 1.21. Pause after each child to give pupils time to find the favourite thing.
- Play the CD again. Ask pupils to give their answers (*a bike, a computer game*), saying *Yes* or *No* to correct any wrong answers.

13 Listen and read. Then say.

bike

I'm Tim. I'm 9. My favourite thing is red. It isn't small. It isn't a scooter. What is it?

computer game

I'm Anna. I'm 8. My favourite thing is small. It's yellow. It isn't a ball. What is it?

14 Cut out (page 73). Then listen and play.

My favourite thing is small.

Yes, it's red.

Yes, it's a watch!

Is it red?

Is it a watch?

Lesson 6 Skills: Colours. Favourite things. It's / It isn't a (robot). Is it a (bike)? It's (white).

- Play the CD again. Pause after each sentence. The boys repeat what Tim says and the girls repeat what Anna says.
- Pair activity. Pupil 1 describes one of the things, and Pupil 2 points to the right photo. Then they swap roles.

14 Cut out (page 73). Then listen and play.

- Show pupils where to find the cut-out cards on page 73 of their Pupil's Books.
- Ask pupils to cut out and write their names behind the cards. Give instructions and demonstrate: *Cut out.* Pupils can stick an envelope from home inside the front cover of their books and keep the cut-out cards in the envelope.
- Tell pupils to look at page 9 in their Pupil's Books again and ask them to focus on the photo of children playing a game. Ask pupils to listen to a recording. T: *Listen.* Play track 1.22.
- Ask pupils what they think the game is about. (To use the cards to describe a favourite thing that your friend should guess.) Tell pupils that they are going to play the game in a moment.
- Pair activity. Ask pupils to arrange their cut-out cards face up on the table in front of them. Pupil 1 describes a favourite thing to Pupil 2 without saying the word. Pupil 2 asks questions about the favourite thing to find what it is and Pupil 1 answers. Then pupils swap roles.

TPR

Activity for pupils sitting in rows of desks. Each row of desks forms a team. Whisper the word for a favourite thing and colour e.g. *a blue scooter* to the first pupil in each row. The pupil should pass the phrase to their immediate neighbour. The last pupil in the row should say the phrase aloud. As the activity progresses, you can give pupils more difficult phrases e.g. *a yellow robot and a brown teddy bear*.

Activity Book, page 7

11 Look and write.

- Pupils look at the pictures and complete the description with words from the box. Ask individual pupils to read out their answers.
- **Answers:** *It's, isn't, teddy bear; blue, isn't, bike, computer game.*

12 Draw your favourite thing. Then write.

- Pupils draw and colour their favourite thing from Unit 1. They then complete the sentences with their own ideas. They hold up their books to show the class and read out their sentences.

Ending the lesson

- Put the flashcards face up on your table. Write words for favourite things on the board with the first letter missing. Ask volunteers to come to the board, write the missing letter and then find the flashcard.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair activity. Pupil 1 traces a number on the back of Pupil 2. Pupil 2 says the number. The pupils swap roles.

The next lesson

- Remind pupils to bring to the next lesson pictures of favourite things from Unit 1 cut out from magazines.

Lesson 7

Lesson aims: Maths – to count to 15. To learn numbers 11–15. To make a bar chart.

Target language: numbers 11–15. *What's your favourite thing?*

Revision: numbers 1–10; favourite things; colours. *It's/It isn't a (robot). Is it a (bike)? It's (white).*

Receptive language: *Point to number (11). What colour is it? What are these? How many? Point to (his) favourite (robot).*

Materials: CD 1, flashcards with possessions, a soft toy ball, a sheet of squared maths paper for each pupil, crayons, glue.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Ask pupils: *What's your name? How old are you?*

Presentation

- Introduce the numbers 11–15 by writing them on the board. Point to each number, say the word and have pupils repeat. Clap and count from 1–15 and tell pupils to join in.
- Revise favourite things with the flashcards. Stick them on the board, point to them one at a time and ask *What's this?* Elicit answers. Tell pupils in L1 to decide which thing is their favourite. Ask a pupil to stand at the board. Ask *What's your favourite thing?* The pupil points and says the word. Repeat with other pupils. Encourage pupils to repeat the question.

Pupil's Book, page 10

15 Listen, point and repeat.

- Tell pupils to open their Pupil's Books at page 10. Hold up your book and point to the numbers. T: *Look! Numbers! Say: Point to number (11). What colour is it?* Pupils point and answer: *(Pink).*
- Tell pupils that they are going to listen to a recording. Explain that they should listen, point to the numbers and repeat them. T: *Listen.* Play track 1.23.
- Pair activity: Pupil 1 says a number. Pupil 2 points to it and says the colour. Then pupils swap roles.

16 Listen and say the number. Write the children's favourite things in your notebook.

- Tell pupils to focus on the pictures. Point to the pictures and ask: *What are these?* Pupils: *Robots/watches/dolls.*
- Tell pupils that they are going to listen to a recording. Explain that they should listen, point to the pictures, say the number of the picture and say the number of the favourite things. T: *Listen.* Play the CD. Pause after each description to give pupils time to say their answers.

- I've got thirteen dolls. My favourite doll is wearing a red dress. **1.24**
- I've got three watches. A red watch, a black watch and my favourite – a green watch.
- I like robots. I've got fifteen robots. My favourite robot is big and blue.

- Play the CD again, pause after each description and check comprehension. T: *Point to (his) favourite (robot).* Hold up your book and point so pupils can check their answers.
- Notebooks: Pupils write the children's favourite things.

17 Project: make a bar chart.

- Tell pupils they are going to make a bar chart for favourite things. Explain in L1 what a bar chart is. Hand out a sheet of squared maths paper to each pupil. Draw pupils' attention to the bar chart in their books. Explain that they should write the numbers 1–10 up the left-hand side. Along the bottom they draw seven favourite things from the flashcards (or paste appropriate pictures they have brought from home).
- Pupils write the seven things in their notebooks and ask ten classmates *What's your favourite thing?* Pupil: *It's a (computer game).* They draw a line next to the favourite thing and then add up the lines. They use the information to make the bar chart.
- Play a song or chant from this Unit while pupils are working and help where necessary.

- When pupils have finished, ask them to show their bar charts to the class and compare results. They could also display their work in the classroom.

TPR

Play the "Catch and say it!" game with favourite things (see: Resource Bank, page A23).

Activity Book, page 8

13 Follow and write.

- Pupils follow the lines to the numbers and write the words. They choose the correct words from the box. Pupils hold up their books for checking.

14 Count and write.

- Pupils count the objects and write the words for the numbers. Check answers by having individual pupils count and say.
- Answers:** 1 – eleven, 2 – thirteen, 3 – twelve, 4 – fifteen, 5 – fourteen.

Ending the lesson

- Clap and count from 1–15 and encourage pupils to join in.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 71

2 Join the dots. Then write.

Pupils join the dots in the correct order from one to fifteen. Then they write what they find. Pupils hold up their books to show the class.

- Answer:** *spaceship.*

15 Listen, point and repeat.

11 eleven
12 twelve
13 thirteen
14 fourteen
15 fifteen

16 Listen and say the number. Write the children's favourite things in your notebook.

1 2 3

17 Project: make a bar chart.

What's your favourite thing?
It's a teddy bear.

Lesson 7 CLIL: Numbers 11–15. What's your favourite thing? Favourite things. It's/It isn't a (robot). Is it a (bike)? It's (white).

Lesson 8

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

Revision: the language from Unit 1: favourite things; colours. *big, small. It's a (TV). It isn't a (robot). Is it a (bike)?*

Receptive language: *How many? What colour is it? Is it (big)? Do you like it? Which robot?*

Materials: CD 1, flashcards with possessions, optional: Starter A & B flashcards with toys. Optional: Worksheet 6 for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Help pupils recall the song and the tongue twister from this Unit (Tracks 1.13 and 1.17).
- You can divide the class into groups and hold a contest for the best performance of the song. Let pupils decide themselves which group is the winner. Give the winning group appropriate applause.

Revision

- Revise the language from this Unit. Use the Starter A & B flashcards with toys or draw a TV, a teddy bear, a doll and a ball on the board. Stick the flashcards with possessions on the board, too. Point to a picture and ask: *Is it a (TV)?* Pupils: *Yes. / No. It's a (robot).* T: *What colour is it?* Pupils: *It's (red).*
- Play the "Numbers" game with the flashcards and drawings (see: Resource Bank, page A21). Use numbers up to 15.

Pupil's Book, page 11

18 Listen and say the number.

- Tell pupils to open their Pupil's Books at page 11. Hold up your book and point to the pictures. T: *Look! Robots? How many?* Pupils: *Four.* Point to the robots in each picture one at a time and ask questions. T: *What colour is it?* Pupils: *It's (white).* T: *Is it (small)?* Pupils: *(Yes).*
- Tell pupils that they are going to listen to a recording with descriptions of three of the robots. Explain that they should listen to the descriptions of each robot and say which robot it is by saying the number of the picture T: *Listen.* Play the CD. Pause after each description to give pupils time to say their answers.

18 Listen and say the number.

1 2 3 4

19 Write about robot number 3 in your notebook. Use It's or It isn't and the words below.

a computer a robot small red and pink

20 In your notebook, draw your favourite robot from WALL-E and write. Then tell a friend.

Pupils' own answers

Lesson 8 Review: Colours. Favourite things. Big, small. It's a (TV). It isn't a (robot). Is it a (bike)?

A: My favourite robot isn't pink. It's blue and white.

B: This is my favourite robot. It's small. It's white. It isn't EVE.

C: I like this robot. It's big. It isn't red. It's white.

1.25

- Write the answers on the board (1, 4 and 2). Play the CD again for pupils to check the answers and encourage them to point to the correct robots.
- Pair activity: Pupil 1 describes a robot. Pupil 2 says the number of the picture. Pupils then swap roles.

19 Write about robot number 3 in your notebook. Use It's or It isn't and the words below.

- Ask pupils to look at picture number 3 and ask questions about it. T: *Is it a computer/robot? Is it big/small? Is it blue and yellow / red and pink?* Pupils: *Yes/No.*
- Tell pupils to open their notebooks and to write about robot number 3. Read out the words in the box and tell them to use them in sentences with the words *It's* or *It isn't*. Check pupils' work individually.

20 In your notebook, draw your favourite robot from WALL-E and write. Then tell a friend.

- Ask pupils to draw their favourite robot from WALL-E. Then they write about their robot. They read what they have written to a friend. Monitor their work and help as necessary.

Activity Book, page 9

15 Count and say. Then colour, circle and write.

- Pupils count the favourite things and say how many there are.
- Pupils then choose one favourite thing and colour it a colour of their choice. They then circle the answers for questions 1, 2 and 3. They write their own answers for questions 4, 5 and 6.
- Answers:** *five bikes, thirteen bats, three spaceships, eleven robots, twelve watches.*

Self-assessment

16 Say and tick (✓). Then stick.

- Ask pupils to find the stickers for this exercise at the end of their Activity Books. Pupils assess their own skills. If they can tick (✓) all the boxes, they can put a sticker with the film character in the box.

Ending the lesson

- Praise your pupils: *Well done!* Explain that you have just finished the whole Unit 1. Spend some time browsing through the work they have done in this Unit. Recapitulate what they have learned. Ask pupils in L1 which lessons they enjoyed the most.
- Ask pupils to choose their favourite game from all the games in Unit 1, and then play the game.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Progress assessment

- Photocopiable materials, Worksheet 6, page 82. The guidelines for using the worksheet can be found on page 76.
- New English Adventure Test Book*, Level 1, Test 1.

UNIT 2 My family

Lesson 1

Lesson aims: to learn words for family members.
Target language: *brother, dad, granddad, grandma, mum, sister. This is my (mum).*
Revision: *big, small, red hair.*
Receptive language: *princess; What colour is her hair?*
Materials: CD 1, a soft toy ball. Optional: Starter A & B flashcards with family members.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Ask pupils. T: *What's your name? How old are you? What's your favourite thing?* Then have pupils ask each other.

Presentation

- Praise pupils for answering the questions well. Tell them they are now ready to learn new words. Explain that you are going to focus on words for family members.
- Discuss family words in L1. Write *brother, dad, granddad, grandma, mum, sister* one at a time on the board. Stick flashcards under the words. Point to the pictures, say the words and have pupils repeat.

Pupil's Book, page 12

1 Listen and point.

- Tell pupils to open their Pupil's Books at page 12. Hold up your book and point to the pictures. T: *Look! Merida and her family.* Discuss the picture with the class. Ask pupils if they have seen the film *Brave*. (For a detailed description of the film, see page A30.)
- Explain in L1 that pupils can see Merida's family in the pictures. Explain that Merida is a princess and the word in English is *princess*. Point to Merida's hair and ask: *What colour is her hair?* Pupils: *Red.*
- Tell pupils they are going to listen to a recording. Have them point to the family members they hear. T: *Listen.* Play the CD once.

Look at this family. This is Merida, Princess Merida. Look at her red hair. This is her family. This is dad. He's big! This is mum. Can you see her brothers? One, two, three. **1.26**

- Check comprehension. T: *Point to Merida. What colour is her hair?* Pupils: *Red.* T: *How many brothers?* Pupils: *Three.*

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

- Ask pupils to look at the photos. Tell them they are going to listen to a recording and repeat the words. T: *Listen.* Play Part 1 of the CD.
- Pair activity. Pupil 1 points to a photo and Pupil 2 says the word.
- Tell pupils that they are going to listen again and repeat the sentences. T: *Listen.* Play Part 2 of the CD.

Part 1:
mum, dad, sister, brother, grandma, granddad. **1.27**
Part 2:
This is my mum. This is my dad. This is my sister. This is my brother.
This is my grandma. This is my granddad.

- Pair activity. Pupil 1 points to a photo and Pupil 2 says the sentence. Then pupils swap roles.
- Ask pupils to look at the picture in Exercise 1 and say if they can see the family members from Exercise 2. T: *Can you see a (mum)?* Pupils: *Yes/No.*

3 Listen and say.

- Hold up your book and point to Merida and her family. T: *This is ...* Pupils: *Merida.* T: *This is her ...* Pupils: *Mum.*

- Tell pupils they are going to listen to a recording. Explain that they should listen and say the missing words. T: *Listen.* Play the CD once.

Look at this family. This is Merida, Princess Merida. Look at her red hair. This is her family. This is (...) dad. He's big! This is (...) mum. Can you see her (...) brothers? One, two three. **1.28**

- Play the CD again for pupils to say the missing words once more.

TPR

Play the "Pass the ball" game with the family members as the word category (see Resource Bank, page A23).

Activity Book, page 10

1 Circle and match.

- Pupils circle the words and draw lines to the characters.
- Answers:** (clockwise) *dad, mum, brother.*

2 Look and write.

- Pupils look at the pictures and complete the sentences.
- Answers:** 2 – *dad*, 3 – *my sister*, 4 – *is my brother*, 5 – *This is my*, 6 – *This is my granddad.*

Ending the lesson

- Play the "Catch it and say it" game with family words (see: Resource Bank, page A23).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

In their notebooks, pupils draw pictures of the family members in Exercise 2 and write the words next to them.

UNIT
2
My family

1 Listen and point. CD 1.26

2 Listen and repeat. Then look and say Yes or No. CD 1.27

Yes

Yes

Yes

Yes

No

No



mum dad sister brother grandma granddad

3 Listen and say. CD 1.28

This is my family.

Lesson 1: brother, dad, granddad, grandma, mum, sister. This is my (family).

Lesson 2

Lesson aims: to learn more words for family members. To learn a song.
Target language: *baby (sister), big (brother), aunt, cousin, uncle. I haven't got (a brother).*
Revision: *brother, dad, granddad, grandma, mum, sister. I've got a (sister). This is my (family).*
Receptive language: *Look at me! Point to (his cousin).*
Materials: CD 1, a sheet of paper for each pupil. Starter A & B flashcards with family members.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise the family words pupils have learned so far playing the "Snap!" Game with the Starter A & B flashcards (see: Resource Bank, page A21).
- Practise spelling by writing the words with missing letters on the board. Ask individual pupils to come to the board, complete a word and read it out.

Presentation

- Discuss family words in L1. Ask pupils if they have a *baby (sister), big (brother), aunt, cousin*, and *uncle*. Teach the words in English by writing them on the board and explaining the meaning. Have pupils repeat the word.
- Revise *I've got a (sister)* and introduce *I haven't got a (brother)*. Tell pupils in L1 you are going to talk about your family. Create a simple family tree on the board with the words *mum, dad, me* and *brother/sister* as appropriate. Explain in L1 what a family tree is. Point and say *I've got a brother/sister. I haven't got a brother/sister*. Have pupils repeat.

Pupil's Book, page 13

4 Who's speaking? Listen and say the number. Then read and say Yes or No.

- Tell pupils to open their Pupil's Books at page 13. Hold up your book and point to the pictures. T: *Look. A family.* Pupils discuss in L1 who the family members might be.

4 Who's speaking? Listen and say the number. Then read and say Yes or No. CD 1.29

1

2

3

4

a I've got a big brother.

b I haven't got a granddad.

c I've got a baby sister.

d I haven't got an aunt.

e I've got an uncle.

f I've got a cousin.

No
No
No
No
Yes
Yes

5 Listen and sing. CD 1.30 KARAOKE CD 1.31

I've got a big sister,
A mum and a dad.
But I haven't got a brother,
Oh, I'm really sad!

I've got two grannies,
And a granddad,
But I haven't got a brother,
Oh, I'm really sad.

I've got an aunt and uncle.
And a cousin, too.
Oh, hello cousin!
Can I play with you?

Lesson 2: baby (sister), big (brother), aunt, cousin, uncle. I haven't got a (brother). Family: I've got a (sister). This is my (dad).

- Tell pupils that they are going to listen to a recording about this family. Tell them they should listen and say the number of the person speaking (e.g. number 2). T: *Listen.* Play the CD.

Look at this funny photo. This is my family! Look at me! I've got an aunt and an uncle. And this is my cousin. Here is my mum. And this is my dad. I've got a brother. And I've got a big sister. I haven't got a baby sister. I've got a grandma and a grandpa, too. **1.29**

- Ask pupils to say the answer. Then play the audio again and have pupils point to the family members the girl describes.
- Ask pupils to read the sentences to themselves and decide if the information is correct or not. Ask a pupil to read out the first sentence. T: *A big brother? Yes or No?* Pupils: *No.* Then ask individual pupils to read out the sentences and elicit *Yes* or *No* from the class.
- Pair activity: Pupil 1 says a family word. Pupil 2 points to the person in the photo. Then pupils swap roles.
- Follow-up (optional): Pupils write down the new family member words in their notebooks and draw pictures.

5 Listen and sing.

- Before playing the song, talk about the boy in the picture. T: *Look at the boy. Point to his sister. Is he sad?* Pupils: *Yes.* T: *Point to his cousin. Is he sad?* Pupils: *No.*
- Tell pupils to listen to the song about the boy's family. T: *Listen.* Play track 1.30. Ask pupils questions about the boy's family. T: *Is this (his sister)?* Pupils: *(Yes).*
- Play the song a few more times. Encourage pupils to join in the singing and actions.
- When pupils have learned the song, encourage them to sing along to the karaoke version (Track 1.31).

TPR

Assign a family word from the song to each pupil. Then play the "Sing and Respond" game with the song (see: Resource Bank, page A23).

Activity Book, page 11

3 Listen and tick (✓) or cross (X).

- Pupils listen to the boy and tick or cross the sentences. Play the CD. Check answers by reading out the words and having pupils say *Yes* or *No*.
- Answers:** 1 – ✓, 2 – X, 3 – ✓, 4 – X, 5 – X, 6 – ✓, 7 – X.

I've got a baby sister. I haven't got a brother. I've got a grandma but I haven't got a granddad. I haven't got an aunt. I've got an uncle. I haven't got a cousin. **1.32**

4 Look at Exercise 3 and write I've got or I haven't got.

- Pupils look at their answers in Exercise 3 and complete the sentences. Ask individual pupils to read out their sentences.
- Answers:** 1 – *I've got*, 2 – *I haven't got*, 3 – *I've got*, 4 – *I haven't got*, 5 – *I haven't got*, 6 – *I've got*, 7 – *I haven't got*.

Ending the lesson

- Ask pupils to say a sentence each about their families with *I've got* or *I haven't got*. Pupil: *I've got a (sister).* *I haven't got a (granddad).*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Hand a sheet of paper to each pupil. Pupils draw a member of their family and describe their pictures. Pupil: *This is my grandma.*

12

13

Lesson 3

Lesson aims: to learn new language.

Target language: *Have you got a (sister)? I've got (two) (sisters).*

Revision: family members; pets. *I've got / I haven't got a (brother); dog, cat.*

Materials: CD 1.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise all the family members by writing the words on the board. Encourage pupils to sing the song they learned in the previous lesson (track 1.30). Play the song again and ask volunteers to stand by the board and point to the words when they hear them.

Presentation

- Introduce *Have you got a (sister)?* Instruct pupils in L1 to stand up if they have a sister. Ask: *Have you got a sister?* Pupils: *Yes*. Then instruct the pupils standing up to sit down if they have a brother, too. Ask the pupils who remain standing: *Have you got a brother?* Pupils: *No*.
- Ask volunteers to stand up one at a time and ask them family questions. T: *Have you got a (sister)?* Elicit answers. Have the class repeat the questions.

Pupil's Book, page 14

6 Listen and say the number.

- Tell pupils to open their Pupil's Books at page 14. Hold up your book, point to the photos and say *Look. Brothers and sisters*. Have pupils discuss in L1 who they can see in the photos.
- Tell pupils that they are going to listen to a recording. Tell them they should listen and say the number of the photo. T: *Listen*. Play the CD. Encourage pupils to say the number (3, 1, 2, and 4). Hold up your book and point to the correct photo so pupils can check.

A: Have you got a brother?
B: Yes. I've got two brothers.
A: Have you got a sister?
B: Yes. I've got two sisters.

1.33

A: Have you got a brother?
B: No, I haven't got a brother.
A: Have you got a sister?
B: Yes, I've got a sister. She's small. She's a baby!

A: Have you got a brother?
B: Yes. I've got two brothers. But I haven't got a sister.
A: Have you got a cat?
B: Yes, I've got a cat.

A: Have you got a sister?
B: Yes. I've got a sister and I've got a brother.
A: Have you got a cat?
B: No. I've got a dog.

- Tell pupils to look at the photos. Tell them that you are going to describe a photo and that they should repeat and point to the photo. T: *I've got two brothers. I've got two sisters*. Pupil: *Three*.

7 Draw the table in your notebook. Ask three friends and tick (✓) or cross (X).

- Group activity: Divide pupils into groups of four. Tell them to copy the table into their notebooks. Then they ask questions. Pupil 1: *Have you got a (brother)?* Pupils 2/3/4: *(Yes.)* Then pupils swap roles. They complete the table with ticks for Yes and crosses for No.
- Ask groups to demonstrate their questions and answers to the class.

TPR

Call out family and pet words. Pupils who have these family members or pets stand up and say Yes. Start with one word at first: T: *Sister/brother/granddad/dog* but then add more information. T: *Baby sister / big brother / two granddads / brown dog*, etc.

Activity Book, page 12

5 Read and match.

- Pupils draw lines to match the questions and answers. Check answers by asking a question and having volunteers read the answers.
- Answers: 1 – c, 2 – b, 3 – a.

6 Write and answer Yes or No.

- Pupils complete the questions using *Have you got* and write answers for themselves. Check answers by having pairs ask and answer the questions.

Ending the lesson

- Ask individual pupils questions. T: *Have you got a (baby brother)?* Pupil: *Yes*.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair activity: Pupil 1 writes down and asks Pupil 2 a question about family and a question about favourite things, e.g.: *Have you got a (sister)? Have you got a (computer)?* Pupil 2 answers: *(Yes)*. Pupil 1 writes down the answers. Pupils then swap roles.

UNIT
2

6 Listen and say the number. 3, 1, 2, 4

1

2

3

4

Have you got a brother?

Yes, I've got two brothers.

7 Draw the table in your notebook. Ask three friends and tick (✓) or cross (X). Pupils' own answers

Have you got a brother?

Have you got a ...				
	brother?	sister?	cat?	dog?
Me	✓	×	×	✓
Friend	×	✓	×	✓
Friend	×	✓	✓	×
Friend	✓	✓	×	×

Lesson 3: Have you got a (sister)? I've got (two) (sisters). Family. Pets. I've got / I haven't got a (brother).

Lesson 4

Lesson aims: to revise the language from Lessons 1–3. Phonics /ð/.

Revision: family members. *I've got / I haven't got a (brother). Have you got a (sister)? This is my (brother).*

Receptive language: *Who's this? Who are they? How many brothers?* Listen and read.

Materials: CD 1, a soft toy ball.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Ask pupils questions about their family. T: *Have you got a (grandma)?* and elicit answers.

Revision

- Write the words for family members on the board with some letters missing (e.g. _ o _ h _ r). Have volunteers come to the board and complete the words. Then have pupils read them out.
- Put ticks next to some words and crosses next to other words. Point to a word with a tick and say *I've got (an aunt)*. Have pupils repeat. Point to a word with a cross and say *I haven't got (an uncle)*. Have pupils repeat. Then point to words and have pupils say sentences like the examples.

Pupil's Book, page 15

8 Who's speaking? Read and say 1 (Merida) or 2 (Merida's brother).

- Tell pupils to open their Pupil's Books at page 15. Hold up your book and point to the pictures. T: *Look! Merida and her family*. Discuss the pictures in L1 and what pupils can see (Merida and her horse, Merida and her mum, dad and brothers).
- Point to Merida, her horse and her family in the pictures. Ask: *What's / Who's this?* Pupils: *It's a horse/mum/dad/her brother*.
- Explain in L1 that pupils should read the sentences under the pictures and say 1 if Merida is talking and 2 if her brother is talking.
- Have volunteers read out the sentences and elicit answers from all pupils.
- Pair activity: Pupil 1 reads a sentence. Pupil 2 says 1 or 2. Pupils then swap roles.

UNIT
2

8 Who's speaking? Read and say 1 (Merida) or 2 (Merida's brother).

1

2

a I've got three brothers. 1

b I haven't got a sister. 1

c I've got two brothers. 2

d I've got a horse. 1

e I've got a sister. 2

9 Tongue twister! Listen and repeat.

This is my sister.
This is my brother.
Sister, brother, sister, brother.

Lesson 4: Phonics: /ð/. Family. I've got / I haven't got a (brother). This is my (mother).

- Follow-up (optional): Pupils copy the sentences into their notebooks and write 1 or 2 next to them.

9 Tongue twister! Listen and repeat.

- Ask pupils to look at the picture and point. T: *This is a girl. This is her brother. This is her sister*. Write *This is my sister. This is my brother* on the board and underline the letters as shown. Tell pupils that sometimes the letter sound for **th** in these words is /ð/. Read out the sentences and have pupils repeat.
- Tell pupils that they are going to listen to a tongue twister. Explain that the letters in green are a /ð/ sound. T: *Listen*. Play track 1.34.
- Play the audio again and stop after each line. Have pupils repeat. Make sure they pronounce the /ð/ sound correctly. Play the audio a few times and pupils say the tongue twister with the recording.
- Have the class say the whole tongue twister without the audio. Then have pairs of pupils say the tongue twister.

TPR

Play the "Pass the ball" game with the family words as the category (see Resource Bank, page A23).

Activity Book, page 13

7 Listen and tick (✓). Then write I've got or I haven't got.

- Pupils listen and tick the pictures for the family and pets the girl has got. Play the CD.

A: Have you got a brother? B: No, I haven't got a brother. **1.35**
A: Have you got a sister? B: Yes, I've got two sisters.
A: Have you got a horse? B: No. I've got two cats.

- Then pupils complete the sentences. Ask individual pupils to read out their answers.
- Answers: 1 – *I haven't got*, 2 – *I've got*, 3 – *I've got*, 4 – *I haven't got*.

8 Write and circle.

- Pupils unscramble and write the questions. Then they circle Yes or No to answer for themselves. Have pairs read out the questions and give their own answers.
- Answers: 1 – *Have you got a brother?* 2 – *Have you got two sisters?* 3 – *Have you got a granddad?* 4 – *Have you got an uncle?* 5 – *Have you got three cats?*

Ending the lesson

- Have pairs of pupils ask each other questions about family and pets.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 72

1 Look and write.

Pupils unscramble the words and complete the family tree. Ask volunteers to write the words on the board for pupils to check from.

- Answers: 1 – *grandma*, 2 – *mum*, 3 – *dad*, 4 – *brother*, 5 – *sister*, 6 – *granddad*, 7 – *aunt*, 8 – *uncle*, 9 – *cousin*, 10 – *cousin*.

Lesson 5

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

Target language: *Hello! Sit down, please. Say 'cheese'.*

Revision: family members. *I've got (two) (brothers). Have you got a (sister)? This is my (dad).*

Receptive language: *Who's in the family? Who's this? Is it a cat? Where are they? How many people? Is there cheese?*

Materials: CD 1, a soft toy ball. Optional: story cards.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Revise family members with the "Catch and say it" game with the family words as the category (see Resource Bank, page A23).

Pupil's Book, page 16

- 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.
- Say: *Today, it's story time!* Tell pupils to open their Pupil's Books at page 16. Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Pluto.* Talk to pupils about the pictures and the situation and characters they show in L1. Ask pupils what they can see in the pictures, and encourage them to guess what happens in the story. Do not confirm or verify pupils' ideas at this point. (Mickey is going to take a photo for this family. He meets all the family members. But when Mickey says 'cheese' for the photo, Pluto thinks there is food and runs and knocks all the family off the sofa). Teach pupils the expression *Say cheese*. that is used to make people smile for photos. Have pupils smile and say *cheese*.

10 Listen and answer.

- Tell pupils that they are going to listen to a story. Ask them to follow the story and find the answer to the question: *Who's in the family?* Say: *Listen to the story!* and play the CD. Hold up your book and help pupils follow the story, pointing to relevant pictures. You can also encourage pupils to point to the pictures as they listen.
- Note: the recording is available with the voices of the original Disney characters (track 1.36) and with special EFL voice-overs (track 1.37).
- Repeat the question: *Who's in the family?* Elicit the correct answer. Pupils: *Mum, dad, brothers, and a cousin.* Make sure pupils understand the story. Ask pupils to tell you what happens in the story in a few words.
- Play the recording again. Pause after each part and ask questions about the pictures. Picture 1: (point to the mother) *Who's this? (It's Mum);* (point to the dog) *Is it a cat? (No, it isn't a cat. It's a dog.)* Picture 2: (point to the room) *Where are they? (In the living room.)* (point to the dad) *Who's this? (It's Dad.)* (point to the brothers) *Who are they? (Brothers.)* Picture 3: (point to the girl) *Who is she? (She's a cousin.)* Picture 4: (point to the family) *How many people? (Six.)* Picture 5: (point to the cheese) *What's this? (It's cheese.)* Picture 6: *Is there cheese? (No.)*
- Play the recording again. Pause after each sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

11 Now act the story out.

- Put pupils in groups of four (Mickey, Pluto, boy and dog) and encourage them to act the story out using words and gestures. Have 5 pupils from other groups act out the family members (Mum, Dad, cousin, two brothers). Monitor their work and help them if necessary. Invite volunteers to demonstrate the story in front of the class.
- Tell pupils that you hope they enjoyed the story and explain that they are going to listen to more stories about Mickey, Minnie and their friends in the next chapters of the book.

Activity Book, page 14

9 Find and circle.

- Pupils find the family words and circle them. Ask individual pupils to write the words on the board.
- Answers: *sister, grandma, mum, brother, dad, uncle, aunt, granddad, cousin.*

10 Write the words. What is Max's cousin's name?

- Tell pupils the words in the box are not in the right order and that they have to match them to the puzzle. Ask pupils to call out the words in the puzzle. Then read out what Max says and have pupils call out his cousin's name.
- Answers: *granddad, cousin, uncle, brother, sister, grandma, aunt; Gilbert.*

Ending the lesson

- Play the "Parachute!" game with family words (see: Resource Bank, page A24).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

In their notebooks, pupils draw their favourite scene from the story and write 1–2 sentences about it.

10 Listen and answer.



11 Now act the story out.

Lesson 6

Lesson aims: to revise the language from Lessons 1–5. To play the game with cut-out cards.

Revision: family members; colours; animals. *I've got / haven't got a (brother). Have you got a (sister)? This is my dad.*

Receptive language: *How old is she? What colour is her hair / are her eyes? Dear Friend.*

Materials: CD 1.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Encourage pupils to sing the song from Lesson 2 in the karaoke version (track 1.31).

Revision

- Ask pupils one question each, e.g. *What's your name? How old are you? Have you got a (brother)? What colour is your hair?* and elicit answers.
- Revise family words. Divide pupils into small groups and ask them to write down as many family words as they can remember from this unit. Ask each group in turn to say a word and write it on the board. Continue round the class until all the words are on the board.

Pupil's Book, page 17

12 Read the letter. Copy the table and complete it in your notebook.

- Tell pupils to open their Pupil's Books at page 17. Hold up your book and point to the photo. T: *Look! This is Anna. What colour is her hair? What colour are her eyes?* and elicit answers.
- Discuss penpals in L1 and ask if any pupils have one. Tell pupils to read Anna's letter and find out how old she is. T: *How old is Anna?* Give them a few minutes to read and then ask again *How old is Anna?* Pupils: *Eight.*
- Tell pupils to copy the table into their notebooks and complete the sections with question marks with information from Anna's letter.
- Check answers: *What's her name? How old is she? What colour is her hair? What colour are her eyes? Her family? Pets?*
- Pair activity (optional): Pupil 1 pretends to be Anna. Pupil 2 asks a question about Anna using the table. Pupil 1 answers. Pupils then swap roles.

12 Read the letter. Copy the table and complete it in your notebook.

Dear Friend!

Hello! I'm Anna. I'm eight. I've got red hair and blue eyes.

I've got a mum and a dad. I've got two brothers. I haven't got a sister.

I've got a dog and a rabbit. I like animals!

How old are you? Have you got a sister?

Love,

Anna

Name	Anna
How old	? 8
Hair	? red
Eyes	? blue
Family	? mum, dad, two brothers
Pets	? dog, rabbit

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



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

- Show pupils where to find the cut-out cards on page 75 of their Pupil's Books.
- Ask pupils to cut them out and write their names behind the cards. Remind pupils to keep the cut-out cards in the envelope in the inside cover of their books.
- Tell pupils to look at page 17 in their Pupil's Books again and ask them to focus on the photo of children playing a game. Ask pupils to listen to a recording. T: *Listen.* Play the CD.

A: Have you got a brother?

B: Yes, here you are.

A: Hurray! This is my family. I've got a mum, a dad, a grandma, a granddad, a big brother, a baby brother, a big sister and a baby sister!

1.38

- Ask pupils what they think the game is about. (To use the cards to play "Happy Families.") The aim of this popular British game is to be the first player to collect a set of each family member.) Tell pupils that they are going to play the game in a moment.
- Group activity. Divide the pupils into groups of four. One pupil shuffles all their cut-out cards and then deals out 8 cards each. Pupils look at their own cards and do not show them to their friends. The pupil to the left of the dealer asks the next pupil to the left for a card that he/she needs. Pupil: *Have you got a (sister)?* If the pupil has the card, he/she says Yes, *here you are* and hands the card to his/her friend. If the pupil doesn't have the card, he/she says No and keeps the cards. Then it is that pupil's turn. The game continues until a pupil collects all the family members to make a set. The winner says *Hurray! This is my family* and shows and describes the cards to his/her friends.

TPR

Revise colours with the game "The ball is burning" (see Resource Bank, page A23).

Activity Book, page 15

11 Draw and write about you.

- Pupils draw a self-portrait. Then they fill in the table with their details. Pupils hold up their books to show the class and ask and answer questions: *What's your name? How old are you? What colour is your hair / are your eyes? Have you got a (sister)? Have you got a (dog)?*

12 Write.

- Pupils write a letter to Anna. They use the information from Exercise 11. Ask individual pupils to read their letters to the class.

Ending the lesson

- Divide pupils into groups. They play the game "I name it and you point to it" (see Resource Bank, page A24) with a set of cut-out cards from Exercise 13.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 72

2 Read, look at the girl cousin in Exercise 1 and write Yes or No.

Pupils look at Exercise 1 and write Yes or No. Pairs read the questions and answers.

- Answers: 1 – Yes, 2 – No, 3 – Yes, 4 – No, 5 – Yes, 6 – Yes.

Lesson 7

Lesson aims: Social studies – to learn about family trees. To make a family tree.

Target language: *family tree, twins.*

Revision: family members; *I've got / I haven't got a (brother). Have you got a (sister)? How old are you? This is my dad.*

Receptive language: *How many (grandmas) have you got?*

Materials: CD 1, a large sheet of thick drawing paper for each pupil, crayons, glue.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Ask pupils questions about themselves. T: *What's your name? How old are you? What colour is your hair / are your eyes? Have you got a (cousin)? Have you got a rabbit?* and elicit answers.

Presentation

- Teach *family tree*. Ask pupils in L1 if they remember what a family tree is and discuss. Tell pupils that the English is *family tree*. Ask pupils in L1 if they know any twins and discuss in L1 what makes people *twins*. Teach *twins* in English.
- Revise family members. Write the words on the board in a column on the left. Ask pupils to put the words into alphabetical order and write them in a line on the board. Ask a different volunteer each time to write a word, while encouraging suggestions from all the class.

Pupil's Book, page 18

14 Who's speaking? Listen and say.

- Tell pupils to open their Pupil's Books at page 18. Hold up your book and point to the family trees. T: *Look! Two family trees. How many (grandmas)?* Pupils count and answer: *(Four).*
- Tell pupils that they are going to listen to a recording. Explain that they should listen and say which child is talking. T: *Listen.* Play the CD.

This is my family tree. I've got two grandmas and two granddads. I've got two uncles and an aunt. I've got two cousins. They're 8. They're twins. This is my mum and this is my dad. I've got a brother and a sister. Who am I? **1.39**

- Play the CD again and ask pupils to say who's speaking (Tina). Check comprehension. Say: *I've got (one uncle). Am I Tina or Lucy?* Pupils: *(Lucy).*
- Pair activity: Pupil 1 says a sentence for Tina's family. *I've got (an aunt).* Pupil 2 points to the person or people. Then pupils swap roles.

15 Now describe the other family tree.

- Tell pupils to focus on the other family tree and pretend to be Lucy. Point to the pictures and ask: *How many (grandmas) have you got?* Pupils: *(Four).* T: *Have you got a (brother)?* Pupils: *(No).*
- Tell pupils to read the description, look at Lucy's family tree and say the missing words. Read the sentences slowly and ask pupils to call out the words.
- Follow-up (optional): Pupils write the full description down in their notebooks. Ask volunteers to read out sentences.

16 Project: make a family tree.

- Tell pupils they are going to make a family tree. Hand out a sheet of thick drawing paper to each pupil. Draw pupils' attention to the family trees in their books. Explain that they should draw members of their family) in the same order as in their books.
- Play the song from this Unit (track 1.30) while pupils are working and help where necessary.
- When pupils have finished, ask them to show their family trees to the class and describe their families. Pupil: *This is my (dad). I've got (two) (sisters).* They could also display their work in the classroom. Please note: it is advisable to be sensitive to pupils' family situations.

TPR

Pupils stand up and dance on the spot to music (track 1.31). When you stop the music, you call out one of these family words or pets: *baby, granddad, dog, cat.* Pupils mime the family member or pet. But when you say *Merida*, all pupils should stand completely still.

Activity Book, page 16

13 Look and number.

- Pupils look at the family tree and write the numbers next to the words. Check answers by having individual pupils say the word and number.
- **Answers:** *mum – 3, dad – 4, sister – 8, brother – 7, granddad – 2, grandma – 1, aunt – 6, uncle – 5, cousin – 9.*

14 Read, look at Exercise 13 and tick (✓) or cross (x).

- Pupils look at Exercise 13, read the sentences and put a tick or cross. Read out the sentences and pupils say *Yes* for a tick and *No* for a cross.
- **Answers:** 1 – ✓, 2 – ✓, 3 – x, 4 – ✓, 5 – x, 6 – x.

Ending the lesson

- Ask family questions using these words: *twin/two/big/baby.* T: *Have you got a (twin sister)?*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair activity: Pupils look at each other's family trees and say what they can find that is the same. Pupil 1: *I've got a (sister)...* Pupil 2: *... and I've got a (sister).*

14 Who's speaking? Listen and say. CD 1.39 *1, Tina*

15 Now describe the other family tree.

This is my family tree. I've got two **grandmas** and two **granddads**.
I've got a **dad** and a **uncle**. I've got an **aunt**. I haven't got an **aunt**.
I haven't got a **cousin**. I've got a **sister**. I haven't got a **brother**.

16 Project: make a family tree.

Lesson 7 CLIL: family tree, twins. *Family. I've got / I haven't got a (brother). Have you got a (sister)? This is my (dad).*

Lesson 8

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

Revision: the language from Unit 2: family members; numbers. *family tree, twins; I've got / I haven't got a (brother). Have you got a (sister)?*

Receptive language: *Queen Elinor, mum or aunt? Can you see a (cat)?*

Materials: CD 1, word cards with family words (self-made or downloaded). Optional: Starter A & B flashcards with family members; Worksheets 7 and 19 for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Help pupils recall the song and the tongue twister from this Unit (Tracks 1.30 and 1.34).
- Play the "Sing and stand in the correct order" game with flashcards and/or word cards (see Resource Bank, page A23).

Revision

- Revise the language from this Unit. Write all the family words on the board. Ask pupils to copy them into their notebooks. Then tell pupils to put a tick next to the family members Merida has got and a cross next to the ones she hasn't got. Ask: *I'm Merida. Have I got a (grandma)?* Pupils: *No.* Count the raised hands and write the number next to the word on the board. Repeat for all family members. Then ask *How many brothers?* and elicit answers.
- Ask volunteers to say one sentence about their own family and pets. First give some examples. T: *I haven't got a cat. I've got a sister.* Prompt with questions. Please note: remember to be sensitive about pupils' family situations.

Pupil's Book, page 19

17 Look and say.

- Tell pupils to open their Pupil's Books at page 19. Hold up your book and point to the pictures. T: *Look! Merida's family tree. Look. Queen Elinor. Mum or aunt?* Pupils: *Mum.*
- Tell pupils to pretend to be Merida and describe the family tree. Tell them they should read the words and circle the correct ones. Then hold up your book and point to a picture. The pupils say *I've got a (mum).*

17 Look and say. UNIT 2

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

This is my family.
I've got a mum and a dad.
I've got a brother but
I haven't got a sister.
I've got a cat.

Lesson 8 Review: *Family. I've got/I haven't got a (brother). Have you got a (sister)?*

- Check comprehension. T: *Merida. Have you got (an uncle)?* Pupils: *(No).*
- Pair activity: Pupil 1 says *I've got a (brother).* Pupil 2 points to the correct picture. Pupils then swap roles.

18 In your notebook, draw your family and write. Then tell a friend.

- Ask pupils to look at the picture and ask questions about it. T: *Can you see a mum/dad/grandpa/brother/sister/dog/cat?* Pupils: *Yes/No.* Read out the description and tell pupils to listen carefully. Ask questions T: *This is a family. Is there a mum/dad/brother/sister/cat?* Pupils: *Yes/No.*
- Tell pupils to open their notebooks and to draw a picture of their family. Explain that they can draw the family members and pets of their choice. Then they should copy the description in their books but change the information to match their pictures. Check pupils' work individually. Then have pupils hold up their pictures to show the class and read the descriptions.

Activity Book, page 15

15 Write and answer. Then write.

- Pupils complete the questions. Next they answer them with a number or a cross. Then they write sentences based on their answers with *I've got* or *I haven't got*.
- Next, ask pairs to ask and answer the questions. Then ask volunteers to read out their sentences.
- **Answers:** 2 – *Have*, 3 – *got*, 4 – *you*, 5 – *Have*, *got*, 6 – *you got*, 7 – *Have you got*, 8 – *Have you got*.

Self-assessment

16 Say and tick (✓). Then stick.

- Ask pupils to find the stickers for this exercise at the end of their Activity Books. Pupils assess their own skills. If they can tick (✓) all the boxes, they can put a sticker with the film character in the box.

Ending the lesson

- Praise your pupils: *Well done!* Explain that you have just finished the whole Unit 2. Spend some time browsing through the work they have done in this Unit. Recapitulate what they have learned. Ask pupils in L1 which Lessons they enjoyed the most.
- Ask pupils to choose their favourite game from all the games in Unit 2, and then play the game.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Progress assessment

- Photocopiable materials, Worksheet 7, page 83. The guidelines for using the worksheet can be found on page 76.
- Review Units 1 and 2, Worksheet 19, page 95. The guidelines for using the worksheet can be found on page 78.
- *New English Adventure Test Book*, Level 1, Test 2.

3 My body and face

Lesson 1

Lesson aims: to learn body and face-related words. To learn new language.
Target language: *blond/dark hair, chin, glasses, teeth; He's/She's got (brown) (eyes).*

Revision: body and face.

Receptive language: *What colour are (his) eyes? Are they small/big? Can you see ...? Touch your (nose).*

Materials: CD 1, flashcards with body and face parts, Starter A & B flashcards with body and face parts.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Ask pupils questions about their families. T: *Have you got a (brother)?*

Presentation

- Praise pupils for answering the questions well. Tell them they are ready to learn new words. Explain that you are going to focus on the body and face.
- Revise body and face-related words (*ears, eyes, face, hair, mouth, nose, arms, body, feet, fingers, hands, head, legs, toes, tummy*) with the flashcards. Hold up the flashcards one at a time and elicit the words.
- Teach the new words with the flashcards for this lesson. Hold up a flashcard and say the word. Have pupils repeat.
- Introduce *He's/She's got* by describing pupils' hair. T: *Look at (Anna). She's got blond hair.* Have pupils repeat.

Pupil's Book, page 20

1 Listen and point.

- Tell pupils to open their Pupil's Books at page 20. Hold up your book and point to the pictures. T: *Look! This is Ralph and this is Vanellope.* Discuss the picture with the class. Ask pupils if they have seen the film *Wreck-it Ralph*. (For a description of the film, see page A30.)
- Tell pupils that they are going to listen to a recording. Explain that they should point to the body and face parts. T: *Listen.* Play the CD once.

Look! This is Ralph. He's big! He's got a big mouth and a very big chin. He's got dark hair and brown eyes. His friend Vanellope is small. She's got small ears and a small nose. She's got brown eyes, too.

- Check comprehension. T: *Point to Ralph/Vanellope. What colour are his/her eyes?* Pupils: *Brown.* Continue with other items.

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

- Ask pupils to look at the pictures. Tell them they are going to listen to a recording and that they should repeat the words. T: *Listen.* Play Part 1 of track 1.41.
- Pair activity. Pupil 1 points to a picture and Pupil 2 says the word. Then pupils swap roles.
- Tell pupils that they are going to listen again and repeat the sentences. T: *Listen.* Play Part 2.

Part 1: blond hair, dark hair, eyes, glasses, teeth, chin. **1.41**
 Part 2:
 She's got blond hair. He's got dark hair. She's got blue eyes. He's got glasses. She's got white teeth. He's got a big chin.

- Pair activity. Pupil 1 points to a picture and Pupil 2 says the sentence. Then pupils swap roles.
- Ask pupils to look at the picture in Exercise 1 and say if they can see the features from Exercise 2. T: *Can you see (blond hair)?* Pupils: *Yes/No.*

3 Listen and say.

- Hold up your book and point to Ralph. Tell pupils to say the missing words. T: *This is ...* Pupils: *Ralph.* T: *He's ...* Pupils: *Big.*

- Tell pupils they are going to listen to a recording. Explain that they should say the missing words. T: *Listen.* Play the CD once.

Look! This is Ralph. He's big! He's got a big mouth and a very big (...) chin. He's got dark (...) hair and brown (...) eyes. His friend Vanellope is small. She's got small ears and a small (...) nose. She's got brown (...) eyes, too. **1.42**

- Play the CD again for pupils to say the missing words once more.

TPR

Play "*Simon says*" with instructions, e.g.: *Touch your (nose)* (see Resource Bank, page A24).

Activity Book, page 18

1 Read and match.

- Pupils draw lines to match the words to the face parts.

2 Look and write He or She.

- Pupils look at the pictures and write *He* for Ralph and *She* for Tammy Calhoun. Have individual pupils read their sentences.
- Answers:** 1 – *She*, 2 – *He*, 3 – *She*, 4 – *He*, 5 – *He*.

Ending the lesson

- Play the "Remember and say it!" game with the flashcards (see Resource Bank, page A21).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pupils draw faces in their notebooks and label them with the words from Exercise 2.

UNIT
3

My body and face

1 Listen and point. CD 1.40

2 Listen and repeat. Then look and say Yes or No. CD 1.41

3 Listen and say. CD 1.42

blond hair

dark hair

eyes

glasses

teeth

chin

He's got a big chin.

Lesson 1: blond / dark hair, chin, glasses, teeth. He / She's got (brown) (eyes). Face.

20

Lesson 2

Lesson aims: to learn more body and face-related words. To learn a song.

Target language: *neck, tail; He/She hasn't got a (long) (tail).*

Revision: animals; body and face. *He's/She's got (big) (ears).*

Receptive language: *What animal is he/she? Has she got (dark hair)?*

Materials: CD 1, flashcards with body and face parts, Starter A & B flashcards with body and face parts, Starter A & B flashcards with animals, a sheet of paper with a hole in the middle.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise the body and face by playing the "Which card is this?" game with the flashcards from the previous lesson and Starter A & B flashcards (see: Resource Bank, page A21).
- Revise the animals with the flashcards (*giraffe, lion, elephant, tiger, rabbit*). Hold up the flashcards one at a time and elicit the words. T: *What's this?* Pupils: *A (giraffe).*

Presentation

- Introduce the new words using the flashcards. Hold up a flashcard, say the word and have pupils repeat.
- Revise *He's/She's got* got by describing pupils. Ask two boys with different hair and eye colour to stand up. Describe one of them. T: *He's got (brown hair) / (blue eyes).* Pupils say who it is. Repeat with two girls.
- Introduce *He/She hasn't got* by telling pupils in L1 that this time you will say what the pupil hasn't got. Ask the same boys to stand up. T: *He hasn't got (brown hair) / (blue eyes).* Pupils say who it is. Repeat with the same girls.

Pupil's Book, page 21

4 Listen and say the animal.

- Tell pupils to open their Pupil's Books at page 21. Hold up your book, point to the pictures one at a time and ask: *What animal is he/she?* Pupils: *A rabbit/giraffe/tiger/lion.* Say: *Point to a short tail / long neck / long ears / white chin / big teeth* and have pupils point.
- Tell pupils that they are going to listen to a recording. Ask them to listen and say the animal. T: *Listen.* Play the CD. Stop after each description. Pupils say the animal.

4 Listen and say the animal. CD 1.43

giraffe, lion, tiger

5 Look at the other photo. Read and say Yes or No. Then describe the photo. CD 1.44

1 dark hair Yes

2 blond hair No

3 yellow face No

4 long neck No

5 big ears No

6 white teeth Yes

She hasn't got blond hair. She's got dark hair.

6 Listen and sing. CD 1.44 KARAOKE CD 1.45

He's got a grey body. He's got big toes. He's a happy elephant! He's got a long nose!

He hasn't got big ears. He's got four legs. He's a happy giraffe! He's got a long neck.

She's got a long tail. And four big feet. She's a happy lion! She's got big teeth!

Lesson 2: neck, tail. He / She hasn't got a (long) (tail). Animals. Body. Face. He / She's got (big) (ears).

21

She's got a long neck. She hasn't got a long nose. She's brown and yellow. What is she? **1.43**

He's got big hands. He's got a big head. He hasn't got a long tail. He's yellow. What is he?

She's got big teeth. She hasn't got long ears. She's got a white nose. She hasn't got a white chin. What is she?

- Play the CD again. Pause after each sentence and have pupils repeat as often as necessary.

5 Look at the other photo. Read and say Yes or No. Then describe the photo.

- Ask pupils to point to the photo which was not described in the previous exercise. Ask: *What animal is she?* Pupils: *She's a rabbit.* Tell pupils to look at the words and say *Yes* or *No*. Read out the words. T: *Has she got dark hair?* Pupils: *Yes.* Continue with all items.
- Ask pupils to make sentences with the words. Write *She's got* and *She hasn't got* on the board for help. Pupils say the sentences as a class.
- Pair activity: Pupil 1 says a number from the exercise. Pupil 2 says the whole sentence.
- Follow-up (optional): Pupils write the sentences down in their notebooks and draw the girl.

6 Listen and sing.

- Before playing the song, talk about the animals in the picture. T: *He's got a long nose. What animal is he?* Pupils: *An elephant!* Continue using descriptions from the song.
- Tell pupils to listen to the song about the animals. T: *Listen.* Play track 1.44.
- Play the song again. Ask pupils to do action mimes during the song of the different animals. Encourage pupils to join in the singing and actions.
- When pupils have learned the song, encourage them to sing along to the karaoke version (Track 1.45).

TPR

Play the "Sing and respond" game with the song from exercise 6 (see: Resource Bank, page A23).

Activity Book, page 19

3 Look and circle.

- Pupils look at the pictures and circle the words that describe them. Have individual pupils say sentences.
- Answers:** *grey body, big ears, long nose; long neck, small ears, long legs.*

4 Look at Exercise 3 and write 's got or hasn't got.

- Pupils look at the pictures in Exercise 2 and complete the sentences accordingly. Have individual pupils read out their answers.
- Answers:** 1 – *'s got*, 2 – *hasn't got*, 3 – *hasn't got*, 4 – *'s got*, 5 – *hasn't got*, 6 – *'s got*.

Ending the lesson

- Describe a pupil in the class and pupils guess who it is. T: *She's got blue eyes. She hasn't got blond hair.*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 73

1 Look and write.

Pupils look at the picture and complete the words.

- Answers:** 1 – *hair*, 2 – *nose*, 3 – *mouth*, 4 – *chin*, 5 – *eyes*, 6 – *glasses*, 7 – *ears*, 8 – *teeth*, 9 – *neck*.

Lesson 3

Lesson aims: to learn new language.

Target language: *strong; Has he/she got (long legs)?*

Revision: body and face. *He/She has/hasn't got (big) (arms).*

Materials: CD 1, flashcards with body and face parts, Starter A & B flashcards with body and face parts, a sheet of paper for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Encourage pupils to sing the song they learned in the previous lesson (track 1.44) and do the action mimes for the animals.

Presentation

- Revise the body and face with the flashcards by playing "Which card have you got?" game (see: Resource Bank, page A21).
- Introduce *Has he/she got (blond hair)?* Ask a boy to stand up and ask T: *Has he got (blue eyes?)* Pupils: (Yes). Repeat for a girl and ask: *Has she got (small ears)?* Pupils: (Yes). Repeat with other pupils. Have pupils repeat the questions.
- Teach *strong*. Flex your arms like a body builder and say *I've got strong arms*. Then try to lift a bag and pretend it's too heavy. Say *Oh no! I haven't got strong arms*. Have pupils copy and repeat. Explain *strong* if necessary.

Pupil's Book, page 22

7 Listen and say the number.

- Tell pupils to open their Pupil's Books at page 22. Hold up your book, point to the sportspeople and say: *Look at number (1). Has (he) got (strong arms)?* Pupils: (Yes). Continue with the other pictures and a variety of questions T: *Has he/she got long legs / big teeth / glasses / blond hair / a big chin?*
- Tell pupils that they are going to listen to a recording. Tell them they should look at the sportspeople and say the number of the person being described T: *Listen*. Play the CD. Stop after each description. Pupils say the number. Then play the answer for pupils to check.

A: Has she got dark hair? B: No, she hasn't
A: Has she got long legs? B: Yes, she has.
A: Has she got big teeth? B: Yes, she has.
A: It's number... four! B: Yes!

1.46

A: Has he got glasses? B: No, he hasn't.
A: Has he got blond hair? B: Yes, he has.
A: Has he got a big chin? B: Yes, he has!
A: Is it number ... three? B: Yes, it is!

- Pair activity: Pupil 1 describes sportsperson number 3 or 4. *She's got (blond hair)*. Pupil 2: *It's number 2*. Pupils then swap roles.
- Follow-up (optional): Pupils draw sportspeople 3 and 4 in their notebooks and write one sentence about each one. Write *He's got* and *She's got* on the board for help.

8 Play a guessing game.

- Pair activity: Pupil 1 chooses one of the sportspeople from Exercise 7 and says if it is a man or a woman, but does not say who it is. Pupil 2 ask questions to find out who it is. Pupil 2: *Has she got (blond hair)?* Pupil 1: (Yes). Pupil 2: *Is it number (four)?* Pupil 1: (Yes). Then pupils swap roles.
- Ask pairs to demonstrate their questions and answers to the class.

TPR

Have all pupils mime the descriptions you say. T: *You've got strong arms/ legs. You've got long legs/arms. You've got big eyes/ears*. Then have pairs compete for the best mime.

Activity Book, page 20

5 Find and circle. Then write.

- Pupils circle the words in the word search. Then they write them in the correct places to label the picture. Check answers: *What's number 1?* Pupils: *Hair*.
- Answers: 1 – *hair*, 2 – *teeth*, 3 – *arms*, 4 – *chin*, 5 – *legs*, 6 – *hands*, 7 – *feet*, 8 – *toes*, 9 – *body*.

6 Read, look and circle.

- Pupils look at the pictures, read the questions and circle the correct answers. Have pairs read out their questions and answers.
- Answers: 1 – Yes, 2 – Yes, 3 – No, 4 – Yes, 5 – No, 6 – No.

Ending the lesson

- Divide the class into two teams. Play the "Snap!" game with the flashcards (see: Resource Bank, page A21).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Hand a sheet of paper to each pupil. Pupils draw themselves doing a sport and write one sentence about themselves, e.g.: *I've got (strong legs)*. They may show their pictures to a friend and read each other's sentences.

7 Listen and say the number. CD 1.46 4, 3

8 Play a guessing game. CD 1.47

Has she got blond hair?

Yes.

Lesson 3: *strong. Has he / she got (long legs)? Body. Face. He / She has / hasn't got (big) (arms).*

Lesson 4

Lesson aims: to revise the language from Lessons 1–3. Phonics /ʃ/.

Revision: body and face. *He/She has / hasn't got (big) (arms). Has he/ she got (long legs)?*

Receptive language: *Touch your (nose).*

Materials: CD 1, flashcards with body and face parts, Starter A & B flashcards with body and face parts, word cards with body and face-related words (self-made or downloaded).

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Ask pupils questions about their classmates. T: *Has (Anna) got (blond hair)?* Pupils: (Yes).

Revision

- Play the "Match the cards" game with flashcards and word cards (see: Resource Bank, page A22).
- Write the adjectives *long, short, big, small, dark, blond, and strong* on the board. Ask pupils to say which adjectives can be used for the different body and face parts. T: *I've got long...* Pupils: *legs, arms, hair*.
- Ask a pupil to think of a classmate, say if it is a boy or a girl, but not his/ her name. Pupils ask questions to find out who it is. Pupil: *Has she got long legs?* Pupil: (Yes). Pupil: *Is it (Barbara)?* Pupil: (Yes).

Pupil's Book, page 23

9 Listen and point. Then read, say 1 (Ralph) or 2 (Vanellope) and describe.

- Tell pupils to open their Pupil's Books at page 23. Hold up your book and point to the pictures. T: *Look at Ralph and Vanellope*.
- Point to Ralph and ask: *Has he got small hands?* Pupils: *No*. Point to Vanellope and ask: *Has she got small hands?* Pupils: *Yes*.
- Tell pupils that they are going to listen to a recording with descriptions of Ralph and Vanellope. Tell pupils they should listen carefully and point to the body and face parts that are described. T: *Listen*. Play the CD.

9 Listen and point. Then read, say 1 (Ralph) or 2 (Vanellope) and describe. CD 1.47

a long dark hair

b short dark hair

c big strong hands

d small hands

e big brown eyes

f small feet

She's got long dark hair.

10 Tongue twister! Listen and repeat. CD 1.48

She's got short hair, short dark hair.

She's got short hair, short dark hair.

Lesson 4: Phonics: /ʃ/. Body. Face. He / She has / hasn't got (big) (arms). Has he / she got (long legs)?

Look at Ralph and Vanellope.

He's tall. He's got short dark hair. He's got big strong hands. He's got a big chin.
She's short. She's got long dark hair. She's got small hands and feet.
She's got big brown eyes.

1.47

- Check comprehension by telling pupils to listen to you and say the missing words. T: *Ralph has got short dark ...* Pupils: *Hair*. Continue with other descriptions from the CD.
- Pair activity: Pupil 1 reads out a sentence. Pupil 2 says 1 for Ralph or 2 for Vanellope. Pupils then swap roles
- Tell pupils to use the words to say sentences about Ralph and Vanellope. T: *Long dark hair*. Pupils: 2. *She's got long dark hair*.
- Follow-up (optional): In their notebooks, pupils write sentences for Ralph under 1 and for Vanellope under 2.

10 Tongue twister! Listen and repeat.

- Ask pupils to look at the girl in the picture. T: *Has she got long blond hair?* Pupils: *No*. T: *Has she got short dark hair?* Pupils: *Yes*. Write *Has she got short dark hair?* Yes, *she has*. on the board and underline the letters as shown. Tell pupils that the letter sound for **sh** is /ʃ/. Read out *short dark hair* and have pupils repeat.
- Tell pupils that they are going to listen to a tongue twister. Explain that the letters in green are a /ʃ/ sound. T: *Listen*. Play track 1.48.
- Play the audio again and stop after each line. Have pupils repeat. Make sure they pronounce the /ʃ/ correctly. Play the audio a few times and pupils say the tongue twister with the recording.
- Have the class say the whole tongue twister without the audio. Then have pairs of pupils say the tongue twister.

TPR

Give instructions to pupils to touch parts of their body and face. T: *Touch your (nose!)*. Start slowly and gradually get faster.

Activity Book, page 21

7 Read, look and tick (✓) or cross (X).

- Pupils look at the pictures and tick the sentences that are true and cross the ones that aren't true. Read out the sentences and have pupils say Yes for a tick and No for a cross.
- Answers: 1 – ✓, 2 – ✓, 3 – X, 4 – X, 5 – ✓, 6 – X.

8 Look and write.

- Pupils look at Felix, choose words from the boxes and complete the description. Have individual pupils read out sentences.
- Answers: 2 – *short, dark*; 3 – *small, brown*; 4 – *big, blue*.

Ending the lesson

- Show a pupil a flashcard without the other children seeing it. The pupil then points to the body or face part and the other pupils guess what it is.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 73

2 Look at Exercise 1 and circle.

Pupils look at Exercise 1 and circle the correct words. They read out their answers in pairs.

- Answers: 1 – *blond hair*, 2 – *blue eyes*, 3 – *a small chin*, 4 – *a short neck*, 5 – *blue glasses*.

Lesson 5

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

Target language: *This is Goofy's house. Who's in the kitchen? You've got a grey face!*

Revision: body and face parts. *He/She has / hasn't got (strong)(arms). Has he/she got (long legs)? It's / It isn't Goofy.*

Receptive language: *Is it a monster?*

Materials: CD 1, flashcards with body and face parts, Starter A & B flashcards with body and face parts, word cards with body and face-related words (self-made or downloaded), a sheet of paper for each pupil. Optional: story cards.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Revise body and face words with the "Find a match" game with the flashcards and word cards (see Resource Bank, page A22).
- Ask pupils what they can remember from the stories in Unit 1 and Unit 2. Discuss in L1.

Pupil's Book, page 24

- 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.
- Say: *Today, it's story time!* Tell 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. This is Goofy.* Talk to pupils about the pictures and the situation and characters they show in L1. Ask pupils what they can see in the pictures, and encourage them to guess what happens in the story. Do not confirm or verify pupils' ideas at this point. (Mickey and Minnie think there is a girl in Goofy's house. They describe the person, but when Goofy opens the door the girl is in fact a broom and Goofy brushes dirt all over Mickey's face).

11 Listen and answer.

- Tell pupils that they are going to listen to a story. Ask them to follow the story and find the answer to the question: *Has Goofy got strong arms?* Say: *Listen to the story!* and play the CD. Hold up your book and help pupils follow the story, pointing to relevant pictures. You can also encourage pupils to point to the pictures as they listen.
- Note: the recording is available with the voices of the original Disney characters (track 1.49) and with special EFL voice-overs (track 1.50).
- Repeat the question: *Has Goofy got strong arms?* Elicit the correct answer. Pupils: *Yes.* Make sure pupils understand the story. Ask pupils to tell you what happens in the story in a few words.
- Play the recording again. Pause after each part and ask questions about the pictures. Picture 1: (point to the house) *What's this? (It's a house.)* Picture 2: (point to Goofy) *Is it Goofy? (No, it isn't Goofy.)* *Has Goofy got long hair? (No, he's got short hair.)* Picture 3: (point to Goofy) *Has he got short ears? (No, he's got long ears.)* (point to the broom) *Has she got a small nose? (No, she's got a big nose.)* Picture 4: (point to Goofy's silhouette) *Who is it? (It's Goofy.)* Picture 5: (point to Goofy) *Who's this? (It's Goofy.)* Picture 6: (point to Mickey) *Has he got a red face? (No. He's got a grey face.)*
- Play the recording again. Pause after each sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

12 Now act the story out.

- Put pupils in groups of three (Mickey, Minnie and Goofy) and encourage them to act the story out using words and gestures. Monitor their work and help them if necessary. Invite volunteers to demonstrate the story in front of the class.
- Tell pupils that you hope they enjoyed the story and explain that they are going to listen to more stories about Mickey, Minnie and their friends in the next chapters of the book.

Activity Book, page 22

9 Colour and answer Yes or No.

- Pupils follow the number coding and colour the picture. Then they read the sentences and write *Yes* or *No*. Have pairs read out the questions and answers.
- Answers: 1 – *Yes*, 2 – *No*, 3 – *Yes*, 4 – *No*.

10 Write.

- Pupils unscramble the words to make sentences. Have individual pupils read out their sentences.
- Answers: 1 – *He's got big black ears*, 2 – *He's got big white hands*, 3 – *She's got a small black nose*, 4 – *She hasn't got long strong arms*.

Ending the lesson

- Ask questions about Mickey, Minnie and Goofy that pupils can correct. T: *Has Mickey got small black ears?* Pupils: *No. He's got big black ears.*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Hand a sheet of paper to each pupil. Pupils draw Goofy, Mickey or Minnie doing something from the story and then describe their pictures. Pupil: *This is (Goofy). He's got long ears.*

UNIT
3

11 Listen and answer.

12 Now act the story out.

Lesson 5 Story: Body. Face. He / She has / hasn't got (strong) (arms). Has he / she got (long legs)?

24

Lesson 6

Lesson aims: to revise the language from Lessons 1–5. To play the game with cut-out cards.

Revision: body and face. *He/She has / hasn't got (strong) (arms). Has he/she got (long legs)?*

Receptive language: *Computer game characters.*

Materials: CD 1, flashcards with body and face parts, Starter A & B flashcards with body and face parts, Starter A & B flashcards with animals, safety scissors for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Play the "Sing and stand in the correct order!" game with the song from Lesson 2 (track 1.44) (see: Resource Bank, page A23).

Revision

- Use the flashcards to revise body and face words with the "Draw the word" game (see: Resource Bank, page A22).

Pupil's Book, page 25

13 Read and say the number.

- Tell pupils to open their Pupil's Books at page 25. Hold up your book and point to the picture. T: *Look! Computer game characters.* Ask questions about the characters. T: *Look at number 1. Has he got a long tail?* Pupils: *Yes.* Continue with other characters.
- Tell pupils to read the descriptions of three characters. Explain that they should find which character is described and say the number. Have pupils say their answers.
- Read out the descriptions and have pupils repeat. Confirm pupils' answers.
- Pair activity. Pupil 1 describes one of the characters, and Pupil 2 points to the right one. Then they swap roles.
- Follow-up (optional): Pupils copy down a description of their choice in their notebooks and draw the character. Then they show their drawings to the class and read out the description they copied.

UNIT
3

13 Read and say the number.

14 Cut out (page 77). Then listen and play.

Lesson 6 Skills: Body. Face. He / She has / hasn't got (strong) (arms). Has he / she got (long legs)?

25

14 Cut out (page 77). Then listen and play.

- Show pupils where to find the cut-out cards on page 77 of their Pupil's Books.
- Ask pupils to cut out and write their names behind the cards. Give instructions and demonstrate: *Cut out.* Remind pupils to keep the cut-out cards in their envelopes.
- Tell pupils to look at page 25 in their Pupil's Books again and ask them to focus on the photo of children playing a game. Ask pupils to listen to a recording. T: *Listen.* Play track 1.51.
- Ask pupils what they think the game is about. (To use the cards to ask questions about a person that your friend has chosen.) Tell pupils that they are going to play the game in a moment.
- Pair activity. Ask pupils to arrange their cut-out cards face up on the table in front of them and place pencil cases or books between them so they cannot see each other's cards. Pupil 1 chooses and person, says *he* or *she* but does not say who the person is. Pupil 2 asks questions about the person to find who it is and Pupil 1 answers. If the pupil finds the correct person, he/she keeps the pair of cards. Then pupils swap roles.

TPR

Pupils do mime actions for the descriptions you call out. T: *You've got strong arms / a big mouth / short legs / small eyes, etc.*

Activity Book, page 23

11 Listen and tick (✓).

- Pupils listen to the recording and tick the characters that are described. Play the CD. Have pupils call out their answers.
- Answers: 1 – ✓, 3 – ✓.

He's got a big head. He's got small eyes and a big nose. He hasn't got glasses. He's got a small chin. She's got long hair. She hasn't got a big nose. She's got a big mouth and big teeth. She's got a long neck.

1.52

12 Colour. Then write and answer Yes or No.

- Pupils colour one of the pictures in colours of their choice. Pupils hold up their books to show the class. They then complete the questions and answers. Have pairs read out the questions and answers.

Ending the lesson

- Put the flashcards face up on your table. Write words for the body and face on the board with the first letter missing. Ask volunteers to come to the board, write the missing letter and then find the flashcard.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair activity. Pupil 1 does a mime action for a type of body or face part. Pupil 2 asks: *Have you got (strong arms)?* Pupil 1: *Yes.* Then pupils swap roles.

Lesson 7

Lesson aims: Social science – hygiene. To make bathroom signs.
Target language: *brush your hair/teeth, wash your hands/face, please.*
Revision: body and face.
Receptive language: *children.*
Materials: CD 1, a selection of flashcards from Units 1–3, a bag, a sheet of paper for each pupil, crayons.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Ask pupils to say two things to describe themselves. Pupil: *I've got blond hair. I've got big hands.*

Presentation

- Discuss personal hygiene with pupils in L1. Talk about why it is important to brush your teeth and hair, and to wash your hands and face. Introduce the new phrases with mimes. Do a mime and say the phrase. T: *Brush your hair.* Have pupils copy and repeat. Repeat the mimes without saying anything. Elicit the new phrases.
- Revise *please* by explaining the meaning in L1. Give individual pupils instructions. T: (*Anna*). *Please wash your face.*

Pupil's Book, page 26

15 Listen and point. Then act out.

- Tell pupils to open their Pupil's Books at page 26. Hold up your book and point to the children. T: *Look! Children. Brush your hair? What number is it?* Pupils point and answer: (*Three*). Continue with the other pictures.
- Tell pupils that they are going to listen to a recording. Explain that they should listen and point to children. T: *Listen.* Play the CD.

1
A: Please brush your teeth.
B: Yes, Mum.
2
A: Please wash your hands.
B: Yes, Mum.
3
A: Please brush your hair.
B: Yes, Dad.
4
A: Please wash your face.
B: Yes, Dad.

1.53

- Pair activity: Pupil 1 is Mum or Dad. Pupil 2 acts out the phrase. Play the CD again and pause for pupils to repeat and act out. Then pupils swap roles. Then have pairs demonstrate to the class without the recording.

16 Read and say the number.

- Tell pupils to focus on the pictures and the phrases. Point to the pictures and ask: *Number 1. What's this?* Pupils: *Wash your face.* Continue with the other pictures.
- Pair activity. Pupil 1 reads a phrase. Pupil 2 says the number of the picture. Pupils then swap roles.
- Follow-up (optional): Pupils draw pictures in their notebooks and write the phrases next to them.

17 Project: make bathroom signs.

- Tell pupils they are going to make bathrooms signs. Hand out a sheet of paper to each pupil. Draw pupils' attention to the sign in their books. Explain that they should choose a bathroom instruction, draw a picture for it and write the instruction clearly underneath. Encourage pupils to use their imagination to make the signs eye-catching.
- Play the song from this Unit while pupils are working and help where necessary.
- When pupils have finished, ask them to show their signs to the class and read them out. They could also display their work in the classroom.

TPR

Play the "Simon says!" game with the target language for this lesson (see: Resource Bank, page A24).

Activity Book, page 24

13 Look and write.

- Pupils look at the pictures and complete the sentences with words from the box. Have individual pupils read out their sentences.
- **Answers:** *hands, face, teeth, hair.*

14 Write.

- Pupils unscramble the words to make sentences. Have individual pupils read out their sentences.
- **Answers:** 1 – *Please, wash your face.* 2 – *Please, brush your hair.* 3 – *Please, wash your hands.* 4 – *Please, brush your teeth.*

Ending the lesson

- Play the "Repeat if it's a match" game with the flashcards (see: Resource Bank, page A22).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair activity. Pupil 1 gives an instruction: *Please, (wash your hands).* Pupil 2 mimes the action: *Yes, (Robert).*

15 Listen and point. Then act out.

1

2

3

4

16 Read and say the number.

1

2

3

4

17 Project: make bathroom signs.

Lesson 7 CLIL: Brush your hair / teeth, wash your hands / face, please. Body. Face.

26

Lesson 8

Lesson aims: to revise the material from Unit 3. Self-assessment.
Revision: the language from Unit 3: body and face. *He/She has / hasn't got (strong) (arms). Has he/she got (long legs)?*
Receptive language: *Touch your (tummy). Please (wash) your (face). What's this? Is it a (neck)? Has (she) got (big) (arms)?*
Materials: CD 1, flashcards with body and face parts, Starter A & B flashcards with body and face parts, word cards with body and face-related words (self-made or downloaded). Optional: Worksheet 8 for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Help pupils recall the song and the tongue twister from this Unit (tracks 1.44 and 1.48).

Revision

- Revise the language from this Unit. Play the "Music cards" game with the flashcards and word cards (see: Resource Bank, page A22). Use the karaoke version of the song (track 1.45).
- Have pupils stand up in pairs and say one sentence about each other. Ask further questions. T: *Has she got (long arms)?* Pupil: (*No*).

Pupil's Book, page 27

18 Listen and say the number. Then play.

- Tell pupils to open their Pupil's Books at page 27. Hold up your book and point to the pictures. T: *Look! Ralph, Vanellope and computer game characters.* Read out the numbers and say the names in order. Have pupils point to the correct characters. Ask a few questions about the characters. T: *Has King Candy got a big head?* Pupils: *Yes.* Continue for the other characters.
- Tell pupils that they are going to listen to a recording with descriptions of two of the characters. Explain that they should listen to the descriptions and say which character it is by saying the number of the picture T: *Listen.* Play the CD. Pause before the answer to give pupils time to say their answers. Play the answers for pupils to confirm their answer.

18 Listen and say the number. Then play.

16, 4

2

3

4

5

6

19 In your notebook, describe your favourite character. Then tell a friend.

I like number 2. He's got a small head. He's got short arms and legs. He hasn't got glasses.

Lesson 8 Review: Body. Face. He / She has / hasn't got (strong) (arms). Has he / she got (long legs)?

27

A: Has he got short brown hair?
B: No, he's got short grey hair.
He's got a small chin.
A: Has he got a small head?
B: No, he hasn't.
A: It's number ... 6, King Candy!
B: Yes!

B: My turn. She's got a big head and big eyes.
A: Has she got short white hair?
B: Yes, she's got short white hair.
A: Has she got long legs?
B: No, she's got short legs.
A: It's number ... 4, Taffyta!
B: Yes!

1.54

- Pair activity: Pupils play a game in pairs. Pupil 1 chooses a character but does not say which one. Pupil 2 asks questions to find out who it is. Pupil 1 answers and gives more information until Pupil 2 finds who it is. Pupils then swap roles. Ask pairs of pupils to demonstrate to the class.

19 In your notebook, describe your favourite character. Then tell a friend.

- Ask pupils to look at the picture and ask questions about it. T: *Who's this?* Pupils: *Felix.* T: *Has he got a small head?* Pupils: *Yes.* Read out the description of Felix and then ask more comprehension questions. Tell pupils they are going to write about a character, too.
- Tell pupils to open their notebooks and to write about their favourite character from Exercise 18. Tell pupils to use the description in Exercise 19 for help. Check pupils' work individually. Then ask pupils to read out their descriptions to the class.

Activity Book, page 25

15 Draw and write.

- Pupils draw two friends, a boy and a girl. Then they complete the sentences. Ask pupils to hold up their books and read out their descriptions.

Self-assessment

16 Say and tick (✓). Then stick.

- Ask pupils to find the stickers for this exercise at the end of their Activity Books. Pupils assess their own skills. If they can tick (✓) all the boxes, they can put a sticker with the film character in the box.

Ending the lesson

- Praise your pupils: *Well done!* Explain that you have just finished the whole Unit 3. Spend some time browsing through the work they have done in this Unit. Recapitulate what they have learned. Ask pupils in L1 which Lessons they enjoyed the most.
- Ask pupils to choose their favourite game from all the games in Unit 3, and then play the game.
- 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 77.
- *New English Adventure Test Book*, Level 1, Test 3.

26

27

UNIT
3

UNIT 4 My room

Lesson 1

Lesson aims: to learn words for household items.

Target language: *bed, box, carpet, cupboard, curtain, lamp; The (box) is in the (bedroom).*

Revision: rooms. *table, chair, door, window; It's in the (kitchen).*

Receptive language: *Where's Jasmine? What's on the carpet / in the bedroom?*

Materials: CD 2, flashcards with household items, Starter A & B flashcards with house-related words.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Ask pupils questions about their classmates. T: *Has (Albert) got (short brown hair)?*

Presentation

- Praise pupils for answering the questions well. Tell them they are now ready to learn new words. Explain that you are going to focus on words for objects in the house.
- Revise house-related words (*bathroom, bedroom, chair, door, garden, house, kitchen, living room, table, window*) with the Starter A & B flashcards. Hold up the flashcards one at a time and elicit the words.
- Teach the new words with the flashcards for this lesson. Hold up a flashcard and say the word. Have pupils repeat.

Pupil's Book, page 28

1 Listen and point.

- Tell pupils to open their Pupil's Books at page 28. Hold up your book and point to the pictures. T: *Look! This is Jasmine and Rajah.* Discuss the picture with the class. Ask pupils if they have seen the film *Aladdin*. (For a description of the film, see page A30.)
- Tell pupils that they are going to listen to a recording. Explain that they should point to household items they hear. T: *Listen.* Play the CD once.

This is Jasmine. Where is she? She isn't in the garden, she's in the bedroom. What's in the bedroom? Look! A window and pink curtains, a table and a lamp. And look! It's a tiger. Jasmine has got a tiger! The tiger is on the carpet. **2.1**

- Check comprehension. T: *Is Jasmine in the garden? What's in the bedroom? What's on the carpet?* Elicit answers.

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

- Tell pupils to listen to a recording and repeat the words. T: *Listen.* Play Part 1 of the CD. Pupils repeat the words.
- Pair activity. Pupil 1 points to a picture. Pupil 2 says the word.
- Tell pupils that they are going to listen again and repeat the sentences. T: *Listen.* Play Part 2 of the CD.

Part 1:
carpet, cupboard, bed, box, lamp, curtain. **2.2**
Part 2:
The carpet is in the living room. The cupboard is in the bathroom. The bed is in the bedroom. The box is in the bedroom. The lamp is in the living room. The curtain is in the kitchen.

- Pair activity. Pupil 1 points to a picture and Pupil 2 says the sentence.
- Ask pupils to look at the picture in Exercise 1 and say if they can see the objects from Exercise 2. T: *Can you see a (carpet)?* Pupils: *Yes/No.*

3 Listen and say.

- Hold up your book and point to Jasmine. Tell pupils to say the missing words. T: *This is ...* Pupils: *Jasmine.*

- Tell pupils they are going to listen to a recording. Explain that they should listen and say the missing words. T: *Listen.* Play the CD once.

This is Jasmine. Where is she? She isn't in the garden, she's in the (...) bedroom. What's in the bedroom? Look! A window and pink (...) curtains, a table and a (...) lamp. And look! It's a tiger. Jasmine has got a tiger! The tiger is on the (...) carpet. **2.3**

- Play the CD again for pupils to say the missing words again.

TPR

Play the "Alternative Bingo" game with household items as the category (see Resource Bank, page A23).

Activity Book, page 26

1 Look and write.

- Pupils unscramble and write the words under the pictures.
- Answers:** 2 – *carpet*, 3 – *cupboard*, 4 – *bed*, 5 – *curtain*, 6 – *box*.

2 Look and write.

- Pupils look at the house and write where the objects are.
- Answers:** 2 – *lamp, bathroom*; 3 – *box, bedroom*; 4 – *curtain, living room*; 5 – *cupboard, kitchen*; 6 – *carpet, living room*.

Ending the lesson

- Play the "Listen and pass it on!" game with the flashcards (see Resource Bank, page A21).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pupils write a list of household items they can see in the classroom.

UNIT
4
My room

1 Listen and point.

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

3 Listen and say.

Yes No Yes Yes Yes Yes

carpet cupboard bed box lamp curtain

The box is in the bedroom.

Lesson 1: bed, box, carpet, cupboard, curtain, lamp. The (box) is in the (bedroom). Furniture. House. It's in the (kitchen).

Lesson 2

Lesson aims: to learn new language. To learn a song.

Target language: *next to, on, under.*

Revision: household items and rooms. *in; It's / It isn't (in) the (cupboard).*

Receptive language: *What is it? What colour is it? Where is the (ball)?*

Materials: CD 2, flashcards with household items, Starter A & B flashcards with house-related words.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise the house-related words and household items with the flashcards from the previous lesson and Starter A & B flashcards. Stick the flashcards on the board, ask *What's this?* And *What room is this?* and elicit answers.
- Revise *in* with the flashcards. Ask a pupil to go to the board and point to a room and an object. Ask: *Where's the (box)?* Pupils: *It's in the (kitchen).* Repeat with other pupils.

Presentation

- Introduce *next to, on* and *under*. Hold up a pen and ask *What is it?* Pupils: *It's a pen.* Tell pupils in L1 to look at where you are going to place the pen and repeat what you say. Place the pen next to a book. T: *Where's the pen? It's next to the book.* Have pupils repeat. Place the pen on the book and then under the book. T: *Where's the pen? It's on / under the book.* Finally put the pen in between the pages of the book and say T: *Where's the pen? It's in the book.* Have pupils repeat.

Pupil's Book, page 29

4 Listen and point. Then read and say.

- Tell pupils to open their Pupil's Books at page 29. Tell pupils to look at the picture and ask: *What room is this?* Pupils: *The bedroom.*
- Tell pupils that they are going to listen to a recording. Ask them to listen and point to the objects. T: *Listen.* Play the CD. Stop after each description. Pupils point to the objects.

4 Listen and point. Then read and say.

1 The doll is in the cupboard / the box.
2 The lamp is on the table / the cupboard.
3 The book is under the bed / the table.
4 The table is next to the box / the bed.

5 Talk about these things in the picture.

teddy bear chair carpet cupboard

next to / on / next to / under

table floor bed

6 Where's Harry's car? Listen and sing.

Where's my red car?
Where? Oh, where?

Where's my red car?
Where? Oh, where?

It isn't on the table,
Or next to the chair.
It isn't in the toy box,
With my teddy bear.

It isn't in the cupboard,
Or under the bed.
Oh! It's on the carpet,
And the carpet's red!

Lesson 2: next to, on, under, in. Furniture. House. It's / It isn't (in) the (cupboard).

The doll is in the box.
The lamp is on the table.
The book is under the table.
The table is next to the bed. **2.4**

- Tell pupils to read the sentences and choose the correct place for where the objects are. Prompt with questions and have pupils read together. T: *Where's the doll?* Pupils: *The doll is in the box.* Play the CD again after each sentence for pupils to confirm answers.

5 Talk about these things in the picture.

- Ask pupils to find the things in the picture in Exercise 4. Ask: *Where's the (teddy bear)?* Pupils: *The teddy bear is in the box.* Continue with all items.
- Ask pupils to make sentences with the words. Write *in, on, under* and *next to* on the board for help. Pupils say the sentences as a class. Write the sentences on the board.
- Pair activity: Pupil 1 says a number. Pupil 2 says the whole sentence.
- Follow-up (optional): In their notebooks, pupils write the sentences down and draw the objects.

6 Where's Harry's car? Listen and sing.

- Before playing the song, talk about the picture. T: *Where's Harry?* Pupils: *He's in the bedroom.* T: *Where's Harry's car? Is it under the bed?* Pupils: *It's on the carpet.* T: *What colour is the car/carpet?* Pupils: *Red.*
- Tell pupils to listen to the song about the Harry and his car. T: *Listen.* Play track 2.5.
- Play the song again. Ask pupils to mime actions for *in, on, next to* and *under*. Demonstrate the actions: *in* – place fingers inside a cupped hand; *on* – place fingers on top of an open hand; *next to* – place hands side by side; *under* – place fingers under the other hand. Encourage pupils to join in the singing and actions.
- When pupils have learned the song, encourage them to sing along to the karaoke version (track 2.6).

TPR

Ask pupils to have a pen and a book ready. Tell pupils to place the pen in the correct place as you call out the words: *in, on, next to, under*. Start slowly and gradually get faster. Have volunteers call out a word and the class follows the commands.

Activity Book, page 27

1 Listen and draw. Then match.

- Pupils listen to the recording and draw the objects in the correct places. Then they match the sentence halves. Have individual pupils say sentences.
- Answers:** 1 – c, 2 – a, 3 – d, 4 – b.

1 The lamp's on the table. **2.7**
2 The book's in the cupboard.
3 The carpet's under the table.
4 The ball's next to the table.

4 Look and write.

- Pupils look at the pictures and complete with words from the box. Have individual pupils read out their answers.
- Answers:** 1 – *on*, 2 – *under*, 3 – *next to*, 4 – *in*.

Ending the lesson

- Ask pupils where objects in the classroom are. T: *Where's (your book)?* Pupils: *It's (on the table).*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

In their notebooks, pupils draw part of their own bedroom, using the picture in Exercise 4 as a model, then label the items in the picture.

Lesson 3

Lesson aims: to learn more words for household items. To learn new language.

Target language: *armchair, bath, floor, mirror; Is the (cupboard) (next to) the (chair)?*

Revision: house-related words and household items. *It's (in) the (bedroom).*

Receptive language: *Look at the (kitchen). Where's the (carpet)?*

Materials: CD 2, flashcards with household items.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Assign a word to each pupil (*in, on, under, next to*). Encourage pupils to sing the song from Lesson 2 (track 2.5) and mime the actions.

Presentation

- Revise the household items by playing the “Where is this card?” game (see: Resource Bank, page A21). Place the flashcards on, in, under and next to classroom objects and ask pupils *Where's the (carpet)?* Pupils: *It's (on) the (chair).*
- Teach the new words with the flashcards for this lesson. Hold up a flashcard and say the word. Have pupils repeat.
- Introduce the new language with the *mirror* flashcard. Place the flashcard on a table and ask *Is the mirror on the table?* Pupils: *Yes.* T: *Yes, it's on the table.*

Pupil's Book, page 30

7 Listen, read and say Yes or No.

- Tell pupils to open their Pupil's Books at page 30. Hold up your book, point to the picture and say. T: *Look. A palace. Where is Jasmine?* Pupils: *In the living room.* Tell pupils to look at all the rooms on pages 30 and 31 and explain *palace* in L1. Ask *Where's the (mirror)?* Pupils: *In the (bedroom).* Continue with all the rooms.
- Tell pupils that they are going to listen to a recording. Tell them they should look at household items, listen to and read the questions and answer *Yes or No.* T: *Listen.* Play the CD. Stop after each description. Pupils say *Yes or No.* Then play the answer for pupils to check.

1 Look at the living room. Is the yellow carpet on the floor? ... Yes, it's on the floor. **2.8**

2 Is the armchair next to the carpet? ... Yes, it's next to the carpet.

3 Look at the bedroom. Is the mirror under the table? ... No, it isn't under the table. It's on the table.

4 Look at the bathroom. Is the brown box in the bath? ... Yes, it's in the bath.

5 Look at the kitchen. Is the green chair next to the table? ... Yes, It's next to the table.

- Play the CD again. Have pupils listen and repeat the questions and answers.

8 Listen and find. Then ask and answer.

- Tell pupils to find all the boxes in the house. Ask: *Where's the (pink) box?* Pupils: *It's in the (kitchen).* Tell pupils they are going to listen to a recording. Tell them they should listen and find the box. T: *Listen!* Play the CD. Pupils point to the yellow box. Play the CD again and have pupils repeat.

A: Where's the box? Is it in the kitchen? B: No. **2.9**

A: Is it in the bedroom? B: Yes.

A: Is it on the bed? B: Yes.

A: It's the yellow box!

- Pair activity: Pupil 1 chooses a box but does not say which one. Pupil 2 asks which room it is in and where it is. Pupil 2: *Is it in the (living room)?* Pupil 1: *(Yes).* Pupil 2: *Is it (on) the (floor)?* Pupil 1: *(Yes).* Pupil 2: *It's the (green) box.* Pupils then swap roles.

TPR

Demonstrate a mime for looking in a mirror. Divide the class into four groups. Assign a room to each group (*bathroom, bedroom, living room, kitchen*). Say sentences for where the mirror is. Pupils 'in' the room stand up and mime that they are using the mirror. T: *The mirror is in the (bedroom).*

Activity Book, page 28

5 Listen and match.

- Pupils listen and draw lines to match the objects to where they are. Check answers T: *Where's the (mirror)?* Pupils: *It's (on the cupboard).*

A: Where's the mirror? B: It's on the cupboard. **2.10**

A: Where's the carpet? B: It's on the floor.

A: Where's the duck? B: It's in the bath.

A: Where's the ball? B: It's under the armchair.

6 Write. Then look at Exercise 5 and circle.

- Pupils unscramble the questions, look at Exercise 5 and circle the correct answer. Have pairs read out the questions and answers.
- Answers:** 1 – *Is the mirror next to the cupboard?* No; 2 – *Is the duck in the bath?* Yes; 3 – *Is the carpet on the floor?* Yes; 4 – *Is the ball on the armchair?* No.

Ending the lesson

- Play the “Standing up” game with the flashcards (see: Resource Bank, page A21).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 74

1 Follow. Then draw.

Pupils follow the lines, read the words and draw the objects in the correct places. Check answers. T: *Is the (lamp) (in) the (cupboard)?* Pupils: *No. The (lamp) is (on) the (cupboard).*

- Answers:** *lamp – on the cupboard, box – under the bed, door – next to the armchair, mirror – on the table, ship – in the bath.*

7 Listen, read and say Yes or No. **CD 2.8**

1 Is the yellow carpet on the floor? *Yes*

2 Is the armchair next to the carpet? *Yes*

3 Is the mirror under the table? *No, on the table*

4 Is the brown box in the bath? *Yes*

5 Is the green chair next to the table? *Yes*

8 Listen and find. Then ask and answer. **CD 2.9**

Where's the box?
Is it in the kitchen? No.

Yellow box / bedroom

Lesson 3: armchair, bath, floor, mirror. Is the (cupboard) (next to) the (chair)? Furniture. House. It's (in) the (bedroom).

Lesson 4

Lesson aims: to revise the language from Lessons 1–3. Phonics /θ/ vs /ð/. **Revision:** house-related words and household items. *It's (in) the bedroom. The (cupboard) is (next to) the chair.*

Receptive language: *It's big. What is it? How many?*

Materials: CD 2, flashcards with household items, Starter A & B flashcards with house-related words, a bag, a soft toy ball.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Ask pupils questions about classroom objects. T: *Is the (board) (next to) the (door)?* Pupils: *(Yes).*

Revision

- Play the “What's missing?” with the flashcards (see: Resource Bank, page A22).
- Write *in, on, next to*, and *under* on the board. Ask a pupil to stand up and choose a flashcard. Then point to one of the words and tell the pupil to place the flashcard somewhere so it matches the meaning. Ask the class T: *Where's the (lamp)?* Pupils: *It's (on) the table.*

Pupil's Book, page 31

9 Listen, find and say.

- Tell pupils to open their Pupil's Books at page 31. Hold up your book and point to the pictures on pages 30 and 31. T: *Look. A palace.*
- Point to the living room and ask: *Is this the living room?* Pupils: *Yes.* Point to the green box and ask: *What is it?* Pupils: *A (green) box.* T: *Where is it?* Pupils: *On the floor.*
- Tell pupils that they are going to listen to a recording with descriptions of household items and which rooms they are in. Tell pupils they should listen carefully, find and point to the objects and say what they are. T: *Listen.* Play the CD. Stop after each description. Pupils answer. Then play the answer for pupils to check

9 Listen, find and say. **CD 2.11**

1 It's a table / a chair.

2 It's a curtain / a carpet.

3 It's a bath / an armchair.

4 It's a bed / a mirror.

10 Tongue twister! Listen and repeat. **CD 2.12**

One, two, **three** brothers in **the bath**.
Three brothers in **the bath**.

Lesson 4: Phonics: /θ/ vs /ð/. Furniture. House. It's (in) the (bedroom). The (cupboard) is (next to) the (chair).

1 A: It's in the kitchen. It's next to the table. It isn't a box. It's green. What is it? (...) It's a chair! **2.11**

2 A: It's in the bedroom. It isn't a bed. It's blue. What is it? (...) It's a curtain!

3 A: It's in the bathroom. It's big. It isn't next to the door. What is it? (...) It's a bath!

4 A: It's in the bedroom. It's on the table. What is it? (...) It's a mirror!

- Play the CD again and have pupils repeat the descriptions, questions and answers.
- Pair activity: Pupil 1 describes an object and where it is. Pupil 2 says what the object is. Pupils then swap roles.
- Follow-up (optional): In their notebooks, pupils draw two objects that are in the palace. They write which room they are in, where they are and what they are, e.g. *It's in the bedroom. It's on the bed. It's a box.*

10 Tongue twister! Listen and repeat.

- Ask pupils to look at the picture. T: *Look. Brothers. How many?* Pupils: *Three.* T: *Where are they?* Pupils: *In the bath.* Write *three brothers in the bath* on the board and underline the letters as shown. Tell pupils that sometimes the letter sound for **th** is /θ/ and sometimes the sound is /ð/. Read out the sentence and have pupils repeat. Ask them which words have a /θ/ sound and elicit *three* and *bath*. Ask them which words have a /ð/ sound and elicit *brothers* and *the*.
- Tell pupils that they are going to listen to a tongue twister. Explain that the letters in green are a /θ/ sound and the letters in purple are the /ð/ sound. T: *Listen.* Play track 2.12.
- Play the audio again and stop after each line. Have pupils repeat. Make sure they pronounce the /θ/ and /ð/ sounds correctly. Play the audio a few times and pupils say the tongue twister with the recording.
- Have the class say the whole tongue twister without the audio. Then have pairs of pupils say the tongue twister.

TPR

Play the “Pass the ball” game (see: Resource Bank, page A23).

Activity Book, page 29

7 Find and circle five differences. Then say.

- Pupils look at the pictures and circle five differences. Have pupils say the differences. Prompt with questions as necessary. T: *Where's the (computer)?*
- Answers:** *computer – on the cupboard/table; spaceship – in the box/ on the carpet; scooter – under the bed/next to the chair; robot – on the table/in the cupboard; teddy bear – on/under the bed.*

8 Look at picture 2 in Exercise 7 and write.

- Pupils look at picture 2 in Exercise 7, choose words from the boxes and complete the sentences. Have individual pupils read out sentences.
- Answers:** 2 – *next to, chair*; 3 – *teddy bear, under*; 4 – *robot, in*; 5 – *spaceship, carpet.*

Ending the lesson

- Say *The pen is (in) (your bag)* and have pupils place the pen accordingly.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 74

2 Look at Exercise 1 and write.

Pupils look at Exercise 1 and write the correct words.

- Answers:** 1 – *on*, 2 – *under*, 3 – *next to*, 4 – *on*, 5 – *in*.

Lesson 5

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

Target language: *Where's Pluto? Come here! Good boy.*

Revision: house-related words and household items. *He's/He isn't (in) the (bedroom).*

Receptive language: *What's this? Is Pluto in the garden? What colour is it? Is (Pluto) happy?*

Materials: CD 2. Optional: story cards, a sheet of paper for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Revise house-related words and household items with the "Picture charades" game (see Resource Bank, page A24).

Pupil's Book, page 32

- 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.
- Say: *Today, it's story time!* Tell 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. This is Pluto.* Talk to pupils about the pictures and the situation and characters they show in L1. Ask pupils what they can see in the pictures, and encourage them to guess what happens in the story. Do not confirm or verify pupils' ideas at this point. (Mickey wants to bathe Pluto but he can't find him. Pluto is in fact on the armchair in the living room. He hides under the carpet and then runs into the garden, where he hides in the kennel. But he gets a surprise because the bath is in the kennel). If necessary (e.g. if pupils ask) teach *kennel* by explaining the meaning in L1.

11 Listen and answer.

- Tell pupils that they are going to listen to a story. Ask them to follow the story and find the answer to the question: *Who's in the bath?* Say: *Listen to the story!* and play the CD. Hold up your book and help pupils follow the story, pointing to relevant pictures. You can also encourage pupils to point to the pictures as they listen.
- Note: the recording is available with the voices of the original Disney characters (track 2.13) and with special EFL voice-overs (track 2.14).
- Repeat the question: *Who's in the bath?* Elicit the correct answer. Pupils: *Pluto.* Make sure pupils understand the story. Ask pupils to tell you what happens in the story in a few words.
- Play the recording again. Pause after each part and ask questions about the pictures. Picture 1: *Is Pluto in the garden?* (No.) Picture 2: (point to the armchair) *What's this?* (It's an armchair.) (point to Pluto) *Is Pluto under the armchair?* (No, he's on the armchair.) Picture 3: (point to Pluto) *Where's Pluto now?* (He's under the carpet.) (point to the carpet) *What colour is it?* (It's green.) Picture 4: (point to the room) *Is it a bathroom?* (No, it's a kitchen.) Picture 5: (point to the kennel with Pluto inside) *Where's Pluto?* (He's in the bath.) Picture 6: (point to the bath) *Who's in the bath?* (Pluto.) *Is Pluto happy?* (No.) *Is Mickey happy?* (Yes.)
- Play the recording again. Pause after each sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

12 Now act the story out.

- Put pupils in groups of three (Mickey, Minnie and Pluto) and encourage them to act the story out using words and gestures. Monitor their work and help them if necessary. Invite volunteers to demonstrate the story in front of the class.
- Tell pupils that you hope they enjoyed the story and explain that they are going to listen to more stories about Mickey, Minnie and their friends in the next chapters of the book.

Activity Book, page 30

9 Listen and number. Then trace and write.

- Pupils listen to the recording and number the pictures accordingly. Then they trace over the outlines of the last picture and complete the sentences with the words from the box.
- **Answers:** 2, 3, 1, 4; *on, under, next to, in.*

2.15

- 1 He's next to the house.
- 2 He's on the armchair.
- 3 He's under the table.
- 4 (a loud splash)

Ending the lesson

- Ask questions about Mickey, Minnie and Pluto from the story. T: *Where's Pluto? Is he under the table? Is Pluto happy?*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Hand a sheet of paper to each pupil. Pupils draw Pluto from one of the moments in the story. Then describe their pictures. Pupil: *This is (Pluto). He's (under) the (carpet).*

11 Listen and answer.

1

Where's Pluto?
He isn't in the garden.

2

Pluto, bath time!
Look! He's on the armchair!

3

Pluto! Come here!
He's under the carpet.

4

Now he's in the garden!

5

Haha! He's in the bath!

6

Good boy, Pluto!

12 Now act the story out.

Lesson 5 Story: Furniture. House. He's / He isn't (in) the (bedroom).

Lesson 6

Lesson aims: to revise the language from Lessons 1–5. To play the game with cut-out cards.

Revision: house-related words and household items. *The (cupboard) is (next to) the (chair).*

Receptive language: *Where's the (lamp)? In my bedroom.*

Materials: CD 2, flashcards with household items, Starter A & B flashcards with house-related words, a sheet of paper with a hole in the middle.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Sing the song from Lesson 2 (track 2.5). Encourage pupils to join in singing and do the actions. Then play the karaoke version (track 2.6) and encourage pupils to sing.

Revision

- Use the flashcards and a sheet of paper to revise house-related words and household items with the "Which card is this?" game (see: Resource Bank, page A21).

Pupil's Book, page 33

13 Read and say the number.

- Tell pupils to open their Pupil's Books at page 33. Hold up your book and point to the pictures. T: *Look! Bedrooms.* Ask questions about the bedrooms. T: *Look at bedroom 1. Has it got (a TV)?* Pupils: (No.) T: *Is the (table) (next to) the (bed)?* Pupils: (Yes.) Continue with the other bedrooms.
- Tell pupils to read the descriptions of two bedrooms. Explain that they should find which bedrooms are described and say the numbers. Have pupils say their answers.
- Read out the descriptions and have pupils repeat. Confirm pupils' answers.
- Pair activity. Pupil 1 describes something about one of the bedrooms, and Pupil 2 says the number. Then they swap roles.

14 Cut out (page 79). Then listen and play.

- Show pupils where to find the cut-out cards on page 79 of their Pupil's Books.

13 Read and say the number.

1

2

3

I've got a big bedroom.
The TV is next to the bed.
The toy box is under the bed.
The toys are on the table, too.
I've got a blue carpet and two armchairs.

I've got a small bedroom.
The table is next to the bed.
The window is big.
I haven't got curtains.
I like my bedroom.

14 Cut out (page 79). Then listen and play.

The car is in the box.

Lesson 6 Skills: Furniture. House. The (cupboard) is (next to) the (chair).

- Ask pupils to cut out and write their names behind the cards. Give instructions and demonstrate: *Cut out.* Remind pupils to keep the cut-out cards in their envelopes.
- Tell pupils to look at page 33 in their Pupil's Books again and ask them to focus on the photo of children playing a game. Ask pupils to listen to a recording. T: *Listen.* Play track 2.16.

A: Box...
B: Box! The car is in the box.

2.16

- Ask pupils what they think the game is about. (To use the cards to play pairs and describe where the car is). Tell pupils that they are going to play the game in a moment.
- Pair activity. Ask pupils to arrange their cut-out cards face down on the table in front of them and shuffle them about. Pupil 1 chooses a card, turns it over and says what it shows. Pupil 1: *Box.* Pupil 2 turns over another card. If the card is a matching pair, Pupil 2 says where the car is. Pupil 2: *The car is in the box.* Pupil 2 then keeps the pair of cards. If the cards do not match, the cards are turned back over again. Then pupils swap roles. The winner is the pupil who collects the most pairs.

TPR

Play the "How many of us are there?" game (see: Resource Bank, page A23).

Activity Book, page 31

10 Draw your bedroom.

- Pupils draw a picture of their own bedroom.

11 Write about your room.

- Pupils complete the sentences with information about their bedroom that they drew in Exercise 10. They hold up their books to show the class and read out their descriptions.

Ending the lesson

- Put the flashcards face up on your table. Write words for household items on the board with some letters missing. Ask volunteers to come to the board, write the missing letter and then find the flashcard.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair activity. Pupil 1 describes a room. Pupil 2 draws it. Then pupils swap roles.

32

33

Lesson 7

Lesson aims: Maths – symmetry. To design a magic carpet.
Target language: numbers 16–20.
Revision: numbers 1–15; colours; *carpet*.
Receptive language: *Numbers! What's this? What colour is number (fourteen)?*
Materials: CD 2, a large sheet of thick drawing paper for each pupil, crayons.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Ask pupils to find things you describe in the classroom. T: *It's (white). It's (next to) the (window). What is it?* Pupils: *The (board).*

Presentation

- Introduce the numbers 16–20 by writing them on the board. Point to each number, say the word and have pupils repeat. Clap and count from 1–20 and tell pupils to join in.

Pupil's Book, page 34

15 Listen, point and repeat.

- Tell pupils to open their Pupil's Books at page 34. Hold up your book and point to the numbers. T: *Look! Numbers. Say: Point to number (16). What colour is it?* Pupils point and answer: *(Yellow)*. Continue with the other numbers.
- Tell pupils that they are going to listen to a recording. Explain that they should listen, point to the numbers and repeat. T: *Listen*. Play track 2.17.
- Pair activity: Pupil 1 says a number. Pupil 2 points to it and says the colour. Then pupils swap roles.

16 Copy the magic carpet in your notebook. Listen and colour the part on the left. Then look and colour the part on the right.

- Tell pupils to look at the carpet. T: *Look. A magic carpet. Can you see number (16)?* Pupils point to the numbers. Tell pupils that they are going to listen to a recording. Explain that they should listen and colour the numbers on the left with the colours they hear. T: *Listen!* Play the CD. Pause after the colour and number groups to give pupils time to colour.

Green: 1, 6, 11, 16. Orange: 5, 10, 15, 20.
 Blue: 2, 3, 4, 17, 18, 19. Red: 7, 8, 12, 13. Purple: 9, 14.

2.15

- Check comprehension. T: *What colour is number (6)?* Pupils: *(Green)*.
- Tell pupils to colour the numbers on the right by following the same colour code as the numbers on the left.
- Discuss in L1 the concept of symmetry. Tell pupils to look at the symmetrical pattern the colours have made according to the numbers they have coloured.

17 Project: design a magic carpet.

- Tell pupils they are going to make a magic carpet with a symmetrical pattern. Hand out a sheet of thick drawing paper for each pupil. Draw pupils' attention to the carpet in their books. Explain that they should draw a carpet outline and then draw symmetrical squares on their carpet, place numbers symmetrically in the squares and then colour the number squares the same colour.
- Play the song from this Unit while pupils are working and help where necessary.
- When pupils have finished, ask them to show their magic carpets to the class. They could also display their work in the classroom.

TPR

Pupils count from 11–20 and make a 'wave'. Ask ten pupils to stand at the front. The first pupil, raises his arms in the air and says *Eleven!* and puts his arms down again. The next pupil does the same but says *Twelve!* In this way the pupils make a 'wave' along the line. Repeat with other groups of pupils.

Activity Book, page 32

12 Look and write.

- Pupils look at the numbers and write the words. They choose words from the box. Ask volunteers to write the answers on the board.
- Answers:** *sixteen, seventeen, eighteen, nineteen, twenty.*

13 Copy the pattern. Then write.

- Pupils copy the colour code in mirror image to make a symmetrical pattern and then complete the sentence. Ask: *Is the box on/under the table?* Pupils: *No/Yes.*
- Answers:** *under, table.*

Ending the lesson

- Chant numbers from 1–20, but pause now and then. Choose a pupil to say the next number.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair activity. Pupil 1 traces a number from 1–20 on the back of Pupil 2. Pupil 2 guesses the number. Pupils then swap roles.

15 Listen, point and repeat.

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty

16 Copy the magic carpet in your notebook. Listen and colour the part on the left. Then look and colour the part on the right.

17 Project: design a magic carpet.

Lesson 7 CLIL: Numbers 16–20, carpet. Colours. Numbers 1–15.

34

Lesson 8

Lesson aims: to revise the material from Unit 4. Self-assessment.
Revision: the language from Unit 4: numbers 1–20; house-related words and household items. *in, next to, on, under; The (cupboard) is (next to) the (chair). Is (it) (under) the (bed)?*
Receptive language: *Where's the (pen)? What colour is the (armchair)? How many (lamps)?*
Materials: CD 2, flashcards with household items Starter A & B flashcards with house-related words. Optional: Worksheets 9 and 20 for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise the numbers 1–20. Ask individual pupils to stand next to the board and write a number you call out.

Revision

- Revise the language from this Unit. Play the "Observation" game with the flashcards (see: Resource Bank, page A21).
- Have pupils stand up in pairs and say one sentence about something in the room. Pupil: *It's on the table.* Ask further questions. T: *Is it (blue)?* Pupil: *(Yes).* T: *Is it a (crayon)?* Pupil: *(Yes).*

Pupil's Book, page 35

18 Look and remember. Then close the book, listen and say.

- Tell pupils to open their Pupil's Books at page 35. Hold up your book and point to the picture. T: *Look! Aladdin, Jasmine and her tiger Rajah.* Ask a few questions about the household items. T: *What colour is the (armchair)?* Pupils: *(Blue)*. Continue for the other characters. In L1 tell pupils to look at the room carefully and try to remember what is in it, what colour the objects are, how many there are and where they are.
- Tell pupils to close their books. Tell them that they are going to listen to a recording with descriptions of the room. Explain that they should listen to the descriptions and say what they remember. T: *Listen*. Play the CD. Pause before the answer to give pupils time to say their answers. Play the answers for pupils to confirm their answers.

18 Look and remember. Then close the book, listen and say.

19 In your notebook, draw something for the room in Exercise 18 and describe it. Then tell a friend.

Lesson 8 Review: Furniture. House. The (cupboard) is (next to) the (chair). It's / It isn't (under) the (bed).

35

- What colour is the armchair? (...) It's blue!
- How many lamps? (...) Two!
- Is the tiger on the carpet? (...) Yes, it's on the carpet.
- What colour is the curtain? (...) It's pink.
- Is the box under the chair? (...) No, it isn't under the chair. It's on the carpet.

2.19

- Tell pupils to open their books at page 35 again. Read out the questions and have pupils answer.

19 In your notebook, draw something for the room in Exercise 18 and describe it. Then tell a friend.

- Tell pupils to look at the drawing. Ask: *What is it?* Pupils: *It's a lamp.* Read the description to the class and then ask questions to check comprehension.
- Ask pupils to open their notebooks and draw something new for the room in Exercise 18. Then they write a few sentences about it.
- Check pupils' work individually. Then ask pupils to read out their descriptions to the class.

Activity Book, page 33

14 Look and write.

- Pupils look at the picture and complete the description with words from the box. Have pupils read out the sentences.
- Answers:** 1 – *cupboard*, 2 – *next to*, 3 – *bath*, 4 – *floor*, 5 – *in*.

Self-assessment

15 Say and tick (✓). Then stick.

- Ask pupils to find the stickers for this exercise at the end of their Activity Books. Pupils assess their own skills. If they can tick (✓) all the boxes, they can put a sticker with the film character in the box.

Ending the lesson

- Praise your pupils: *Well done!* Explain that you have just finished the whole Unit 4. Spend some time browsing through the work they have done in this Unit. Recapitulate what they have learned. Ask pupils in L1 which Lessons they enjoyed the most.
- Ask pupils to choose their favourite game from all the games in Unit 4, and then play the game.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Progress assessment

- Photocopiable materials, Worksheet 9, page 85. The guidelines for using the worksheet can be found on page 77.
- Review Units 3 and 4, Worksheet 20, page 96. The guidelines for using the worksheet can be found on page 78.
- New English Adventure Test Book*, Level 1, Test 4.

UNIT 5 I can jump!

Lesson 1

Lesson aims: to learn words for actions. To learn new language.
Target language: *climb, dance, jump, run, swim, walk; I can (jump).*
Revision: animals.
Receptive language: *bear, jungle, panther; What is it? He can (jump).*
Materials: CD 2, flashcards with household items, flashcards with actions.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Play the "Guess and take it!" game with the flashcards with household items (see Resource Bank, page A21).

Presentation

- Praise pupils for remembering the words well. Tell them they are now ready to learn new words. Explain that you are going to focus on words for actions.
- Teach the new words with the flashcards for this lesson. Hold up a flashcard and say the word. Have pupils repeat. Stick the flashcards on the board.
- Teach *I can (jump)* with actions and mimes. Point to the flashcards, say *I can (jump)* and do the action or mime. Have pupils repeat.

Pupil's Book, page 36

1 Listen and point.

- Tell pupils to open their Pupil's Books at page 36. Hold up your book and point to the pictures. T: *Look! This is Mowgli. He's in the jungle.* Point to the panther and then the bear. T: *Look. This is a panther/bear. His name is Bagheera/Baloo.* Explain *jungle, panther* and *bear* in L1 as necessary. Discuss the picture with the class. Ask pupils if they have seen the film *The Jungle Book*. (For a detailed description of the film, see page A30.)
- Tell pupils that they are going to listen to a recording. Explain that they should point to the characters they hear. T: *Listen.* Play the CD once.

Look at the animals in the jungle. Can you see the bear? It's Baloo. He can dance. Look at the panther! It's Bagheera. He can climb. And this is Mowgli, he can run. **2.20**

- Check comprehension by asking pupils to finish your sentences. T: *Baloo/Bagheera/Mowgli can ...* Pupils: *Dance/climb/run.*

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

- Ask pupils to look at the pictures. Tell them they are going to listen to a recording and that they should repeat the words. T: *Listen.* Play Part 1 of the CD.
- Pair activity. Pupil 1 points to a picture and Pupil 2 says the word. Then pupils swap roles.
- Tell pupils that they are going to listen again and repeat the sentences. T: *Listen.* Play Part 2 of the CD.

Part 1:
dance, walk, run, climb, jump, swim. **2.21**
Part 2:
I can dance. I can walk. I can run. I can climb. I can jump. I can swim.

- Pair activity. Pupil 1 points to a picture and Pupil 2 says the sentence. Then pupils swap roles.
- Ask pupils to look at the picture in Exercise 1 and say if they can see the activities from Exercise 2. T: *I can (dance).* Pupils: *Yes/No.*

3 Listen and say.

- Hold up your book and point to Baloo. Tell pupils to say the missing words. T: *Baloo can ...* Pupils: *Dance.*
- Tell pupils they are going to listen to a recording. Explain that they should listen and say the missing words. T: *Listen.* Play the CD once.

Look at the animals in the jungle. Can you see the bear? It's Baloo. **2.22** He can (...) dance. Look at the panther! It's Bagheera. He can (...) climb. And this is Mowgli, he can (...) run.

- Play the CD again for pupils to say the missing words again.

TPR

Assign an action word to each pupil. Hold up the flashcards one at a time in random order. When pupils see their word they stand up, do the action and say *I can (jump)*.

Activity Book, page 34

1 Find and circle. Then write.

- Pupils find the words in the word search and write them under the pictures. T: *Number (one).* Pupils: *Dance.*
- Answers:** 1 – *dance*, 2 – *walk*, 3 – *run*, 4 – *climb*, 5 – *swim*, 6 – *jump*.

2 Read, look and tick (✓).

- Pupils look at the monkey and tick the correct sentence. Have pupils read the sentences.
- Answers:** 1 – *I can dance*, 2 – *I can jump*, 3 – *I can climb*, 4 – *I can run*.

Ending the lesson

- Play the "Echo" game with the flashcards with actions (see Resource Bank, page A21).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pupils draw the characters from the lesson in their notebooks and label them with the words from Exercise 2.

UNIT 5 I can jump!

1 Listen and point. CD 2.20

2 Listen and repeat. Then look and say Yes or No. CD 2.21

3 Listen and say. CD 2.22

dance walk run climb jump swim

I can dance.

Lesson 1: climb, dance, jump, run, swim, walk. I can (jump).

36

Lesson 2

Lesson aims: to learn more words for actions. To learn new language. To learn a song.
Target language: *fly, sing, ride a bike/horse; I can't (ride a horse).*
Revision: *climb, dance, jump, run, swim, walk; I can (jump).*
Receptive language: *What's (number 1)? He/She can (climb).*
Materials: CD 2, flashcards with actions, a sheet of paper for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise the actions with the flashcards from the previous lesson. Stick the flashcards on the board, say *I can ...* and ask pupils to finish the sentence and point to the actions on the board.

Presentation

- Teach the new words with the flashcards for this lesson. Hold up a flashcard and say the word. Have pupils repeat. Stick the flashcards on the board, too.
- Practise *I can (jump)* with actions and mimes for all the flashcards. Point to the flashcards one at a time, say *I can (jump)* and do the action or mime. Have pupils copy and repeat.
- Teach *I can't (ride a horse)*. Tell pupils in L1 that you can't do some of these actions. Put a cross next to the flashcards with the actions you can't do. Point to these flashcards one at a time, shake your head and say *I can't (ride a horse)*.

Pupil's Book, page 37

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

- Tell pupils to open their Pupil's Books at page 37. Discuss in L1 what the children in the photos can or possibly can't do. Tell pupils to look at the pictures in order and ask T: *Can (she) (fly)?* Pupils: *Yes/No.*
- Tell pupils that they are going to listen to a recording. Ask them to listen and repeat what they hear. T: *Listen.* Play track 2.23. Stop after each sentence. Pupils repeat.

4 Listen and repeat. Then read and say the number. CD 2.23

1 2 3 4

a I can ride a bike. 4
b I can't fly. 3

c I can ride a horse. 1
d I can't swim. 2

5 Listen and sing. CD 2.24 KARAOKE CD 2.25

I can climb but I can't swim.
I can jump but I can't fly.
I can't ride a horse.
I can't ride a bike.
But I can sing oooo!
Yes I can sing with you!

Lesson 2: fly, sing, ride a bike / horse. I can't (ride a horse). Actions: I can (jump).

37

1 I can ride a horse.
2 I can't swim.
3 I can't fly.
4 I can ride a bike. **2.23**

- Tell pupils to read the sentences and match them to the correct pictures by saying the number. Prompt with questions: *What's number (1)?* Pupils: *I can ride a horse.* Play the CD again after each sentence for pupils to confirm answers.
- Pair activity: Pupil 1 says a number. Pupil 2 reads out the correct sentence. Pupils then swap roles.

5 Listen and sing.

- Before playing the song, talk about the picture. Ask pupils to point to the children you describe. T: *He/She can (jump).*
- Tell pupils to listen to the song about what these children can and can't do. T: *Listen.* Play track 2.24.
- Play the song again. Ask pupils to nod their heads for *can* and shake their heads for *can't*.
- When pupils have learned the song, encourage them to sing along to the karaoke version (Track 2.25).

TPR

Play the "Simon Says" game with the activities. T: *I can (jump).* (see Resource Bank, page A24).

Activity Book, page 35

3 Look and write. Tick (✓) or cross (x).

- Pupils write the actions in the box under the correct pictures. Then they tick the action they can do and cross the ones they can't do. Have pupils read out the actions. T: *What's number (one)?* Pupils: *Ride a bike.* Ask individual pupils to say what they can and can't do. Pupil: *I can ride a bike. I can't ride a horse.*
- Answers:** 1 – *ride a bike*, 2 – *ride a horse*, 3 – *fly*, 4 – *dance*, 5 – *swim*, 6 – *sing*.

4 Look at Exercise 3. Write I can or I can't.

- Pupils look at the pictures in Exercise 3 and complete the sentences with *can* or *can't* depending on how they marked the pictures (with a tick or a cross). Have individual pupils read out their answers.

Ending the lesson

- Hold up the flashcards one at a time, but say the wrong activity. T: *Jump?* Pupils: *No. Sing.*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Hand out a sheet of paper to each pupil. Pupils draw one action they can do and one that they can't do. They write a sentence for each action. Then they may show a friend and read their sentences. Pupil: *I can swim. I can't ride a horse.*

Lesson 3

Lesson aims: to learn new language.
Target language: *bear, monkey, snake, tiger; Can you (fly)? Yes, I can fly. / No, I can't fly.*
Revision: actions. *boy, bird, elephant, fish; It's a (bear). I can / I can't (climb).*
Receptive language: *Look! The boy Mowgli and animals.*
Materials: CD 2, flashcards with actions, word cards with actions (self-made or downloaded).

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Encourage pupils to sing the song they learned in the previous lesson (track 2.24) and nod or shake their heads. Then play the karaoke version (track 2.25) and encourage pupils to sing.

Presentation

- Revise the actions with the flashcards and self-made word cards by playing the "Mime the word" game (see: Resource Bank, page A22).
- Revise and introduce the animal words *bear, bird, elephant, fish, monkey, snake, tiger* and the word *boy* by asking individual pupils to draw what you say in L1 on the board. Then teach the word in English by pointing to the drawing and saying T: *Look! It's a (bear).* Have pupils repeat.
- Introduce the new language with the snake. Point to the snake and say: *Hello (snake). Can you climb?* Answer: *Yes, I can climb.* T: *Can you fly?* *No, I can't fly.* Have pupils repeat the questions and answers a few times.

Pupil's Book, page 38

6 Listen, point and repeat.

- Tell pupils to open their Pupil's Books at pages 38 and 39. Hold up your book, point to the picture and say *Look! The boy Mowgli and animals.* Say the animal words one at a time and have pupils find them in the picture.
- Tell pupils that they are going to listen to a recording. Tell them to listen, point to the correct character and repeat. T: *Listen.* Play the CD.

1 It's a monkey.	2 It's a bear.
3 It's a tiger.	4 It's a fish.
5 It's a boy.	6 It's a bird.
7 It's an elephant.	8 It's a snake.

- Pair activity: Pupil 1 points to a character. Pupil 2 says *It's a (monkey).* Pupils then swap roles.

7 Read, listen and guess the animal.

- Tell pupils they are going to listen to a recording. Tell them they should listen to what the animal can and can't do and guess which animal it is. T: *Listen!* Play the CD.

A: Can you fly? B: No, I can't.
A: Can you swim? B: Yes, I can.
A: Can you climb? B: Yes, I can.
A: Can you run? B: Yes, I can.
A: Are you a monkey? B: No.
A: Are you a... tiger? B: Yes!

- Divide the class into two groups. Play the CD again and pause after the questions and answers. Group 1 repeats the questions and Group 2 repeats the answers. Then the groups swap roles.

8 Play the game Guess the animal.

- Pair activity: Pupils 1 chooses an animal from the book but does not say which one. Pupil 1 asks questions and then guesses which animal Pupil 2 has chosen to be. Pupil 1: *Can you (fly)?* Pupil Yes/No. Pupil 1: *Are you a (monkey)?* Pupil 2: (Yes). Pupils then swap roles.

TPR

Divide the class into three groups and assign an animal to each group (*tiger, snake, bird*). When pupils hear their animal, they stand up and answer you with Yes or No. T: (*Tigers!*) *Can you (fly)?* Pupils: (*No.*)

Activity Book, page 36

5 Write the animals. Then listen and number.

- Pupils write the animals under the pictures. Then they listen, follow the path they hear and use the empty box above the picture to number the animal it leads to. T: *Listen!* Play the CD.

1 A: Can you climb? B: Yes. A: Can you run? B: Yes. A: Can you jump? B: No.	2.10
2 A: Can you climb? B: No. A: Can you swim? B: No. A: Can you fly? B: Yes!	

- Answers: 1 – *snake*, 2 – *fish*, 3 – *monkey*, 4 – *bear (1)*, 5 – *bird (2)*, 6 – *elephant*.

6 Write. Then look at Exercise 5 and answer Yes or No.

- Pupils complete the questions, look at Exercise 5 and write answers Yes or No. Have pairs read out the questions and answers.
- Answers: 1 – *you*, Yes; 2 – *Can*, Yes; 3 – *Can you*, No.

Ending the lesson

- Play the "Simon Says" game with animal mimes (see: Resource Bank, page A24).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 75

1 Find and circle. Then write and answer Yes or No.

Pupils circle the actions. Then they complete the question and answer for themselves.
• Answers: *ride a horse, walk, run, climb, swim, jump, fly, dance; (r)ide a bike?*

6 Listen, point and repeat. CD 2.26

7 Read, listen and guess the animal. CD 2.27

Can you fly?
Can you swim?
Can you climb?
Can you run?
tiger

1 monkey

2 bear

3 tiger

4 fish

8 Play the game Guess the animal. CD 2.28

Can you fly? No.

Can you swim? Yes.

A tiger? No.

Lesson 3: boy, bear, bird, elephant, fish, monkey, snake, tiger. Can you (fly)? Actions. I can / I can't (climb).

Lesson 4

Lesson aims: to revise the language from Lessons 1–3. Phonics /dʒ/.
Revision: actions; animals. *I can / I can't (climb). Can you (run)?*
Receptive language: *What are these? Where are the giraffes? Who am I?*
Materials: CD 2, flashcards with actions, a soft toy ball.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise the plural for the animals words. Write *1 giraffe* on the board and have pupils read it out. Then erase the number *1* and write *2*. Ask pupils what letter they must add to giraffe and elicit *s*. Write the *s* and have pupils read out *2 giraffes*. Repeat for *snake, bird, monkey and elephant*.
- Ask pupils a selection of questions to practise language they know so far that occurs in this lesson. T: *What colour are elephants/giraffes? Have snakes got legs? Can you fly? Is Mowgli in the jungle?*

Revision

- Play the "Raise your card" game with the flashcards (see: Resource Bank, page A21).

Pupil's Book, page 39

9 Read, listen and say the animal.

- Tell pupils to open their Pupil's Books at page 39. Hold up your book and point to the pictures on pages 38 and 39. T: *Look! Mowgli and the animals are in the jungle.*
- Point to some of the animals and ask questions: T: *What colour is the (monkey)? Is it (big)? Has it got (a tail)?*
- Tell pupils to read the sentences to themselves and think about which animals they describe. Tell pupils that they are going to listen to a recording with the sentences. Tell pupils they should listen to the description carefully, find the animal word in the box and say which it is. T: *Listen.* Play track 2.29. Stop after each description. Pupils answer.

UNIT 5

6 bird

5 boy

7 elephant

8 snake

9 Read, listen and say the animal. CD 2.29

snake 2 bird 3 monkey 4 elephant 1

1 I'm big and grey. I can walk.
2 I haven't got legs. I can climb.

3 I'm grey and white. I can fly.
4 I've got a long tail. I can't fly.

10 Tongue twister! Listen and repeat. CD 2.30

Can giraffes jump in the jungle?
No, giraffes can't jump in the jungle!

Lesson 4: Phonics: /dʒ/. Jungle. Actions. Animals. I can / I can't (climb). Can you (run)?

1 I'm big and grey. I can walk. Who am I?
2 I haven't got legs. I can climb. Who am I?
3 I'm grey and white. I can fly. Who am I?
4 I've got a long tail. I can't fly. Who am I?

- Play the CD again and have pupils repeat the descriptions.
- Pair activity: Pupil 1 reads a description. Pupil 2 says which animal it is. Pupils then swap roles.

10 Tongue twister! Listen and repeat.

- Ask pupils to look at the picture. T: *Look. What are these?* Pupils: *Giraffes.* T: *Are they in the jungle?* Pupils: Yes. T: *Can they jump?* Pupils: No. Write *Giraffes can't jump in the jungle.* on the board and underline the letters as shown. Tell pupils that sometimes the letter sound for *g* is /dʒ/. Ask pupils which other letter in the sentence has the same sound. Pupils: *J.* Read out the sentence and have pupils repeat.
- Tell pupils that they are going to listen to a tongue twister. Explain that the letters in green are the /dʒ/ sound. T: *Listen.* Play track 2.30.
- Play the audio again and stop after each line. Have pupils repeat. Make sure they pronounce the /dʒ/ sound correctly. Play the audio a few times and pupils say the tongue twister with the recording.
- Have the class say the whole tongue twister without the audio. Divide the class into two groups and have one group ask the question and the other group answer. Then have pairs of pupils say the tongue twister.

TPR

Play the "Catch and say it" game with the actions as a category (see: Resource Bank, page A23). Pupils catch the ball and say *I can (jump)* and do the action.

Activity Book, page 37

7 Tick (✓) or cross (X).

- Pupils complete the table with ticks for actions the animals or boy can do and crosses for what they can't do.
- Answers: *tiger: ✓, X, X, X, ✓, X; fish: ✓, X, X, X, X, X; bird: ✓, ✓, ✓, X, ✓, X; bear: ✓, X, X, X, ✓, X.; boy: ✓, X, ✓, ✓, ✓, ✓.*

8 Look at Exercise 7 and write.

- Pupils look at the information in Exercise 7 and complete the descriptions.
- Answers: 1 – *fish; swim; fly, sing, ride a bike, run, dance*, 2 – *tiger; swim, run; fly, sing, ride a bike, dance*, 3 – *bird; swim, fly, sing, run; ride a bike, dance*, 4 – *bear; swim, run; fly, sing, ride a bike, dance*.

Ending the lesson

- Ask a pupil to stand at the front to think of an animal but not to say what it is. Ask questions to find out which animal the pupil is. T: *Have you got (legs)? Are you (big)? Can you (swim)?* Encourage pupils to join in asking questions.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pupils draw one of the animals from Exercise 9 in their notebooks and copy the description.

Lesson 5

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

Target language: *airplane; Watch out.*

Revision: actions. *water; I can/can't (climb). Can you (run)?*

Receptive language: *What is it? Is Goofy under the airplane?*

Materials: CD 2. Optional: story cards, a sheet of paper for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Revise actions with the "Telephone (Chinese Whispers)" game (see Resource Bank, page A23). The pupil at the end of the line does the action.

Pupil's Book, page 40

- 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.
- Say: *Today, it's story time!* Tell 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 Minnie. This is Goofy.* Talk to pupils about the pictures and the situation and characters they show in L1. Ask pupils what they can see in the pictures, and encourage them to guess what happens in the story. Do not confirm or verify pupils' ideas at this point. (Goofy has a plane that he wants to show to Mickey and Minnie. He runs, jumps and flies for a while, but ends up in the pond. He can't swim.)

11 Listen and answer.

- Tell pupils that they are going to listen to a story. Ask them to follow the story and find the answer to the question: *Can Goofy swim?* Say: *Listen to the story!* and play the CD. Hold up your book and help pupils follow the story, pointing to relevant pictures. You can also encourage pupils to point to the pictures as they listen.
- Note: the recording is available with the voices of the original Disney characters (track 2.31) and with special EFL voice-overs (track 2.32).
- Repeat the question: *Can Goofy swim?* Elicit the correct answer. Pupils: *No.* Make sure pupils understand the story. Ask pupils to tell you what happens in the story in a few words.
- Play the recording again. Pause after each part and ask questions about the pictures. Picture 1: (point to the plane) *What is it? (It's an airplane/a plane.)* Picture 2: (point to Goofy) *Can he run?* (Yes.) Picture 3: (point to Goofy) *Can Goofy jump?* (Yes.) Picture 4: (point to Goofy) *Can Goofy fly?* (Yes.) *Can he sing?* (Yes.) Picture 5: (point to Goofy in the place) *Is Goofy under the airplane?* (No, he's in the airplane.) Picture 6: (point to the water) *Where's the airplane? (In the water.) Can Goofy swim?* (No.)
- Play the recording again. Pause after each sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

12 Now act the story out.

- Put pupils in groups of three (Mickey, Minnie and Goofy) and encourage them to act the story out using words and gestures. Monitor their work and help them if necessary. Invite volunteers to demonstrate the story in front of the class.
- Tell pupils that you hope they enjoyed the story and explain that they are going to listen to more stories about Mickey, Minnie and their friends in the next chapters of the book.

Activity Book, page 38

9 Look and write *can* or *can't*.

- Pupils look at the pictures and complete the sentence with *can* or *can't*. Ask individual pupils to read the sentences.
- Answers:** 1 – *can*, 2 – *can*, 3 – *can*, 4 – *can't*.

10 Write. Then look at Exercise 9 and answer **Yes or No.**

- Pupils unscramble the words and write questions. Then they look at Exercise 9 and answer the questions for Goofy. Have pairs read out the questions and answers.
- Answers:** 1 – *Can you run?* Yes; 2 – *Can you jump?* Yes; 3 – *Can you fly?* Yes; 4 – *Can you swim?* No.

Ending the lesson

- Ask pupils questions about actions animals can or can't do. T: *Can a snake (jump)?* Pupils: (No.)
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Hand a sheet of paper to each pupil. Pupils draw Goofy from one of the moments in the story. Then describe their pictures. Pupil: *This is (Goofy). He can (run).*

UNIT
5

11 Listen and answer.

12 Now act the story out.

Lesson 5 Story: Actions. *I can / can't (climb). Can you (run)?*

Lesson 6

Lesson aims: to revise the language from Lessons 1–5. To play the game with cut-out cards.

Revision: actions. *I can/can't (climb). Can you (run)?*

Receptive language: *Yes, I can. No, I can't. Has she got a dog?*

Materials: CD 2, flashcards with actions.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Sing the tongue twister from Lesson 4 (track 2.30). Encourage pupils to join in.

Revision

- Revise the actions with questions and the flashcards. Stick the flashcards on the board. Ask a pupil *Can you (run)?* The pupil answers *Yes* or *No* and finds the flashcard and gives it to you. Then ask pairs of pupils to stand in front of the board. Pupil 1 asks *Can you (swim)?* Pupil 2 answers, finds the flashcard and gives it to you. Continue with other pairs until there are no flashcards left on the board.

Pupil's Book, page 41

13 Who's speaking? Listen and say the number.

- Tell pupils to open their Pupil's Books at page 41. Hold up your book and point to the photos. T: *Look! Children.* Ask questions about the children. T: *Look at number 1. Can she (fly)?* Pupils: (No). T: *Can she (ride a horse)?* Pupils: (Yes.) Continue with the other photos.
- Tell pupils that they are going to listen to a recording with the children talking about what they can and can't do. Tell pupils they should listen carefully, find the child and point to who is speaking and say the number of the photo. T: *Listen.* Play the CD. Stop after each description and ask pupils to answer.

UNIT
5

13 Who's speaking? Listen and say the number.

14 Cut out (page 81). Then listen and play.

Lesson 6 Skills: Actions. *I can / can't (climb). Can you (run)?*

A: Can you ride a bike?
B: No, I haven't got a bike.
A: Can you dance?
B: No, I can't.
A: Can you swim?
B: Yes I can! It's my favourite sport.

A: Have you got a dog?
B: No. I've got a horse. He's brown and he's got long legs.
A: Can you ride?
B: Yes, I can ride a horse.

A: Can you ride a horse?
B: No, I can't.
A: Can you ride a bike?
B: Yes. I've got a green-and-white bike.

A: Can you swim?
B: Hmm, no, I can't.
A: Can you dance?
B: Yes. I can dance. Look! I'm wearing a pink dress and pink shoes.

- Check comprehension. T: *Number 1. Has she got a dog/horse?* Pupils: *No!* Yes. T: *Can she ride a horse?* Pupils: *Yes.* Continue with the other photos.
- Ask pupils to read the sentences under the photos and match them to the children. Have pupils read together and call out the number.
- Pair activity: Pupil 1 reads a sentence. Pupil 2 points to the correct photo.

14 Cut out (page 81). Then listen and play.

- Show pupils where to find the cut-out cards on page 81 of their Pupil's Books.
- Ask pupils to cut out and write their names behind the cards. Give instructions and demonstrate: *Cut out.* Remind pupils to keep the cut-out cards in their envelopes.
- Tell pupils to look at page 41 in their Pupil's Books again and ask them to focus on the photo of children playing a game. Ask pupils to listen to a recording. T: *Listen.* Play track 2.34.
- Ask pupils what they think the game is about. (To use the cards to prompt a mime that your partner has to guess.) Tell pupils that they are going to play the game in a moment.
- Pair activity. Ask pupils to arrange their cut-out cards face down on the table in front of them and shuffle them about. Pupil 1 chooses a card, looks at it without showing it to Pupil 2 and places it back face down on the table in front of him/her. Pupil 1 then mimes the action on the card. Pupil 2 guesses what the card is: Pupil 1: *Can you (sing)?* Pupil 2: (Yes). The card is then put to one side. Pupils then swap roles. The game continues until there are no cards left.

TPR

Play the "Simon Says" (see: Resource Bank, page A24) game with actions, but with a difference. If you say *I can (jump)* pupils jump. If you say *I can't (jump)* pupils should stay still.

Activity Book, page 39

11 Ask and answer. Then write **Yes or No.**

- Divide pupils into groups of four. They ask each other questions and complete the table. Monitor the groups prompting as necessary.

12 Read and number.

- Pupil read the descriptions and write the number of the animal that matches. Have pupils read out the descriptions and say the numbers.
- Answers:** (from the left) 4, 3, 1, 2.

Ending the lesson

- Stick the flashcards on the board. Ask pupils one at a time to go the board, point to a flashcard and say *I can (jump)*.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair activity. Pupils use the cut-out cards to play pairs (see Unit 4 Lesson 6, Exercise 14).

Lesson 7

Lesson aims: Natural Science – describing animals. To learn words connected to animals. To make a flip book.

Target language: *beak, fins, wings; emu, kangaroo, platypus, shark; It's got / It hasn't got (wings).*

Revision: actions, body and face. *It can/can't (swim).*

Receptive language: *easy; I know! What is it? Have (children) got tails?*

Materials: CD 2, Starter A & B flashcards with animals, six different sheets of coloured paper for each group, crayons, scissors, a stapler.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise face and body words. T: *Arms/legs/neck/teeth.* Pupils wiggle or point to the correct part of their face or body. Then ask: *Have children got tails?* Pupils: *No.* T: *Have birds got tails?* Pupils: *Yes.*

Presentation

- Teach some of the new words with the bird and fish flashcards. Stick the bird on the board and ask T: *What is it?* Pupils: *It's a bird.* Point to the bird's wings and beak and say *Look! Wings/A beak.* Have pupils repeat. Repeat with the fish card and teach *fins.*
- Teach *It's got* and *It hasn't got.* Describe either the fish or the bird with the new words and tell pupils to say which one it is. T: *It's got (wings). It hasn't got (fins).* Pupils: *It's a (bird).*

Pupil's Book, page 42

15 Listen and point. Then read and say the number.

- Tell pupils to open their Pupil's Books at page 42. Hold up your book and point to the animals. Teach the new animals. T: *Look! Number (1). It's a (kangaroo).* Have pupils repeat. Discuss the animals in L1 and give pupils any information they did not know about them. Ask questions about the animals. T: *Has (an emu) got (small wings)?* Pupils: *(Yes).* Continue with the other animals.
- Tell pupils that they are going to listen to a recording. Explain that they should listen and point to the correct animal. T: *Listen.* Play the CD. Check that pupils point to the correct animals.

A: It's got small wings.
B: Umm... an emu!
A: It's got fins.
B: I know! A shark!
A: It's got a long tail.
B: Easy. A kangaroo.
A: It's got a beak.
B: An emu...
A: Yes, and?
B: And a platypus!

2.35

- Tell pupils to read the descriptions and say the number for the three animals that match. Allow pupils time to read to themselves and decide on their answers. Then ask individual pupils to read one sentence each and ask pupils to call out the numbers of the animals.
- Pair activity: Pupil 1 says an animal word. Pupil 2 points to the correct photo and says what it can or can't do. Pupils then swap roles.

16 In your notebook, write about the other animal.

- Ask pupils to open their notebooks. Tell them to draw a picture of the animal that was not described in Exercise 15 (the platypus). Then they copy the description and fill in the gaps with words from the box. Ask individual pupils to read out one sentence each.

17 Project: make a flip book.

- Tell pupils they are going to make a flip book with animals. Explain in L1 how this flip book divides pages in three so pupils can make funny animals. Divide pupils into groups of four and hand out the different coloured sheets of paper. Draw pupils' attention to the flip books in their books. Explain that they should each draw a different animal.

- Pupils place their drawings inside the two remaining sheets of paper. Help them staple the books together. Then show pupils how to cut each picture into three sections.
- Play the song from this Unit while pupils are working and help where necessary.
- When pupils have finished, they can play with their flip books and create different new animals. They could also swap flip books with other groups. Encourage pupils to describe the animals. Pupil: *It's got (long legs).*

TPR

Call out different animal body parts and pupils mime that they have them. T: *You've got fins/wings/a tail.*

Activity Book, page 40

13 Look and write.

- Pupils look at the funny animals and label them with words from the box.
- Answers:** 1 – *wings*, 2 – *neck*, 3 – *legs*, 4 – *tail*, 5 – *beak*, 6 – *fins*.

14 Look at Exercise 13. Write about one animal.

- Pupils choose an animal from Exercise 13 and complete the sentences. Ask individual pupils to read their sentences.

Ending the lesson

- Ask individual pupils questions. T: *Can you (fly)?* Elicit answers.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 75

2 Read and match. Then write.

Pupils match the sentences to four pictures. They complete the last sentence and match it to the other picture.

- Answers:** 1 – *table*, 2 – *boy*, 3 – *snake*, 4 – *bath*, 5 – *emu*; 've got, can't.

15 Listen and point. Then read and say the number.
2.35
4, 3, 1, 2

1 kangaroo
2 platypus
3 shark
4 emu

It's got two big legs and two small arms. It's got a strong tail. It can jump. 1
It's got a long neck. It's got a beak and it's got two small wings. It's a bird but it can't fly. 4
It hasn't got legs. It's got fins and it's got big teeth. It can swim. 3

16 In your notebook, write about the other animal.

beak wings fins swim tail legs fly

It's got four legs. It's got a short tail. It's got a beak but it hasn't got wings.
It can't fly. It can swim but it hasn't got fins.

17 Project: make a flip book.

Lesson 7 CLIL: beak, fins, wings; emu, kangaroo, platypus, shark. Actions. Body. Face. It's got / It hasn't got (wings). It can / can't (swim).

Lesson 8

Lesson aims: to revise the material from Unit 5. Self-assessment.

Revision: the language from Unit 5: actions; animals. *It's got / It hasn't got (wings). It can/can't (swim).*

Receptive language: *What/Who is it? What colour is it? Is it (big)? Has it got (a tail)?*

Materials: CD 2, flashcards with actions, word cards with actions (self-made or downloaded). Optional: Worksheet 10 for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise the animals from the lesson with the game "Simon Says" (see: Resource Bank, page A24). Pupils mime the animals you call out.

Revision

- Revise the language from this Unit. Play the "Find a match" game with the flashcards and self-made word cards (see: Resource Bank, page A22). When pairs find a match, they mime the action.
- Have pupils stand up in pairs and ask each other questions. Use the flashcards as prompts. Pupil 1: *Can you (swim)?* Pupil 2: *(Yes).*
- Revise animal parts with questions. T: *Has a (kangaroo) got (a long tail)?* Pupils: *(Yes).*

Pupil's Book, page 43

18 Who's speaking? Read and say.

- Tell pupils to open their Pupil's Books at page 43. Hold up your book and point to the picture. T: *Look! Mowgli, Bagheera, Baloo, a monkey and a bird.* Have pupils point to the characters. Ask a few questions about the picture. T: *Look at the monkey. Has it got a tail? Has it got wings? What colour is it?* and elicit answers. Continue for the other characters.
- Tell pupils to read the sentences and say which character is being described. Allow them a few minutes to read to themselves and decide on their answers. Then ask individual pupils to read out the sentences and pupils call out the character's name or animal word.

18 Who's speaking? Read and say.
UNIT 5

1 I haven't got legs but I can climb. snake
2 I'm big and grey. I can't ride a bike but I can dance. bear
3 I've got a long tail. I can't fly but I can jump. monkey/panther
4 I've got two legs and two arms. I can fly! boy

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

I've got two arms and two legs. I haven't got wings. I can sing. I can't fly.

Lesson 8 Review: Actions. Body. It's got / It hasn't got (wings). It can / can't (swim).
43

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

- Tell pupils to look at the drawing. Ask: *Can you see a girl or a boy?* Pupils: *A girl.* Read the description to the class and then ask questions to check comprehension.
- Ask pupils to open their notebooks and draw a picture of themselves. Then they write a few sentences about their appearance and what they can/can't do.
- Check pupils' work individually. Then ask pupils to read out their descriptions to the class.

Activity Book, page 41

15 Read. Then write and answer Yes or No.

- Pupils look at the picture and read what the character can and can't do. Then they complete the questions and write *Yes* or *No* for answers. Have pairs read out the questions and answers.
- Answers:** 2 – *Can you, Yes*; 3 – *Can you, No*; 4 – *Can you, Yes*.

Self-assessment

16 Say and tick (✓). Then stick.

- Ask pupils to find the stickers for this exercise at the end of their Activity Books. Pupils assess their own skills. If they can tick (✓) all the boxes, they can put a sticker with the film character in the box.

Ending the lesson

- Praise your pupils: *Well done!* Explain that you have just finished the whole Unit 5. Spend some time browsing through the work they have done in this Unit. Recapitulate what they have learned. Ask pupils in L1 which Lessons they enjoyed the most.
- Ask pupils to choose their favourite game from all the games in Unit 5, and then play the game.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Progress assessment

- Photocopiable materials, Worksheet 10, page 86. The guidelines for using the worksheet can be found on page 77.
- New English Adventure Test Book*, Level 1, Test 5.

6 He likes cheese!

Lesson 1

Lesson aims: to learn words for food.

Target language: *bread, cheese, fish, grapes, mushrooms, strawberries; I like / don't like (fish).*

Revision: food.

Receptive language: *rat; Do you like (strawberries)?*

Materials: CD 2, flashcards with food, Starter A & B flashcards with food, a soft toy, a soft ball.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Play the “Questions” game (see Resource Bank, page A23) with language from the previous unit. T: *Can you (sing)? Has a (kangaroo) got (wings)?*

Presentation

- Praise pupils for answering the questions well. Tell them they are now ready to learn new words. Explain that you are going to focus on words for food.
- Revise food with the “Observation” game (see Resource Bank, page A23) and the Starter A & B flashcards with food.
- Teach the new words with the flashcards for this lesson. Hold up a flashcard and say the word. Have pupils repeat.
- Revise *I like / don't like (fish)* with the new flashcards. Hold up a flashcard, rub your tummy, smile and say *Mmm. I like (fish).* Hold up a different flashcard, show a thumbs-down sign, frown and say *Uh-uh. I don't like (cheese.)* Have pupils copy and repeat.

Pupil's Book, page 44

1 Listen and point.

- Tell pupils to open their Pupil's Books at page 44. Hold up your book and point to the picture. T: *Look! This is Remy. He's a rat. Explain rat in L1 as necessary. Discuss the picture with the class. Ask pupils if they have seen the film Ratatouille. (For a detailed description of the film, see page A30.)*
- Tell pupils that they are going to listen to a recording. Explain that they should point to food they hear. T: *Listen.* Play the CD once.

This is Remy. He isn't a mouse. He's a rat. He loves food! He's got bread and cheese. Mmmm ... He likes bread and cheese! Can you see the grapes? They're purple. Do you like grapes? **2.36**

- Check comprehension. T: *Is Remy a rat? Are the grapes purple? Do you like grapes?* Elicit answers.

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

- Ask pupils to look at the pictures. Tell them they are going to listen to a recording and that they should repeat the words. T: *Listen.* Play Part 1 of the CD.
- Pair activity. Pupil 1 points to a picture and Pupil 2 says the word. Then pupils swap roles.
- Tell pupils that they are going to listen again and repeat the sentences. T: *Listen.* Play Part 2 of the CD.

Part 1:
bread, grapes, fish, cheese, mushrooms, strawberries. **2.37**
Part 2:
I like bread. I like grapes. I don't like fish. I like cheese. I don't like mushrooms. Do you like strawberries?

- Ask pupils to look at the picture in Exercise 1 and say if they can see the products from Exercise 2. T: *Can you see (bread)?* Pupils: *Yes/No.*

3 Listen and say.

- Hold up your book and point to Remy. Tell pupils to say the missing word. T: *Remy isn't a ...* Pupils: *Mouse.*

- Tell pupils they are going to listen to a recording. Explain that they should listen and say the missing words. T: *Listen.* Play the CD once.

This is Remy. He isn't a mouse. He's a rat. He loves food! He's got bread and (...) cheese. Mmmm. He likes (...) bread and cheese! Can you see the grapes? They're purple. Do you like (...) grapes? **2.38**

- Play the CD again for pupils to say the missing words again.

TPR

Play “Catch and say it” (see Resource Bank, page A23) with food-related words.

Activity Book, page 42

1 Find and circle. Then write.

- Pupils find the words in the word search and write them under the pictures. T: *What's one?* Pupils: *Pizza.*
- **Answers:** 1 – *pizza*, 2 – *chicken*, 3 – *bread*, 4 – *pears*, 5 – *mushrooms*, 6 – *eggs*, 7 – *grapes*, 8 – *cheese*, 9 – *fish*, 10 – *strawberries*.

2 What do you like? Write I like or I don't like.

- Pupils complete the sentences for themselves. Ask individual pupils to read out one sentence each.

Ending the lesson

- Hold up the food flashcards one at a time and have pupils call out the words.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pupils draw a food item in their notebook and write *I like / don't like (bread).*

UNIT
6

He likes cheese!

1 Listen and point. **CD 2.36**



2 Listen and repeat. Then look and say Yes or No. **CD 2.37**

Yes No Yes No No



bread grapes fish cheese mushrooms strawberries

3 Listen and say. **CD 2.38**

I like cheese. I don't like fish.

Lesson 1: bread, cheese, fish, grapes, mushrooms, strawberries. *I like / don't like (fish).*

Lesson 2

Lesson aims: to learn more words for food. To learn new language. To learn a song.

Target language: *cake, chocolate, ice cream; He/She likes (ice cream).*

Revision: *bread, cheese, fish, grapes, mushrooms, strawberries; I like / don't like (fish).*

Receptive language: *birthday party.*

Materials: CD 2, flashcards with food, Starter A & B flashcards with food, a small sheet of paper for each pupil, word cards with food from Starter A & B and Unit 2 (self-made or downloaded).

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise food with the “Which card have you got?” game (see Resource Bank, page A21) and the flashcards from the previous lesson, as well as the Starter A & B flashcards with food.

Presentation

- Teach the new words with the flashcards for this lesson. Hold up a flashcard and say the word. Have pupils repeat.
- Ask individual pupils *Do you like (fish)?* and elicit *Yes* or *No*. Hold up any of the food flashcards as prompts.
- Teach *He/She likes (ice cream).* Ask a boy to choose a flashcard of a food item he likes and hold it up high. Say *Look! He likes (ice cream).* Repeat with a girl and say *Look! She likes (ice cream).* Ask pupils one at a time to choose a flashcard and encourage the class to say *He/She likes (ice cream).* Prompt as necessary.

Pupil's Book, page 45

4 Listen, read and say the number.

- Tell pupils to open their Pupil's Books at page 45. Tell pupils to look at the children and say T: *Look! It's a birthday party.* Call out some food-related words and ask pupils to point to them
- Tell pupils that they are going to listen to a recording. Ask them to listen first and think about which child each sentence matches. T: *Listen.* Play track 2.39. Play the audio again, stop after each sentence and have pupils repeat. Then have volunteers read the first sentence and ask the class to say the number of the child that matches the sentence. Repeat with the other sentences.

4 Listen, read and say the number. **CD 2.39**



a He likes ice cream. 1

b He likes cake. 3

c He likes grapes. 1

d She likes chocolate. 2

e She likes pizza. 4

f She likes sandwiches. 2

5 Listen and sing. **CD 2.40 KARAOKE CD 2.41**

She likes 

He likes 

He likes 

She likes 

She likes  and 

But everyone likes  !

Lesson 2: cake, chocolate, ice cream. He / She likes (ice cream). Food.

- Pair activity: Pupil 1 reads out a sentence. Pupil 2 points to the correct child and says the number. Pupils then swap roles.
- Follow-up (optional) – pair activity and notebook: pupils tell their partner a food they like. Pupil: *I like (ice cream).* They draw their friend eating the food item and write *He/She likes (ice cream).*

5 Listen and sing.

- Before playing the song, talk about the pictures. Ask pupils to point to the food you say.
- Tell pupils to listen to the song about what the food the children like. T: *Listen.* Play the CD.

She likes chocolate,
He likes cake.
She likes pizza and cheese.
He likes strawberries,
She likes grapes.
But everyone likes ice cream!
Yes! Everyone likes ice cream! **2.40**

- Play the song a few times and encourage pupils to join in. You could have the boys sing the parts for *he* and the girls the parts for *she*.
- When pupils have learned the song, encourage them to sing along to the karaoke version (Track 2.41).

TPR

Play the “Alternative bingo” game with food-related words (see Resource Bank, page A23).

Activity Book, page 43

3 Write. Then listen and match.

- Pupils label the pictures with words from the box. Have pupils read out the words together. Then they listen and match the food items to the boy or girl by drawing lines. Have individual pupils read out one sentence each. Pupil: *(She) likes (strawberries).*
- **Answers:** 1 – *chocolate*, 2 – *strawberries*, 3 – *grapes*, 4 – *sandwiches*, 5 – *pizza*, 6 – *cake*, 7 – *ice cream*; He: *chocolate*, She: *strawberries, cake, ice cream.*

She likes strawberries. He likes chocolate.
She likes ice cream. She likes cake. **2.42**

4 Look at Exercise 3 and write.

- Pupils look at the answers in Exercise 3 and complete the sentences. Have individual pupils read out their answers.
- **Answers:** 2 – *likes*, 3 – *She*, 4 – *She likes*.

Ending the lesson

- Hold up the flashcards one at a time, and ask individual pupils. T: *Do you like (ice cream)?* Pupils: *(Yes).* Have pupils ask each other. They can choose flashcards as prompts.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair activity: Pupil 1 mimes eating a food item. Pupil 2 guesses what the item is. Then pupils swap roles. They can then perform their mimes to the class.

44

45

Lesson 3

Lesson aims: to learn more words for food. To learn new language.

Target language: *carrots, mushrooms, onions, peas, tomatoes, salad; (She) doesn't like (salad).*

Revision: food. *He/She likes (ice cream).*

Receptive language: *Look! A boy and a girl.*

Materials: CD 2, flashcards with food, Starter A & B flashcards with food, word cards with food from Starter A & B and Unit 2 (self-made or downloaded), a soft toy ball.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Play the "Sing and stand in the correct order" game with the song from the previous lesson (track 2.40) and the flashcards (see Resource Bank, page A23). Then play the karaoke version (track 2.41) and encourage pupils to sing.

Presentation

- Teach the new words with the flashcards for this lesson. Hold up a flashcard and say the word. Have pupils repeat.
- Revise the food from Starter A & B and this unit with the flashcards and word cards by playing the "Find a match" game (see: Resource Bank, page A22). Repeat the game until all the words have been revised and all pupils have had a turn.
- Introduce the new language with the flashcards for this lesson. Draw a sad face on the board. Ask a pupil in L1 to say which new food item he /she doesn't like. Stick this flashcard under the sad face. Say *Look! He/She doesn't like (carrots)*. Have pupils repeat. Continue with other pupils.

Pupil's Book, page 46

6 Copy the smileys in your notebook. Then listen and draw.

- Tell pupils to open their Pupil's Books at page 46. Hold up your book, point to the pictures and say. T: *Look! A boy and a girl.* Say the food-related words one at a time and have pupils point to the correct photos.
- Write the words *carrots, peas, mushrooms, salad, tomatoes, onions* on the board in a column. Tell pupils to open their notebooks, copy the words in a column and draw a smiley without a mouth next to each word.
- Tell pupils that they are going to listen to a recording about the food the boy and girl like and don't like. Tell them they should listen and draw a smile for the food the child likes and a sad mouth for the food the child doesn't like T: *Listen*. Play the CD.

1 2.43
He doesn't like carrots. He likes peas. He doesn't like mushrooms.
2
She likes salad. She doesn't like tomatoes. She doesn't like onions.

- Play the CD again for pupils to check their answers. Pause after each sentence and ask pupils to repeat what they hear. Ask volunteers to draw a happy or sad face on the board next to the words.

7 Follow with your finger. Then talk to your friend.

- Pupils follow the paths and say a sentence to match the child's face and the food. Ask individual pupils to say their sentence. Correct as necessary, repeat and have the class repeat.
- Pair activity: Pupil 1 follows a path of his/her choice and says a sentence to match the child and the path. Pupil 2 says the number of the child. Pupil 1: *He (likes) (salad)*. Pupil 2: *Number 1*. Pupil 1: Yes. Pupils then swap roles.

TPR

Tell pupils that you will say sentences using *He* and *She*. For *he* the boys should respond, for *she* the girls should respond. Explain further that when they hear *likes* they should stand up, rub their tummies and smile and when they hear *doesn't like* they should stand up, cross their arms and look sad. When they hear *I like* they should all stay still. Say e.g.: T: *He likes tomatoes. She like onions. He doesn't like peas. I like salad, etc.*

Activity Book, page 44

5 Listen and draw ☺ or ☹.

- Pupils listen the recording and draw a happy face for the food the children like and a sad face for the food they don't like. T: *Listen!* Play the CD. Have individual pupils say one sentence each.

She likes peas. She doesn't like carrots or onions. 2.44
She likes salad and tomatoes.
He likes peas and carrots. He doesn't like onions or salad. He doesn't like tomatoes.

- Answers:** Girl: ☺: *peas, salad, tomatoes*; ☹: *carrots, onions*; Boy: ☺: *peas, carrots*; ☹: *onions, salad, tomatoes*.

6 Look at Exercise 5 and write.

- Pupils look at the table in Exercise 5 and complete the sentences. Have individual pupils read out the sentences.
- Answers:** 1 – *peas, salad, tomatoes*; 2 – *onions, salad, tomatoes*.

Ending the lesson

- Play the "Pass the ball" game with food-related words (see: Resource Bank, page A23).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 76

1 Find and write.

Pupils use the code to work out the hidden sentence. Ask individual pupils to write one word each on the board for checking.
• **Answers:** *She likes strawberries and ice cream.*

6 Copy the smileys in your notebook. Then listen and draw. CD 2.43

7 Follow with your finger. Then talk to your friend.

Lesson 3: carrots, mushrooms, onions, peas, tomatoes, salad. He / She doesn't like (salad). Food.

Lesson 4

Lesson aims: to revise the language from Lessons 1–3. Phonics /tʃ/.

Revision: food. *He/She likes / doesn't like (cheese).*

Receptive language: *Is Colette happy?*

Materials: CD 2, flashcards with food, Starter A & B flashcards with food, a soft toy ball, a sheet of paper with a square hole in the middle.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Play the "Pass the ball" game with food-related words (see: Resource Bank, page A23).

Revision

- Play the "Which card is this?" game with the flashcards (see: Resource Bank, page A21).
- Stick the flashcards for this unit on the board. Ask a boy to go to the board, and point to one flashcard of a food item he likes and one he doesn't like but not say which is which. Ask another pupil to guess: Pupil: *He likes (ice cream). He doesn't like (onions)*. The pupil answers Yes or No. Repeat with other pupils prompting *he* and *she* as necessary.

Pupil's Book, page 47

8 Listen, read and say 1 (Linguini) or 2 (Colette). Then look and talk to a friend.

- Tell pupils to open their Pupil's Books at page 47. Hold up your book and point to the picture on page 47. T: *Look! This is Linguini. This is Colette.* Ask T: *Where are they?* Pupils: *In the kitchen.* T: *Is Colette happy?* Pupils: *No.*
- Tell pupils that they are going to listen to a recording about Linguini and Colette. Tell pupils they should look at the list of products under the picture. Ask children to and match the products to Linguini or Colette. T: *Listen*. Play the CD. Stop after each description for pupils to say which character is being described.

8 Listen, read and say 1 (Linguini) or 2 (Colette). Then look and talk to a friend. CD 2.45

9 Tongue twister! Listen and repeat. CD 2.46

Can I have a sandwich?
Chicken or cheese?
Chicken and cheese, please.

Lesson 4: Phonics: /tʃ/. soup. Food. He / She likes / doesn't like (cheese).

Linguini likes tomatoes.

He likes peas but he doesn't like mushrooms.

Colette likes mushrooms and carrots. She doesn't like onions but she likes cheese.

- Play the CD again and have pupils repeat the descriptions. Then have pupils read the sentences a-f using *like* for a happy face and *doesn't like* for a sad face. After each sentence ask pupils to say 1 for Linguini or 2 for Colette.
- Pair activity: Pupil 1 reads a sentence. Pupil 2 says which character it describes. Pupils then swap roles.
- Follow-up (optional): Pupils write the whole sentences in their notebooks and draw pictures of the food items.

9 Tongue twister! Listen and repeat.

- Ask pupils to look at the picture. T: *Look. What has he got?* Pupils: *Two sandwiches.* Write *Can I have a sandwich?* on the board and underline the letters as shown. Tell pupils that sometimes the letter sound for **ch** is /tʃ/. Read out the sentence and have pupils repeat.
- Tell pupils that they are going to listen to a tongue twister. Explain that the letters in green are a /tʃ/ sound. T: *Listen*. Play track 2.46.
- Play the audio again and stop after each line. Have pupils repeat. Make sure they pronounce the /tʃ/ sound correctly. Play the audio a few times and pupils say the tongue twister with the recording.
- Have the class say the whole tongue twister without the audio. Divide the class into two groups and have one group ask the questions and the other group answer. Then have pairs of pupils say the tongue twister.

TPR

Divide the class into groups of six pupils. Hand out five or six flashcards to each group from the Starter A & B flashcards and the flashcards with food for this unit. Play the "Charades" game with food as a category (see: Resource Bank, page A21).

Activity Book, page 45

7 Look and write.

- Pupils unscramble the words and write them in the recipe list. Explain *soup* as necessary. Ask individual pupils to write the words on the board for checking.
- Answers:** *peas, carrots, fish, onions, tomatoes, mushrooms.*

8 Look at Exercise 7 and circle.

- Ask in L1 what Remy likes in his soup. Read out the question and explain as necessary. Pupils look at the list in Exercise 7 and circle the correct words. Ask individual pupils to read out one sentence each.
- Answers:** 1 – *likes*, 2 – *likes*, 3 – *likes*, 4 – *doesn't like*, 5 – *likes*.

Ending the lesson

- Ask each pupil to say a food item he/she likes and one he/she doesn't like. Pupil: *I like (peas). I don't like (onions).*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 76

2 Write the words. What doesn't the girl like? Write.

Pupils do the crossword and find the hidden word in the column down the middle of the puzzle. This is the food item the girl doesn't like. Pupils complete the sentence and read it out together.

- Answers:** 1 – *spaghetti*, 2 – *onions*, 3 – *mushrooms*, 4 – *salad*, 5 – *carrots*, 6 – *chocolate*, 7 – *peas*, 8 – *cheese; tomatoes*.

Lesson 5

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

Target language: *Can I have (three onions), please? Here you are.*

Revision: food. *He/She likes / doesn't like (soup).*

Receptive language: *What has Minnie got? Does Goofy like soup? Who likes (tomatoes)?*

Materials: CD 2, flashcards with food. Optional: story cards, a sheet of paper for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Revise food from this unit with the "Listen and touch" game using the flashcards with food (see Resource Bank, page A25).

Pupil's Book, page 48

- 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.
- Say: *Today, it's story time!* Tell pupils to open their Pupil's Books at page 48. Hold up your book and point to the characters from the story. T: *Look! Minnie, Mickey, Goofy, Donald Duck and Daisy.* Talk to pupils about the pictures and the situation and characters they show in L1. Ask pupils what they can see in the pictures, and encourage them to guess what happens in the story. Do not confirm or verify pupils' ideas at this point. (Minnie shops for food and then cooks soup with ingredients all her friends like. She serves the soup, but when she puts the heavy soup pan down, the table tips and the soup bowls fly into the air. Luckily Goofy catches them). Explain the meaning of *soup* in L1 as necessary.

10 Listen and answer.

- Tell pupils that they are going to listen to a story. Ask them to follow the story and find the answer to the question: *Does Goofy like soup?* Say: *Listen to the story!* and play the CD. Hold up your book and help pupils follow the story, pointing to relevant pictures. You can also encourage pupils to point to the pictures as they listen.
- Note: the recording is available with the voices of the original Disney characters (track 2.47) and with special EFL voice-overs (track 2.48).
- Repeat the question: *Does Goofy like soup?* Elicit the correct answer. Pupils: Yes. Make sure pupils understand the story. Ask pupils to tell you what happens in the story in a few words.
- Play the recording again. Pause after each part and ask questions about the pictures. Picture 1: (point to the onions) *What are these? (Onions.)* (point to Minnie's basket) *What has Minnie got? (Bread, cheese, milk, tomatoes, carrots.)* Picture 2: (point to the mushrooms) *What are these? (Mushrooms.)* *Does Mickey like mushrooms? (No.)* Picture 3: (point to Minnie) *Where's Minnie? (She's in the kitchen.)* (point to the soup) *What's this? (It's soup.)* *Who likes onions? (Goofy)* *Who likes carrots? (Daisy.)* Picture 4: (point to the soup) *Where's the soup? (It's on the table.)* Picture 5: (point to the soup) *Is the soup on the floor? (No, it's on the table.)* Picture 6: (point to Goofy) *Does Goofy like soup? (Yes).*
- Play the recording again. Pause after each sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

11 Now act the story out.

- Put pupils in groups of four (the shopkeeper, Mickey, Minnie and Goofy) and encourage them to act the story out using words and gestures. Monitor their work and help them if necessary. Invite volunteers to demonstrate the story in front of the class. Have two pupils from other groups play the roles of Donald and Daisy.
- Tell pupils that you hope they enjoyed the story and explain that they are going to listen to more stories about Mickey, Minnie and their friends in the next chapters of the book.

Activity Book, page 46

9 Read, look and write.

- Pupils read the descriptions and match them to the characters. They write the name of the correct character. Ask individual pupils to read one sentence each.
- Answers: *Mickey, Daisy.*

10 Look at Exercise 9. Read and write.

- Pupils look at the other two characters in Exercise 9 and complete the descriptions. Ask individual pupils to read one sentence each.
- Answers: *tomatoes, soup, Donald; mushrooms, fish, Minnie.*

Ending the lesson

- Ask pupils to close their books. Ask them questions about the story to see what they can remember. T: *Who likes (onions)?*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Hand a sheet of paper to each pupil. Pupils draw a soup and write a list of ingredients next to it. They may show a friend and say *My soup has got (carrots, onions and chicken).*

UNIT
6

10 Listen and answer. CD 2.47 CD 2.48

1 Can I have three onions, please?

2 Mushrooms? No, thanks. Mickey doesn't like mushrooms.

3 Goofy likes onions. Donald likes tomatoes. Daisy likes carrots.

4 Mmmm! Thank you, Minnie. Soup's ready! Where's Goofy? He likes soup.

5 Watch out, Goofy!

6 Well done, Goofy! I like soup.

11 Now act the story out.

48 Lesson 5 Story: Can I have (onions), please? Food. He / She likes / doesn't like (soup).

Lesson 6

Lesson aims: to revise the language from Lessons 1–5. To play the game with cut-out cards.

Target language: *Can I have (pizza), please?*

Revision: food. *I like / don't like (cheese). He/She likes / doesn't like (soup).*

Receptive language: *menu; Who likes (onions)?*

Materials: CD 2, flashcards with food, Starter A & B flashcards with food, a soft toy.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Play the song from Lesson 2 (track 2.40). Encourage pupils to join in.

Revision

- Revise food with questions and the flashcards. Hold up the flashcards one at a time and ask *Who likes (onions)?* and pupils raise their hands.
- Ask volunteers to say one food item they like or don't like. Pupil: *I like / don't like (ice cream).* Then ask individual pupils to choose a volunteer and say what he/she likes and doesn't like. Pupil: *Tom. He likes / doesn't like (peas).*
- Teach *Can I have (pizza) please?* Ask the question with a different food each time, hold the flashcards fanned out for pupils to see and ask volunteers to find and hand you the correct flashcards.

Pupil's Book, page 49

12 Listen and say the food.

- Tell pupils to open their Pupil's Books at page 49. Hold up your book and point to the picture. T: *Look! A family and food.* Explain the meaning of *menu*. Say the dishes and have pupils point to them.
- Tell pupils that they are going to listen to a recording. Tell pupils they should listen carefully and find the food each character likes. T: *Listen.* Play the CD.

UNIT
6

12 Listen and say the food. CD 2.46

13 Cut out (page 83). Then listen and play. CD 2.50

Can I have pizza and salad, please? OK. Pizza and salad.

49 Lesson 6 Skills: Food. Can I have (pizza), please? I like / don't like (cheese). He / She likes / doesn't like (soup).

2.49

- 1
A: Hmm I like peas. Can I have chicken and peas please?
B: Yes.
2
A: I don't like chicken. Can I have spaghetti and salad please?
B: Uh-huh.
3
A: Pizza is my favourite food. Can I have pizza please?
B: Salad or cheese?
A: Salad please.
B: OK. Thank you.
4
A: Can I have chicken please?
B: Carrots or peas?
A: Carrots, please. I don't like peas.
B: OK. Chicken and carrots.

- Play the CD again, with pauses. Ask pupils to say the character and the food.
- Check comprehension. T: *Who likes (chicken and carrots?)* Pupils: *Dad.* T: *(He) doesn't like (peas) but he likes (chicken and carrots).* Have pupils repeat. Continue with all the characters.
- Pair activity: Pupil 1 says a character: e.g. *Brother.* Pupil 2 says what the character likes: *He likes (spaghetti and salad).*

13 Cut out (page 83). Then listen and play.

- Show pupils where to find the cut-out cards on page 83 of their Pupil's Books.
- Ask pupils to cut out and write their names behind the cards. Give instructions and demonstrate: *Cut out.* Remind pupils to keep the cut-out cards in their envelopes.
- Tell pupils to look at page 49 in their Pupil's Books and ask them to focus on the children playing a game. T: *Listen.* Play track 2.50.
- Ask pupils what they think the game is about. (To use the cards to play a restaurant game.) Tell pupils that they are going to play the game.
- Group activity. Divide the pupils into groups of four. Assign the role of waiter/waitress to one pupil in each group. Pupils arrange their cards face up on the table. Pupil 1 orders a meal and the waiter/waitress finds the cards, picks them up and puts them to one side. When all the pupils have ordered, they swap roles so another pupil is the waiter/waitress. The game continues until there are no cards left.

TPR

Play the "Can I have ... please?" game with the flashcards (see: Resource Bank, page A23).

Activity Book, page 47

11 Listen and write the numbers.

- Pupils listen and write 1 for granddad and 2 for grandma.

Granddad likes chicken. He doesn't like fish.
He likes carrots, but he doesn't like peas. He likes strawberries but he doesn't like ice cream.
My grandma likes fish. She likes peas but she doesn't like carrots. She likes ice cream but she doesn't like strawberries.

2.45

- Answers: *chicken – 1, fish – 2, peas – 2, carrots – 1, ice cream – 2, strawberries – 1.*

12 Look at Exercise 11 and write.

- Pupils use the information in Exercise 11 and the words in the box to complete the sentences. Have pupils read out a sentence each.
- Answers: *grandma – fish, peas, ice cream; granddad – chicken, carrots, strawberries.*

Ending the lesson

- Play the "Snap!" game with the flashcards (see: Resource Bank, page A21).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pupils divide the cards into food they like or not and tell a friend.

Lesson 7

Lesson aims: Nutrition – to describe a meal. To make a plate.
Target language: *breakfast, lunch, dinner, cereal.*
Revision: food. *I like/don't like (cheese). He/She likes / doesn't like (soup).*
Receptive language: *What's for (dinner)? What do you like for (breakfast)?*
Materials: CD 2, flashcards with food, Starter A & B flashcards with food, a sheet of paper or a paper plate for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Play the “Which card have you got?” game with the flashcards (see: Resource Bank, page A21).

Presentation

- Discuss meals in L1. Ask pupils what time they usually have breakfast, lunch and dinner and what they like to eat for each meal. Then teach the meal words in English (*breakfast, lunch, dinner*) by explaining the meaning. Write the words on the board, read them out and have pupils repeat. Draw a clock face next to each word and ask a pupil to draw a time on each clock for the time he/she has the meals.

Pupil's Book, page 50

14 Listen, point and say the number.

- Tell pupils to open their Pupil's Books at page 50. Hold up your book and point to the animals. Teach the new animals. T: *Look! Food.* Teach *cereal*. Point to the bowl of cereal in the breakfast photo, ask pupils in L1 what it is and then tell them that the English word is *cereal*. Have pupils repeat. Say food and meal words and have pupils point to the correct food in the pictures. T: (*Milk*) for (*breakfast*).
- Tell pupils that they are going to listen to a recording describing the food in each meal. Explain that they should listen, point to the meal and say the number. T: *Listen.* Play the CD. Check that pupils point to the correct photos.

A: What's for dinner?
B: Chicken and carrots.
A: What's for breakfast?
B: Cereal and milk.
A: What's for lunch?
B: Meat and salad.

2.52

- Pair activity: Pupil 1 says a food-related word. Pupil 2 points to the correct photo and says what meal it is. Pupils then swap roles.

15 Listen and say the food the girl likes.

- Call out food-related words and ask pupils to point to the correct pictures and say the meal. Tell pupils that they are going to listen to a recording about which food the girl likes for each meal. Explain that they should listen and say the food. T: *Listen!* Play the CD. Pause after each meal description and ask pupils to say the food.

For breakfast I like cereal and milk. I don't like bread or eggs.
For lunch I like sandwiches, grapes and water. I don't like pizza.
For dinner I don't like meat. I like spaghetti and salad. Oh, and I like ice cream.

2.53

- Have pupils complete your sentences. T: *For (breakfast) she likes ...* Pupils: (*Cereal and milk*). Then ask individual pupils to say the sentences.
- Pair activity: Pupil 1 says a meal. Pupil 2 says what the girl likes. Pupils then swap roles.

16 Project: make a plate.

- Tell pupils they are going to make a plate with their favourite meal. Hand out a sheet of paper or paper plate to each pupil. Explain that they should each draw a meal on the plate using food they know in English.
- Play the song from this Unit while pupils are working and help where necessary.
- When pupils have finished, they show the class their plates and say *I like (chicken and salad)*. The plates can be displayed in the classroom.

TPR

Play the “I name it and you point to it” game with the flashcards (see: Resource Bank, page A24).

Activity Book, page 48

13 What do you like? Look and write. Then circle.

- Pupils unscramble the words and write them. Then they circle the pictures of the food they like for each meal. Check answers. Then ask individual pupils: *What do you like for (breakfast)?* Pupils: *I like (cereal and eggs).*
- **Answers:** *bread, milk, eggs; pizza, sandwiches, grapes, apples; fish, salad, meat, carrots.*

14 Look at Exercise 13 and write.

- Pupils choose food they like and complete the sentences. Ask individual pupils to read out one sentence each.

Ending the lesson

- Ask individual pupils: *What do you like for dinner, (Anna)?* and elicit answers. Pupil: *I like (chicken and peas).* Then ask another pupil *What does (Anna) like for dinner?* and elicit (*She*) *likes (chicken and peas).* Use the flashcards as prompts if necessary. Continue until all pupils have had a turn.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pupils draw their favourite breakfast in their notebooks and write: *For breakfast I like (bread and cheese).*

14 Listen, point and say the number. CD 2.52 3, 1, 2

1

breakfast

2

lunch

3

dinner

15 Listen and say the food the girl likes. CD 2.53

breakfast

lunch

dinner

For breakfast she likes cereal and milk.

16 Project: make a plate. 50

Lesson 7 CLIL: breakfast, lunch, dinner, cereal. Food. I like / don't like (cheese). He / She likes / doesn't like (soup).

Lesson 8

Lesson aims: to revise the material from Unit 6. Self-assessment.
Revision: the language from Unit 6: food. *I like / don't like (cheese). He/She likes / doesn't like (soup).*
Receptive language: *omelette; How about you? Does (Colette) like (eggs)?*
Materials: CD 2, flashcards with food, word cards with food from Starter A & B and Unit 2 (self-made or downloaded). Optional: Worksheets 11 and 21 for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Play the tongue twister from Lesson 4 (track 2.46) and encourage pupils to join in.

Revision

- Revise the language from this Unit. Play the “Noughts and crosses” team game with the flashcards (see: Resource Bank, page A25).
- Hold up the flashcards and word cards one at a time, pick pupils and ask: (*Anna*). *Do you like (grapes)?* Elicit full answers. Pupil: *Yes. I like grapes. / No. I don't like grapes.* T: *How about you, (Tom)? Do you like (grapes)?* Continue until all pupils have had a turn.
- Have pupils work in pairs and find out which food their friend likes and doesn't like. The pairs then stand up and tell the class what they found out. Pupil: *This is my friend (Anna). She likes (ice cream). She doesn't like (peas).*

Pupil's Book, page 51

17 Listen, read and say Yes or No.

- Tell pupils to open their Pupil's Books at page 51. Hold up your book and point to the picture. T: *Look! It's Remy.* Discuss the picture in L1 and ask if pupils like omelettes and if so, what they like in omelettes. Teach the word *omelette* by explaining the meaning in L1.
- Tell pupils that they are going to listen to a recording describing what Remy likes and what he doesn't like. Explain that they should listen, look at the list of food and think about if Remy likes each food item of not. T: *Listen.* Play the CD.

17 Listen, read and say Yes or No. CD 2.54

OMELETTE

- eggs Yes
- mushrooms Yes
- carrots No
- cheese Yes
- peas No
- tomatoes Yes

18 Look at the table. In your notebook, write about Colette and Linguini.

Colette likes fish and soup.						
She doesn't like eggs.						

Linguini likes mushrooms, fish, eggs and ice cream.
He doesn't like soup and cheese.

Lesson 8 Review: Food. I like / don't like (cheese). He / She likes / doesn't like (soup). 51

UNIT 6

2.54

Remy likes eggs. He likes mushrooms.
He doesn't like carrots. He likes cheese.
He doesn't like peas. He likes tomatoes.

- Play the CD again. Pause after each sentence and have pupils repeat.
- Check comprehension. Ask: *Does Remy like eggs?* Pupils: *Yes.* Repeat with the rest of the list. Then have volunteers read out words on the list and the class says *Yes* or *No*.
- Pair activity: Pupil 1 says a word from the list. Pupil 2 says *Remy likes / doesn't like (eggs)*. Pupils then swap roles.

18 Look at the table. In your notebook, write about Colette and Linguini.

- Tell pupils to look at the table. T: *Point to the (mushrooms).* Pupils point. T: *Does (Colette) like (mushrooms)?* Pupils: (*No*). Continue with all the food items. Ask two volunteers to read out the sentences about Colette.
- Ask pupils to open their notebooks and write sentences about Colette and Linguini. Check pupils' work individually. Ask volunteers to read out one sentence each. Write the sentences on the board for pupils to check from.

Activity Book, page 49

15 Ask, answer and draw ☺ or ☹. Then write.

- Divide pupils into groups of four. They ask each other about the food in the table and draw a happy face for food a friend likes and a sad face for food a friend doesn't like. Pupil 1: *Do you like (mushrooms)?* Pupil 2/3/4: (*Yes*). Then they complete the sentences with details about their friends. Ask groups to read out their sentences to the class.

Self-assessment

16 Say and tick (✓). Then stick.

- Ask pupils to find the stickers for this exercise at the end of their Activity Books. Pupils assess their own skills. If they can tick (✓) all the boxes, they can put a sticker with the film character in the box.

Ending the lesson

- Praise your pupils: *Well done!* Explain that you have just finished the whole Unit 6. Spend some time browsing through the work they have done in this Unit. Recapitulate what they have learned. Ask pupils in L1 which Lessons they enjoyed the most.
- Ask pupils to choose their favourite game from all the games in Unit 6, and then play the game.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Progress assessment

- Photocopiable materials, Worksheet 11, page 87. The guidelines for using the worksheet can be found on page 77.
- Review Units 5 and 6, Worksheet 21, page 97. The guidelines for using the worksheet can be found on page 78.
- *New English Adventure Test Book*, Level 1, Test 6.

50

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UNIT 7 Our world

Lesson 1

Lesson aims: to learn landscape-related words. To learn new language.

Target language: *field, forest, lake, mountain, river, town, plane; There's a (river).*

Revision: *wings; He can fly!*

Receptive language: *This is my picture. What's there? What colour is he? Can he fly?*

Materials: CD 3, flashcards with landscapes, a soft toy ball.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Play the "Catch and say it!" game with food as the category (see Resource Bank, page A23).

Presentation

- Praise pupils for remembering the words well. Tell them they are now ready to learn new words. Explain that you are going to focus on landscape-related words.
- Teach the new words with the flashcards with landscapes. Hold up a flashcard and say the word. Have pupils repeat.
- Teach *There's a (river)* with the flashcards. Write *Our world* on the board, read it out and explain the meaning in L1. Discuss in L1 different landscape elements, eliciting the ones pupils know. Stick the flashcards on the board one at a time, point to them and say *Look. There's a (river)*. Have pupils repeat. Explain *There's* as necessary in L1.

Pupil's Book, page 52

1 Listen and point.

- Tell pupils to open their Pupil's Books at page 52. Hold up your book and point to the picture. T: *Look! This is Dusty. He's a plane. Discuss the picture with the class. Ask pupils if they have seen the film Planes. (For a description of the film, see page A30.) Explain plane.*
- Tell pupils that they are going to listen to a recording. Explain that they should point to parts of the picture they hear. T: *Listen.* Play the CD once.

This is Dusty. He's a plane. He's orange and white. He's got wings. He can fly! Look at the green field. Can you see a forest? Let's go! Neeeeowwww!

- Check comprehension with questions. T: *Is Dusty a car?* Pupils: *No. He's a plane.* T: *What colour is he?* Pupils: *Orange and white.*

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

- Ask pupils to look at the pictures, listen to a recording and repeat the words. T: *Listen.* Play Part 1 of the CD.
- Pair activity. Pupil 1 points to a picture and Pupil 2 says the word. Then pupils swap roles.
- Tell pupils that they are going to listen again and repeat the sentences. T: *Listen.* Play Part 2 of the CD.

Part 1: river, forest, mountain, field, lake, town.
Part 2: There's a river. There's a forest. There's a mountain.
There's a field. There's a lake. There's a town.

- Pair activity. Pupil 1 points to a picture and Pupil 2 says the sentence. Then pupils swap roles.
- Ask pupils to look at the picture in Exercise 1 and say if they can see any of the landscape features from Exercise 2. T: *Can you see a (river)?* Pupils: *Yes/No.*

3 Listen and say.

- Hold up your book and point to Dusty. Tell pupils to say the missing words. T: *Dusty is a ...* Pupils: *Plane.*

- Tell pupils they are going to listen to a recording and say the missing words. T: *Listen.* Play the CD once.

This is Dusty. He's a plane. He's orange and white. He's got wings. He can fly! Look at the green (...) fields. Can you see a (...) forest? Let's go! Neeeeowwww!

- Play the CD again for pupils to say the missing words again.

TPR

Play "Guessing game: pictures" with landscape-related words (see Resource Bank, page A23).

Activity Book, page 50

1 Look and write.

- Pupils label the pictures with words from the box. Check answers.
- Answers:** 1 – *town*, 2 – *lake*, 3 – *mountain*, 4 – *river*, 5 – *forest*, 6 – *field*.

2 Read, look and write a or b.

- Pupils read the sentences and write *a* or *b* to match them to the pictures. Have individual pupils read out the sentences and letters.
- Answers:** 1 – *a*, 2 – *b*, 3 – *b*, 4 – *a*, 5 – *b*, 6 – *a*.

Ending the lesson

- Play the "Echo" game with the landscape flashcards (see Resource Bank, page A21).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pupils draw the landscape elements from Exercise 2 in their notebooks and label them.

UNIT
7

Our world



1 Listen and point. CD 3.1

2 Listen and repeat. Then look and say Yes or No. CD 3.2



river forest mountain field lake town

3 Listen and say. CD 3.3

There's a river.

Lesson 1: field, forest, lake, mountain, river, town. There's a (river).

Lesson 2

Lesson aims: to learn new language. To learn a song.

Target language: *There are (three) (mountains).*

Revision: places; numbers. *There's a (lake).*

Receptive language: *What's this? How many (rivers)?*

Materials: CD 3, flashcards with landscapes, a sheet of paper for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise the landscape elements with the flashcards from the previous lesson. Stick the flashcards on the board, point to them one at a time and say *There's a ...* Pupils say the word.
- Revise numbers 1–20. Have pupils clap and chant the numbers in order 1–20. Then call out random numbers and have volunteers write them on the board.

Presentation

- Teach *There are* with the flashcards and drawings. Point to the river flashcard and ask *How many rivers?* Pupils: *One.* Draw a second river under the flashcard and ask *How many rivers?* Pupils: *Two.* Say *There are two rivers* and have pupils repeat.
- Ask volunteers to draw the same elements of landscape under each flashcard on the board so there are two, three or four drawings of each landscape. Point to the flashcards and drawings, say *There are (two mountains)* and have pupils repeat. Leave the flashcards and drawings on the board for the end of the lesson.

Pupil's Book, page 53

2 Count, listen and check. Then say.

- Tell pupils to open their Pupil's Books at page 53. Tell pupils to look at the picture. Hold up your books and point to different places. Ask *What's this?* and elicit answers.
- Tell pupils to count the elements of landscape in the picture, note down their answers in their notebooks, but not say how many they find yet. Tell pupils that they are going to listen to a recording about how many elements there are in the picture. Explain that they should listen and check their answers. T: *Listen.* Play the CD without pausing.

4 Count, listen and check. Then say. CD 3.4



1 rivers 1
2 mountains 2
3 lakes 2

4 towns 1
5 fields 1
6 forests 1

5 Listen and sing. CD 3.5 KARAOKE CD 3.6

There are fields and rivers. There are fields and rivers.
There's a mountain, too. There's a mountain, too.
There are forests and lakes. There are houses and cars.
I'm on the train. Choo-choo! I'm in the town! Woo-hoo!

Lesson 2: There are (three) (mountains). Landscape. There's a (lake).

3.4

- There's a river.
- There are three mountains.
- There are two lakes.
- There's a town.
- There are five fields.
- There's a forest.

- Play the CD again and pause after each sentence. Ask: *How many (rivers)?* Pupils: *(One)*. Play the CD once more, pause after each sentence and have pupils repeat what they hear. Point out to pupils that for one place they use *There's* and *a*, but for more than one place they use *There are* and a number (*three*).
- Pair activity: Pupil 1 says a landscape-related word. Pupil 2 says a sentence for how many there are in the picture. Pupils then swap roles.

5 Listen and sing.

- Before playing the song, talk about the picture. Ask pupils what they can see in the picture. T: *Can you see a (river)?* Pupils: *Yes.* T: *Where?* Pupils point.
- Tell pupils to listen to the song about this landscape T: *Listen.* Play track 3.5.
- Play the song again. Pupils can mime being on the train when they hear the line *I'm on the train. Choo-choo!* in the song.
- When pupils have learned the song, encourage them to sing along to the karaoke version (Track 3.6).

TPR

Hand out a sheet of paper to each pupil. Assign an element of landscape to each pupil and ask them to draw it on their sheet of paper. Then play the "Raise your card" game with elements of landscape in the pupils' drawings (see Resource Bank, page A21).

Activity Book, page 51

3 Read, look and write Yes or No.

- Pupils look at the scene from the train, read the sentence and write *Yes* for a correct sentence and *No* for an incorrect one. Have pairs read out the sentences and answers.
- Answers:** 1 – *Yes*, 2 – *No*, 3 – *Yes*, 4 – *No*, 5 – *Yes*, 6 – *No*.

4 Circle. Then draw.

- Pupils circle the correct language and then draw a picture to match the description. Have individual pupils read out the sentences and then ask all pupils to hold up their pictures to show the class.
- Answers:** 1 – *There are*, 2 – *There's*, 3 – *There's*, 4 – *There are*.

Ending the lesson

- Using the flashcards and drawings on the board say: *There's a (river)* or *There are (two rivers)*. Ask a volunteer to go to the board and point to the flashcard or to both the flashcard and the drawing, depending on what you said. Repeat with other volunteers.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 77

1 Write the words.

Pupils look at the picture and complete the crossword with the landscape elements that are numbered. They compare answers in pairs.

- Answers:** 1 – *forest*, 2 – *river*, 3 – *mountain*, 4 – *lake*, 5 – *field*, 6 – *town*.

Lesson 3

Lesson aims: to learn words for means of transport.

Target language: *boat, bus, car, lorry, tractor, train; sky.*

Revision: landscapes. *plane; There's a (lake)/There are (three) (mountains) in the forest. It's a (car).*

Receptive language: *transport.*

Materials: CD 3, flashcards with landscapes and means of transport, Starter A & B flashcards with toys (boat, car, train), scissors, a copy of the Unit 7 cut-out worksheet (p. 73) for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise the landscape-related words by playing the "What's missing?" game with the flashcards with landscapes (see: Resource Bank, page A21).

Presentation

- Revise the words *boat, car* and *train* with the Starter A & B flashcards with toys. Hold up the flashcards one at a time, ask *What's this?* and elicit answers. Point out in L1 that these toys are also real means of transport.
- Tell pupils they are going to learn some more transport words. Teach the new words (*bus, lorry, plane, tractor*) with the flashcards with means of transport. Hold up the flashcards one at a time, say the word and have pupils repeat.

Pupil's Book, page 54

6 Listen, point and repeat.

- Tell pupils to open their Pupil's Books at page 54. Hold up your book, point to the pictures and say. T: *Look! Transport.* Explain the meaning of transport in L1 as necessary. Discuss in L1 which means of transport the pupils use and like.
- Tell pupils that they are going to listen to a recording. Tell them they listen, point to the correct means of transport and repeat. T: *Listen.* Play the CD. Pause after each sentence to give pupils time to repeat.

- 3.7
- 1 It's a car.
 - 2 It's a lorry.
 - 3 It's a bus.
 - 4 It's a plane.
 - 5 It's a tractor.
 - 6 It's a boat.
 - 7 It's a train.

- Check comprehension. T: *What number is the (car)?* Pupils: *(One).* T: *What colour is it?* Pupils: *(Red).* Continue with other items.
- Pair activity: Pupil 1 says a number. Pupil 2 says *It's a (car).* Pupils then swap roles.

7 Make cards. Then listen and play.

- Tell pupils to look at the picture. Call out the landscape-related words and have pupils point to the correct parts of the picture. Revise *in, on* and *next to*. Say *There's a (car) in the town / on the river / next to the lake* and have pupils point to the correct part of the picture. Ask pupils in L1 where a plane flies and elicit *in the sky*. Tell pupils that the English word is *sky*.
- Distribute copies of the cut-out worksheet (p. 73 in the Teacher's Book). If possible, make a larger photocopy of the landscape part of the worksheet.
- Ask pupils to cut out the cards and write their names behind their picture. Give instructions and demonstrate: *Cut out.* Remind pupils to keep the cut-out cards in their envelopes.
- Tell pupils they are going to listen to a recording about the picture and the means of transport. Explain that they should listen and put their cards on the correct parts of their pictures according to what they hear. T: *Listen!* Play the CD. Pause after each sentence to give pupils time to put their cards on their pictures.

- 3.8
- There's a lorry in the forest.
There are two buses in the town.
There's a tractor in the field.
There are two planes in the sky.
There's a train next to the forest.
There are five cars in the town.
There are three boats on the lake next to the mountain.

- Play the CD again and ask pupils to repeat. Then they can check their answers in pairs.
- Pair activity: Pupils clear their pictures. Pupil 1 says where one of a means of transport is. Pupil: *There's a (lorry) / There are (two buses) (in the town).* Pupil 2 puts it on the picture. Then pupils swap roles.

TPR

Play the "What does the picture present?" game with the cards from Exercise 7 (see: Resource Bank, page A23).

Activity Book, page 52

5 Find and circle. Then write.

- Pupils find the words and circle them in the word search. They write them next to the pictures. Check answers. T: *What's number (1)?* Pupils: *It's a (plane).*
- Answers:** 1 – *plane*, 2 – *train*, 3 – *car*, 4 – *tractor*, 5 – *bus*, 6 – *boat*, 7 – *lorry*.

6 Find six differences and write a or b.

- Pupils look at the pictures and find six differences. Check answers: T: *How many (boats) in picture a/b?* Pupils read the sentences and match them to picture a or b.
- Answers:** *three boats/two boats; two planes/five planes; no tractors/one tractor; one lorry/two lorries; two buses/one bus; no train/one train; 1 – a, 2 – b, 3 – b, 4 – b, 5 – a, 6 – b.*

Ending the lesson

- Point to the flashcards on the board and elicit the words.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair activity: Pupils play the game in Exercise 7 again.

6 Listen, point and repeat.

7 Make cards. Then listen and play.

54 Lesson 3: boat, bus, car, lorry, plane, tractor, train; sky. Landscape. *There's a (lake) / There are (three) (mountains) in the forest.*

Lesson 4

Lesson aims: to revise the language from Lessons 1–3. Phonics /v/ vs /w/.

Revision: landscapes; means of transport. *There's a (lake). There are (three) (mountains).*

Receptive language: *What can you see in picture (1)? How many vans? What colour are they?*

Materials: CD 3, flashcards with landscapes and means of transport, Starter A & B flashcards with toys (*boat, car, train*), word cards with landscapes and means of transport (self-made or downloaded).

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Play the song from Lesson 2 (track 3.5) and encourage pupils to join in.

Revision

- Play the "Music cards" game with the all the flashcards and word cards. (see: Resource Bank, page A22). You could use the karaoke track of the song for this unit for the music (track 3.6).

Pupil's Book, page 55

8 Listen and point. Then read and say 1 or 2.

- Tell pupils to open their Pupil's Books at page 55. Hold up your book and point to the pictures. T: *Look! There are planes in the sky. How many planes can you see in picture (1)?* Pupils: *(Three).*
- Tell pupils that they are going to listen to a recording with sentences that describe picture 1 or 2. Tell pupils they should listen carefully and point to the correct picture. T: *Listen.* Play the CD. Pause after each sentence to give pupils time to point to the correct picture.

- 3.9
- There are four tractors.
There are three planes.
There are two planes.
There's a river.
There's a forest.
There are mountains.

8 Listen and point. Then read and say 1 or 2.

9 Tongue twister! Listen and repeat.

How many white vans?
There are five. Five white vans.

55 Lesson 4: Phonics: /v/ vs /w/. van. Landscape. Transport. *There's a (lake). There are (three) (mountains).*

- Ask individual pupils to read out the sentences and have the class say 1 or 2.
- Pair activity: Pupil 1 reads a sentence. Pupil 2 says which picture it describes. Pupils then swap roles.
- Follow-up (optional): Pupils write the sentences in their notebooks and label them 1 or 2.

9 Tongue twister! Listen and repeat.

- Ask pupils to look at the picture. T: *Look. Vans.* Explain the meaning of *van* in L1 as necessary. Ask in L1 what the difference is between a van and a lorry. T: *How many vans?* Pupils: *Five.* T: *What colour are they?* Pupils: *White.* Write *Five white vans.* on the board and underline the letters as shown. Tell pupils that the letter sound for **v** is /v/ and the letter sound for **w** is /w/. Read out the sentence and have pupils repeat.
- Tell pupils that they are going to listen to a tongue twister. Explain that the letters in green are a /v/ sound and the letters in purple are a /w/ sound. T: *Listen.* Play track 3.10.
- Play the audio again and stop after each line. Have pupils repeat. Make sure they pronounce the /v/ and /w/ sounds correctly. Play the audio a few times and pupils say the tongue twister with the recording.
- Have the class say the whole tongue twister without the audio. Divide the class into two groups and have one group ask the question and the other group answer. Then have pairs of pupils say the tongue twister.

TPR

Stick the landscape flashcards on the board. Place the means of transport flashcards (*boat, bus, car, lorry, plane, tractor, train*) on a table face up. Play the "Telephone (Chinese whispers)" game with landscape-related words and means of transport (see: Resource Bank, page A23). T: *There's a (boat) on the (lake).* The pupil at the end of the line chooses the correct means of transport flashcard and holds it next to the correct landscape flashcard.

Activity Book, page 53

7 Listen and draw.

- Pupils listen to the recording and draw the correct number of means of transport in the picture in the correct places.

- 3.11
- There are two boats on the lake.
There's a tractor in the field.
There's a train on the mountain.
There are two planes in the sky.

8 Write *There's* or *There are*.

- Pupils complete the sentence with *There's* or *There are*. Have individual pupils read out their sentences.
- Answers:** 1 – *There's*, 2 – *There are*, 3 – *There's*, 4 – *There's*, 5 – *There are*, 6 – *There's*.

Ending the lesson

- Shuffle the flashcards and words cards and place them in two piles. Ask a pair to stand at the front. Pupil 1 chooses a word card and reads it out. Pupil 2 finds the matching flashcard and holds it up to show the class. Repeat with other pairs.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 77

2 Count and write.

Pupils count the means of transport and write sentences with *There are*. Have individual pupils read out their sentences.

- Answers:** 2 – *There is one bus*, 3 – *There are thirteen lorries*, 4 – *There is one plane*, 5 – *There are ten tractors*.

Lesson 5

Lesson aims: to listen to a story. To revise the language from Lessons 1–4.
Target language: *Jump on! This is fun! Look out! Stop the train!*
Revision: landscapes, means of transport. *cow; There's a (lake). There are (three) (mountains). I like trains.*
Receptive language: *What does Mickey like? How many boats are there? What can (Mickey) see? Has Goofy got strong arms?*
Materials: CD 3, a soft toy ball. Optional: story cards.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Revise landscapes and means of transport with the "Pass the ball" game (see Resource Bank, page A23).

Pupil's Book, page 56

- 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.
- Say: *Today, it's story time!* Tell 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. This is Goofy.* Talk to pupils about the pictures and the situation and characters they show in L1. Ask pupils what they can see in the pictures, and encourage them to guess what happens in the story. Do not confirm or verify pupils' ideas at this point. (Mickey and Minnie take a ride on a train that Goofy is driving. They see boats on a river, a forest and a mountain, a tractor in a field. Minnie sees a cow on the train tracks and warns Goofy who manages to stop the train in time). Revise *cow* by pointing to the cow in Picture 6 and saying *Look. It's a cow.*

10 Listen and answer.

- Tell pupils that they are going to listen to a story. Ask them to follow the story and find the answer to the question: *Can Goofy stop the train?* Say *Listen to the story!* and play the CD. Hold up your book and help pupils follow the story, pointing to relevant pictures. You can also encourage pupils to point to the pictures as they listen.
- Note: the recording is available with the voices of the original Disney characters (track 3.12) and with special EFL voice-overs (track 3.13).
- Repeat the question: *Can Goofy stop the train?* Elicit the correct answer. Pupils: Yes. Make sure pupils understand the story. Ask pupils to tell you what happens in the story in a few words.
- Play the recording again. Pause after each part and ask questions about the pictures. Picture 1: (point to the train) *What's this? (It's a train.)* (point to Mickey) *What does Mickey like? (He likes trains.)* Picture 2: (point to the river) *What's this? (It's a river.)* (point to the boats) *What are these? (Boats.) How many boats are there? (There are three boats)* Picture 3: (point to the landscape) *What can Mickey and Minnie see? (A mountain and a forest.)* Picture 4: (point to the tractor) *What's this? (It's a tractor.) Where's the tractor? (It's in the field.)* (point to the cow) *What can Minnie see? (A cow)* (point to Goofy) *Can Goofy see the cow? (No.)* Picture 5: (point to Goofy) *Has Goofy got strong arms? (Yes.)* Picture 6: (point to the cow) *Is the cow ok? (Yes.)*
- Play the recording again. Pause after each sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

11 Now act the story out.

- Put pupils in groups of four (Mickey, Minnie, Goofy and a cow) and encourage them to act the story out using words and gestures. Monitor their work and help them if necessary. Invite volunteers to demonstrate the story in front of the class.
- Tell pupils that you hope they enjoyed the story and explain that they are going to listen to more stories about Mickey, Minnie and their friends in the next chapters of the book.

Activity Book, page 54

9 Colour.

- Pupils use the code to colour the picture. They hold up their pictures to show the class. Ask: *What colour is the (train)/are the (mountains)?* and elicit answers.

10 Look at Exercise 9 and write.

- Pupils look at the picture in Exercise 9 and complete the sentences with words from the box. Have individual pupils read out the sentences.
- Answers:** 1 – train, 2 – mountains, 3 – lake, 4 – boats, 5 – bus, 6 – forest.

Ending the lesson

- Ask pairs to make sentences using a landscape-related word and a means of transport starting with *There's a*: *There's a (lorry) in the (forest).*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Hand a sheet of paper to each pupil. Pupils draw their favourite landscape and means of transport. They describe their pictures. *There's a (boat) on the (river).*

10 Listen and answer.  

1 Here's the train, Mickey!
Good! I like trains!

2 Look! There's a river.
Yes! And there are three boats.

3 Look! There's a mountain ...
... and there's a forest.
Oh yes! This is fun!

4 There are fields and there's a tractor.
Look out, Goofy! There's a cow!

5 Stop the train, Goofy!

6 Well done, Goofy!
Moo!

11 Now act the story out. 

56 Lesson 5 Story: Landscape. Transport. There's a (lake). There are (three) (mountains).

Lesson 6

Lesson aims: to revise the language from Lessons 1–5. To play the game with cut-out cards.
Revision: landscapes, means of transport. *There's a (lake). There are (mountains).*
Receptive language: *map, the UK; Point to the (mountains). How many (lakes) can you see?*
Materials: CD 3, flashcards with landscapes and means of transport, Starter A & B flashcards with toys (*boat, car, train*).

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Play the tongue twister from Lesson 4 (track 3.10). Encourage pupils to join in. Ask volunteers to say the tongue twister on their own.

Revision

- Revise the landscapes and means of transport with the flashcards. Hold up the flashcards one at a time and ask pupils: *What's this?* Pupils: *It's a (river).* Then hand out the flashcards to pupils. Say sentences with landscape-related words and means of transport: *There's a (boat) on the (lake).* The pupils with the flashcards hold them up and show them to the class. The class repeats the sentence. Collect the flashcards and hand them out to different pupils. Repeat with volunteers saying sentences of their own.

Pupil's Book, page 57

12 Look at the map. Listen, do and answer.

- Tell pupils to open their Pupil's Books at page 57. Hold up your book and point to the map. T: *Look! A map. This is the UK.* Explain *map* and *the UK* in L1. Call out landscape-related words and means of transport and have pupils find them on the map. T: *Point to a (boat).*
- Tell pupils that they are going to listen to a recording about the map. Tell pupils they should listen carefully, and either point to something on the map or answer a question. T: *Listen.* Play the CD. Stop after each part to give pupils time to point or answer.

12 Look at the map. Listen, do and answer. 



13 Cut out (page 85). Then listen and play.  



57 Lesson 6 Skills: Landscape. Transport. There's a (lake). There are (mountains).

This is the UK.
1 There are mountains. Point to the mountains.
2 There are lakes. How many lakes can you see?
3 There are rivers. How many rivers can you see?
4 There are fields and tractors. Point to the tractors.
5 There are boats. How many boats can you see?
6 There are forests. Point to the forests.
7 There's a bus. What colour is the bus?

- Check comprehension. T: *How many (mountains) can you see?* Pupils: *(Seventeen).* Continue with the other items.
- Pair activity: Pupil 1 says *Point to a (mountain).* Pupil 2 points to the correct part of the map. Then pupils swap roles.

13 Cut out (page 85). Then listen and play.

- Show pupils where to find the cut-out cards on page 85 of their Pupil's Books.
- Ask pupils to cut out and write their names behind the cards. Give instructions and demonstrate: *Cut out.* Remind pupils to keep the cut-out cards in their envelopes.
- Tell pupils to look at page 57 in their Pupil's Books again and ask them to focus on the photo of children playing a game. Ask pupils to listen to a recording. T: *Listen.* Play track 3.15.
- Ask pupils what they think the game is about. (To use the cards to follow instructions and create the same map as your partner without looking at his/her map.) Tell pupils that they are going to play the game in a moment.
- Pair activity. Ask pupils to place the map of the island from page 87 on the table in front of them and place something like a book or pencil case between the maps. Pupil 1 places the landscape cards on the map as he/she likes. Pupil 1 then tells Pupil 2 which landscape is on each numbered square. Pupil 2 follows the instructions. Then pupils remove the book or pencil case and see if their maps are the same. Pupils then swap roles.

TPR

Divide the class into six groups. Assign a landscape-related word and a means of transport to each group. Then describe an imaginary place using landscape-related words and means of transport. T: *There are (three lakes). There's a (boat) on the (lake).* When pupils hear one of their words in the story they should stand up and then sit down again.

Activity Book, page 55

11 Look, read and write.

- Pupils read the description of the island and match it to the correct picture. They write the name of the island to complete the last sentence. Have individual pupils read out one sentence each.
- Answer:** *River.*

12 Look at Exercise 11 and write.

- Pupil use the words in the box to complete the description of the other island in Exercise 11. Have individual pupils read out one sentence each.
- Answers:** *two, four, lakes, are, There's, Forest.*

Ending the lesson

- Stick the flashcards on the board. Ask pupils one at a time to go the board, point to a flashcard and say: *It's a (river).*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair activity. Pupils use the cut-out cards to play pairs (see Unit 4 Lesson 6, Exercise 14).

Lesson 7

Lesson aims: Geography – to describe places. To make a map of your country.

Target language: *island, rainforest.*

Revision: landscapes, means of transport. *There's a (lake). There are (mountains).*

Receptive language: *Postcards.*

Materials: CD 3, word cards with landscapes and means of transport (self-made or downloaded), a large sheet of coloured paper, a sheet of paper for each pupil, crayons, scissors, a soft toy ball.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise landscape-related words and means of transport by playing the "Draw the word" game with the word cards (see Resource Bank, page A22).

Presentation

- Discuss in L1 the landscapes pupils like and which types of places they would like to visit. Tell pupils that in this lesson they are going to talk about places to visit all over the world. Write the words *mountain, river, rainforest* and *island* on the board. Ask pupils which two words they know in English and elicit *mountain* and *river*. Explain the meaning of *rainforest* and *island*. Read out the words and have pupils repeat.

Pupil's Book, page 58

14 Listen and say the number.

- Tell pupils to open their Pupil's Books at page 58. Hold up your book and point to the places. T: *Look! Postcards.* Discuss in L1 if pupils send postcards when they are on holiday. Read out the place names on the postcards and ask pupils if they know where these countries are. If possible show them the countries on a world map or globe. Alternatively draw a circle for the world on the board. Mark the pupils' country on the map. Then show pupils approximately where Peru, China, Greece and Africa are in relation to their country.
- Tell pupils that they are going to listen to a recording. Explain that they should listen and say the number of the postcard. T: *Listen.* Play the CD. Stop after each description and ask pupils to call out a number.

Hello from China! There's a river here, the Yellow River. It's big and very long! **3.16**

Hello, I'm on Madagascar. It's an island in Africa. There's a big green forest here. It's a rainforest. And there are lots of chameleons, too!

Hi! I'm on Santorini. It's an island in Greece. There are lots of small white houses here.

Hello, I'm in Peru. There are lots of mountains in Peru. And there's a very old town – Machu Picchu. It's fantastic!

- Check comprehension. Tell pupils to look at the postcards and say the number. T: *There's a (river). / There are (white houses).* Continue with other items.

15 Read the postcard. Write the missing words in your notebook.

- Read out the words in the box and check comprehension in L1 as necessary. Ask pupils to open their notebooks. Tell them to read the postcard and write the missing words in their notebooks.
- Check answers. Ask individual pupils to read out one sentence each.

16 Project: my country.

- Tell pupils they are going to work as a class to make a map of their country. First discuss in L1 what landscapes they have in their country. Stick the sheet of coloured paper on the board and draw an outline of the pupils' country on it to fill the card (this could be drawn before the lesson). Divide pupils into small groups and hand out the sheets of paper. Assign a different landscape element to each group and ask pupils to draw and colour it in.
- Play the song from this Unit while pupils are working and help where necessary.

- When pupils have finished, they stick their landscapes on the correct parts of the map of their country. Encourage pupils to describe the map. Pupil: *There's a river. There are mountains,* etc. Display the map on the classroom wall.

TPR

Play the "Catch and say it!" game with landscape-related words and means of transport as the category (see Resource Bank, page A23).

Activity Book, page 56

13 Look and write.

- Pupils look at the postcard and complete it with words from the box. Have individual pupils read out a sentence each.
- **Answers:** *Dad, in, lake, boats, like, Love.*

14 Draw. Then write and circle.

- Pupils complete the postcard by circling words of their choice and writing who the postcard is to and from. Then they draw a picture to match their choices. Have volunteers read out their postcards.

Ending the lesson

- Ask pupils to remember and point to the places from the lesson on the world map/globe or your drawing of the world.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pupils choose a postcard from Exercise 14 in the Pupil's book, copy it into their notebooks and write a description.

14 Listen and say the number. **3.16** **2, 4, 3, 1**

15 Read the postcard. Write the missing words in your notebook.

like town white island

Dear Grandma, *island*
I'm on an *2* in Greece.
It's Santorini. This is *town*
the *?*. There are lots
of small *?* houses here. *white*
I *?* Santorini! *like*
Love,
Katie

16 Project: my country.

Lesson 7 CLIL: cow, island, rainforest. Landscape. There's a (lake). There are (mountains).

Lesson 8

Lesson aims: to revise the material from Unit 7. Self-assessment.

Revision: landscapes; means of transport. *There's a (lake). There are (six) (cars).*

Receptive language: *means of transport. Can you see a (tractor)? What colour is it?*

Materials: CD 3, flashcards with landscapes and means of transport, Starter A & B flashcards with toys (*car, boat, train*). Optional: Worksheet 12 for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Play the "Sing and respond" game with the song from Lesson 2 (track 3.5) (see: Resource Bank, page A23).

Revision

- Revise the landscape-related words and means of transport from this Unit. Play the "Team quiz" game with the flashcards (see: Resource Bank, page A25).
- Revise *There's*. Have pupils complete sentences by saying the missing words prompted by flashcards you hold up. T: *There's a ...* Pupils: *... river.* T: *There's a ...* Pupils: *boat ...* T: *... on the river.* Have pairs do the same exercise at the front of the class.
- Revise *There are*. Have a volunteer draw two tractors on the board. Point to the tractors and say *There are two tractors.* Have pupils repeat. Then ask other volunteers to draw two or more pictures of landscapes and means of transport. Point the pictures and elicit sentences.

Pupil's Book, page 59

17 Read and say Yes or No.

- Tell pupils to open their Pupil's Books at page 59. Hold up your book and point to the picture. T: *Look! It's Dusty.* Ask a few questions about the picture. T: *Can Dusty fly? Where is he? Can he see a river?* and elicit answers.
- Tell pupils to read the sentences, look at the picture and say Yes for a correct sentence and No for an incorrect sentence. Allow pupils a few minutes to read to themselves and decide on their answers. Then ask individual pupils to read out the sentences and pupils call Yes or No.

17 Read and say Yes or No.

1 There are two mountains. *No*
2 There are two rivers. *No*
3 There's a town. *Yes*
4 There are two lakes. *No*
5 There's a forest. *Yes*
6 There are four fields. *No*

18 Copy the picture from Exercise 17 with means of transport. Then talk to a friend.

Pupils' own answers

There are six cars in town.

Lesson 8 Review: Landscape. Transport. There's a (lake). There are (six) (cars).

- Pair activity: Pupil 1 reads out a sentence. Pupil 2 says Yes or No. Then pupils swap roles.
- Follow-up (optional): Ask pupils to look at the picture again. Have volunteers say true sentences for the false ones.

18 Copy the picture from Exercise 17 with means of transport. Then talk to a friend.

- Tell pupils to look at the pictures. Explain *means of transport* in L1. Ask T: *Can you see a (tractor)?* Pupils: *Yes.* T: *What colour is it?* Pupils: *Red and yellow.* Continue with the other means of transport.
- Ask pupils to open their notebooks and draw the picture from Exercise 17. Then draw the different means of transport where they like in the picture. They can draw as many or few as they like.
- Pair activity: Pupils describe their pictures to each other. Monitor pairs as they talk and help as necessary. Ask volunteers to then hold up their books and describe their pictures to the class.

Activity Book, page 57

15 What's through your window? Draw and write.

- Pupils look through the window at school or at home and draw what they can see. They should draw landscape elements and means of transport they know in English. Then they complete the sentences under the picture. Ask individual pupils to show their pictures to the class and read out their sentences.

Self-assessment

16 Say and tick (✓). Then stick.

- Ask pupils to find the stickers for this exercise at the end of their Activity Books. Pupils assess their own skills. If they can tick (✓) all the boxes, they can put a sticker with the film character in the box.

Ending the lesson

- Praise your pupils: *Well done!* Explain that you have just finished the whole Unit 7. Spend some time browsing through the work they have done in this Unit. Recapitulate what they have learned. Ask pupils in L1 which Lessons they enjoyed the most.
- Ask pupils to choose their favourite game from all the games in Unit 7, and then play the game.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Progress assessment

- Photocopiable materials, Worksheet 12, page 88. The guidelines for using the worksheet can be found on page 77.
- *New English Adventure Test Book*, Level 1, Test 7.

8 What's he wearing?

Lesson 1

Lesson aims: to learn words for clothes.

Target language: *belt, jeans, scarf, shorts, socks, trainers.*

Revision: colours; clothes. *I'm wearing (a T-shirt).*

Receptive language: *What colour (is Andy's T-shirt)? He's wearing a (white T-shirt). Put on your (scarf).*

Materials: CD 3, flashcards with clothes, Starter A & B flashcards with clothes.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Play the "Guessing game: pictures" game with landscapes and means of transport (see Resource Bank, page A23).

Presentation

- Praise pupils for remembering the words well. Tell them they are now ready to learn new words. Explain that you are going to focus on words for clothes.
- Revise clothes (*boots, coat, dress, hat, shirt, shoes, skirt, sweater, trousers*) with the Starter A & B flashcards. Hold up the flashcards one at a time and elicit the words.
- Teach the new words with the flashcards for this lesson. Hold up a flashcard and say the word. Have pupils repeat.

Pupil's Book, page 60

1 Listen and point.

- Tell pupils to open their Pupil's Books at page 60. Hold up your book and point to the pictures. T: *Look! This is Andy and Woody.* Discuss the picture with the class. Ask pupils if they have seen the film *Toy Story 2*. (For a detailed description of the film, see page A30.)
- Tell pupils that they are going to listen to a recording. Explain that they should point to the clothes they hear. T: *Listen.* Play the CD once.

Andy is in the bedroom. He's wearing a white T-shirt and black shorts. He's wearing white socks and blue trainers. He's wearing a hat. Woody is a cowboy. He's wearing a yellow and red shirt and a red scarf. He's wearing blue jeans and a brown belt. He's wearing a hat, too!

- Check comprehension with questions. T: *What colour (is Andy's T-shirt)?* Continue with other items.

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

- Ask pupils to look at the pictures. Tell them they are going to listen to a recording and that they should repeat the words. T: *Listen.* Play Part 1 of the CD.
- Pair activity. Pupil 1 points to a picture and Pupil 2 says the word. Then pupils swap roles.
- Tell pupils that they are going to listen again and repeat the sentences. T: *Listen.* Play Part 2 of the CD.

Part 1:
jeans, scarf, shorts, belt, socks, trainers.

Part 2:
I'm wearing jeans. I'm wearing a scarf. I'm wearing shorts.
I'm wearing a belt. I'm wearing socks. I'm wearing trainers.

- Pair activity. Pupil 1 points to a picture and Pupil 2 says the sentence. Then pupils swap roles.
- Ask pupils to look at the picture from Exercise 1 and say if they can see the clothes from Exercise 2. T: *Can you see (jeans)?* Pupils: *Yes/No.*

3 Listen and say.

- Hold up your book and point to Andy and Woody. Tell pupils to say the missing words. T: *Andy is wearing a white ...* Pupils: *T-shirt.*
- Tell pupils they are going to listen to a recording. Explain that they should listen and say the missing words. T: *Listen.* Play the CD once.

Andy is in the bedroom. He's wearing a white T-shirt and black (...) shorts. He's wearing white (...) socks and blue (...) trainers. He's wearing a hat. Woody is a cowboy. He's wearing a yellow and red ... shirt and a red (...) scarf. He's wearing blue (...) jeans and a brown (...) belt. He's wearing a hat, too!

- Play the CD again for pupils to say the missing words again.

TPR

Play "Simon says". T: *Put on your (scarf).* (see page A24).

Activity Book, page 58

1 Listen and colour.

- Pupils listen and colour the picture.

I'm wearing blue jeans and a black belt.
I'm wearing a white T-shirt and a green scarf. I'm wearing blue trainers.

2 What are you wearing? Write the words.

- Pupils complete the crossword and find the hidden word. Volunteers answer.
- Answers:** 1 – *hat*, 2 – *shorts*, 3 – *scarf*, 4 – *T-shirt*, 5 – *jeans*, 6 – *belt*, 7 – *shirt*, 8 – *socks*; *trainers*.

Ending the lesson

- Play "Guess and take it!" (see Resource Bank, page A21).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pupils draw clothes in their notebooks and label them with the words from Exercise 2.

UNIT
8

What's he wearing?

1 Listen and point. CD 3:17

2 Listen and repeat. Then look and say Yes or No. CD 3:18

Yes

Yes

Yes

Yes

Yes

Yes

jeans

scarf

shorts

belt

socks

trainers

3 Listen and say. CD 3:19

I'm wearing jeans.

Lesson 1: belt, jeans, scarf, shorts, socks, trainers. Clothes: I'm wearing (a T-shirt).

Lesson 2

Lesson aims: to learn more words for clothes. To learn new language. To learn a song.

Target language: *raincoat, sun hat, wellies; What are you wearing?*

Revision: clothes. *I'm wearing (a hat).*

Receptive language: *Is (she) wearing (a raincoat)? What's the (boy) wearing?*

Materials: CD 3, flashcards with clothes, Starter A & B flashcards with clothes, a sheet of paper for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Play the "Remembering the order" game with all the flashcards. (see Resource Bank, page A21).

Presentation

- Teach the new words with the flashcards for this lesson. Hold up a flashcard and say the word. Have pupils repeat. Explain in L1 what type of hat a sun hat is.
- Teach *What are you wearing?* with the flashcards for this Unit. Stick the flashcards on the board. Tell pupils to imagine it's the weekend and what they are wearing. Ask a pupil to go to the board and ask T: *What are you wearing?* The pupil points to a flashcard or flashcards and says: Pupil: *I'm wearing (a scarf).* Prompt as necessary. Repeat with other pupils. Have the class ask the questions with you.

Pupil's Book, page 61

4 Listen and say the number.

- Tell pupils to open their Pupil's Books at page 61. Tell pupils to look at the pictures in order and say T: *One. Is (she) wearing a (pink) (raincoat)?* Pupils: (Yes). Continue with the other pictures.
- Tell pupils that they are going to listen to a recording with three of the children talking about their clothes. Ask them to listen and say the number of the child. T: *Listen.* Play the CD without stopping. Play the CD again. Stop after each child. Pupils say the number.

4 Listen and say the number. CD 3:21



5 Look at the other photo. Read and say Yes or No. Then talk to a friend. CD 3:22

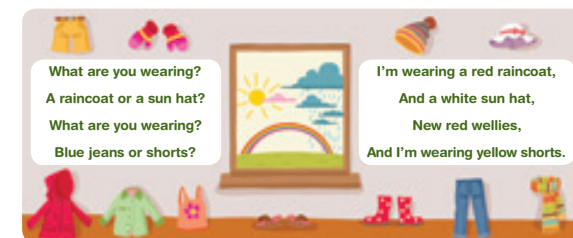
- shirt
- trainers
- sun hat
- wellies
- shorts
- raincoat

Yes
Yes
Yes
No
Yes
No

One. What are you wearing?

I'm wearing a raincoat and ...

6 Listen and sing. CD 3:23 KARAOKE CD 3:24



Lesson 2: raincoat, sun hat, wellies. What are you wearing? Clothes: I'm wearing (a hat).

A: What are you wearing?
B: I'm wearing jeans. I'm wearing pink wellies and a raincoat.
A: What are you wearing?
B: I'm wearing boots and a coat. I'm wearing a blue hat and a blue scarf.
A: What are you wearing?
B: I'm wearing a dress. I'm wearing white socks and pink shoes.

3.21

- Pair activity: Pupil 1 says a number. Pupil 2 says one item of clothing the child is wearing. Pupils then swap roles.

5 Look at the other photo. Read and say Yes or No. Then talk to a friend.

- Tell pupils to look at the other photo (2) and to pretend to be the boy. Say sentences using the clothes 1–6, and tell pupils to answer *Yes* or *No*. T: *I'm wearing (a shirt).* Pupils: (Yes). Continue with all items. Then ask volunteers to say sentences and the class answers.
- Say a number of a photo and ask individual pupils to say one item of clothing the child is wearing from the list T: (*One*). *What are you wearing?* Pupil: *I'm wearing (wellies).* Continue with other photos.
- Pair activity: Pupil 1 chooses a child by saying the number of the photo, then asks *What are you wearing?* Pupil 2 answers with as many items as possible *I'm wearing (a pink raincoat and wellies).* Pupils then swap roles.

6 Listen and sing.

- Before playing the song, talk about the picture. Ask pupils to point to the clothes you describe. T: *Point to the (red wellies).*
- Tell pupils to listen to the song about clothes. T: *Listen.* Play track 3.22.
- Play the song again. Assign an item of clothing from the song to each pupil. When pupils hear their item they mime putting it on. Encourage pupils to sing and mime.
- When pupils have learned the song, encourage them to sing along to the karaoke version (track 3.23).

TPR

Play the "Charades" game with the clothes flashcards (see Resource Bank, page A21). Pupils mime putting on the clothes.

Activity Book, page 59

3 Look and match.

- Pupils look at the boy and girl and draw lines to match the words to the clothes. Ask: *What's the (boy) wearing?* and have individual pupils say the words.
- Answers:** Boy: *raincoat, jeans, wellies*; Girl: *sun hat, shorts, trainers, T-shirt.*

4 Look at Exercise 3 and write.

- Pupils look at the pictures in Exercise 3 and complete the sentences for the boy and the girl. Have individual pupils read out one sentence each.
- Answers:** Boy: *jeans, raincoat, wellies*; Girl: *I'm wearing, T-shirt, sun hat, trainers.*

Ending the lesson

- Hold up the flashcards with clothes one at a time, and ask T: *What are you wearing?* Pupils: *I'm wearing (a scarf).*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Hand out a sheet of paper to each pupil. Pupils draw themselves wearing clothes from this lesson and write *I'm wearing (wellies)*. They could show their pictures to a friend.

Lesson 3

Lesson aims: to learn another clothes item. To learn new language.
Target language: *jacket; He/She's wearing (a jacket).*
Revision: clothes. *I'm wearing (jeans).*
Receptive language: *fashion show.*
Materials: CD 3, flashcards with clothes, word cards with clothes (self-made or downloaded).

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Encourage pupils to sing the song they learned in the previous lesson (track 3.22). Then divide the class into groups and have groups perform the song with the karaoke version (track 3.23). Have pupils vote for their favourite performance.

Presentation

- Revise the clothes with all the flashcards and word cards by playing the "Match the cards" game (see: Resource Bank, page A22).
- Teach *jacket* with the flashcard. Hold up the flashcard, say the word and have pupils repeat. Play the "Match the cards" game again, this time including both the word card and flashcard for *jacket*.
- Introduce *He's/She's wearing* by describing what different pupils are wearing. Ask a boy to stand up and say: *Look. He's wearing (white socks).* Have pupils repeat. Then ask a girl to stand up and say T: *Look. She's wearing (brown shoes).* Have pupils repeat. Practice with volunteers standing up and volunteers describing what their friends are wearing.

Pupil's Book, page 62

7 Listen and point. Then read, find and say the number.

- Tell pupils to open their Pupil's Books at page 62. Hold up your book, point to the picture and say. T: *Look! A fashion show.* Explain *fashion show* in L1. Say some clothes-related words one at a time and have pupils find them in the picture.
- Tell pupils that they are going to listen to a recording. Tell them that they should listen and point to the correct child and clothes. T: *Listen.* Play the CD. Pause after each sentence to give pupils time to point.

3.24
She's wearing a dress and a hat.
He's wearing shorts and a shirt.
She's wearing shorts and a scarf.
He's wearing a hat and trainers.
She's wearing socks and shoes.
He's wearing trousers and a jacket.

- Play the CD again. Stop after each sentence and have pupils repeat.
- Tell pupils to read the sentences under the picture and match them to one of the children by saying the number. Allow them a few minutes to read and decide on their answers. Then ask volunteers to read the sentences and have the class call out the number.
- Follow-up (optional): Pupils choose one sentence, copy it into their notebooks and draw the child it describes.

8 Look at Exercise 7. Play with a friend.

- Ask two volunteers to read out the texts. Explain that to play the game Pupil 1 describes one item that a child in Exercise 7 is wearing and that Pupil 2 should say which child they think Pupil 1 is describing.
- Pair activity: Pupil 1: *(He's) wearing (a hat).* Pupil 2: *Number (2)?* Pupil 1: *(Yes).* Pupils then swap roles.

TPR

Hand out the flashcards with clothes to ten pupils and ask them to stand at the front of the class. Tell the pupils to hold up their flashcard when they hear their word. Call out the words in random order, slowly at first and gradually getting faster. Repeat with other pupils until all pupils have had a turn.

Activity Book, page 60

5 Read, look and write Yes or No.

- Pupils read the sentences, look at the pictures and write Yes for a correct sentence and No for an incorrect sentence. Ask volunteers to read out one sentence each and have pupils call out the answers.
- **Answers:** 1 – Yes, 2 – No, 3 – No, 4 – No, 5 – Yes, 6 – Yes.

6 Look at Exercise 5 and circle.

- Pupils look at the girl and boy in Exercise 5 and circle the correct words. Ask individual pupils to read out their sentences.
- **Answers:** 1 – *She's wearing*, 2 – *He's wearing*, 3 – *He's wearing*, 4 – *She's wearing*.

Ending the lesson

- Play the "Listen and touch!" game with the flashcards (see: Resource Bank, page A25).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pair activity: Hand out a sheet of paper to each pupil. Pupil 1 describes a boy or girl and what he/she is wearing and the colour of the clothes. Pupil 2 draws a boy or girl, adds the clothes and colours them accordingly, e.g. Pupil 1: *He's wearing a blue T-shirt, yellow shorts and green trainers.* The pupils swap roles.

7 Listen and point. Then read, find and say the number.

1 2 3 4

3
She's wearing a shirt and shorts.

4
He's wearing a T-shirt and a jacket.

8 Look at Exercise 7. Play with a friend.

She's wearing shorts.

Number 3?

Yes.

62 Lesson 3: jacket. He / She's wearing (a jacket). Clothes. I'm wearing (jeans).

Lesson 4

Lesson aims: to revise the language from Lessons 1–3. Phonics /j/ vs /d/.
Revision: colours; clothes. *He/She's wearing (a hat).*
Receptive language: *What's she wearing? Put on (your hat). Take off (your hat).*
Materials: CD 3, flashcards with clothes, Starter A & B flashcards with clothes, a soft toy ball.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Play the "The ball is burning" game to revise colours (see: Resource Bank, page A23).

Revision

- Revise clothes with all the flashcards. Stick the flashcards one at a time on the board and have pupils call out the words. Point to the flashcards in random order and explain to pupils in L1 that they should mime that they are putting on the item. Then they all say *I'm wearing (a sun hat).*
- Revise *He/She's wearing (a hat).* Ask individual pupil questions about the clothes their friends are wearing. T: *What's (Anna) wearing?* Pupil: *(She's) wearing (a dress).* Then have volunteers ask each other about a friend.

Pupil's Book, page 63

9 Listen and point. Then read, say 1 (Bo Peep) or 2 (Woody) and describe.

- Tell pupils to open their Pupil's Books at page 63. Hold up your book and point to the picture. T: *Look! This is Woody, the cowboy. This is Bo Peep, the doll.* Ask: *Is Woody/Bo Peep wearing boots?* Pupils: *Yes/No.*
- Tell pupils that they are going to listen to a recording. Tell them that they should listen and point to the character and the clothes. T: *Listen.* Play the CD. Pause after each sentence to give pupils time to point.

9 Listen and point. Then read, say 1 (Bo Peep) or 2 (Woody) and describe.

1 2

She's wearing a pink dress.
He's wearing brown boots.

a a pink dress 1
b brown boots 2
c a brown belt 2
d a pink hat 1
e a yellow-and-red shirt 2
f black shoes 2
g a red scarf 2
h blue jeans 2

10 Tongue twister! Listen and repeat.

Yellow jeans. Yellow jacket.
Yellow jacket. Yellow jeans.
I'm wearing a yellow jacket.
And I'm wearing yellow jeans!

UNIT 8

63 Lesson 4: Phonics: /j/ vs /dʒ/. Clothes. He / She's wearing (a hat).

3.25
Look at Woody and Bo Peep.
Woody is a cowboy. He's wearing brown boots and blue jeans.
He's wearing a brown belt and a yellow-and-red shirt.
Bo Peep is a doll. She's wearing a pink dress. She's wearing black shoes and she's wearing a pink hat.

- Tell pupils to read the phrases under the picture and match them to one of the characters by saying the number. Allow them a few minutes to read and decide on their answers. Then ask volunteers to read the sentences and have the class call out the number.
- Tell pupils to make sentences with the phrases using *He's wearing* for Woody and *She's wearing* for Bo Peep. Ask individual pupils to say a sentence each.
- Pair activity: Pupil 1 says a sentence. Pupil 2 says which character it is. Pupils then swap roles.
- Follow-up (optional): Pupils choose Woody or Bo Peep and in their notebooks write sentences describing their clothes.

10 Tongue twister! Listen and repeat.

- Ask pupils to look at the picture. T: *Look. What colour is/are her jacket/jeans?* Pupils: *Yellow.* Write *Yellow jeans. Yellow jacket.* on the board and underline the letters as shown. Tell pupils that the letter sound for **y** is /j/ and the letter sound for **j** is /dʒ/. Read out the sentence and have pupils repeat.
- Tell pupils that they are going to listen to a tongue twister. Explain that the letters in green are the /j/ sound and the letters in purple are a /dʒ/ sound. T: *Listen.* Play track 3.26.
- Play the audio again and stop after each line. Have pupils repeat. Make sure they pronounce the /j/ and /dʒ/ sound correctly. Play the audio a few times and pupils say the tongue twister with the recording.
- Have the class say the whole tongue twister without the audio. Then have pairs of pupils say the tongue twister.

TPR

Divide the class into five groups and hand five flashcards to each group. Say sentences with clothes. The groups hold up the flashcard(s) when they hear them in the sentences, e.g. *He's wearing jeans, a T-shirt and boots.*

Activity Book, page 61

7 Write He's wearing or She's wearing. Then colour.

- Pupils complete the sentences with the correct phrase. They read the sentences and colour the pictures accordingly. Ask individual pupils to read out a sentence each.
- **Answers:** 1 – *He's wearing*, 2 – *She's wearing*, 3 – *She's wearing*, 4 – *She's wearing*, 5 – *He's wearing*, 6 – *He's wearing*.

8 Look and write.

- Pupils look at Jessie and complete the sentences with words from the box. Have volunteers read out one sentence each.
- **Answers:** 1 – *boots*, 2 – *jeans*, 3 – *hat*, 4 – *shirt*, 5 – *belt*.

Ending the lesson

- Play the "What's missing?" game with sets of five flashcards at a time (see: Resource Bank, page A21).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 78

1 Find and circle. Then write and draw.

Pupils circle the clothes-related words. They use the other letters to find the extra word and draw the item on the girl.

- **Answers:** *sun hat, raincoat, shorts, jacket, trainers, jeans, scarf, belt; wellies.*

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

Target language: *umbrella, rain; Come on, Pluto!*

Revision: clothes. *I'm/He/She's wearing (a raincoat). Have you got (an umbrella)?*

Receptive language: *What's (she) wearing? Has Minnie got a raincoat? Where's Pluto?*

Materials: CD 3, flashcards with clothes. Optional: story cards.

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello!* I'm Mickey chant together.
- Revise clothes by playing the "Echo" game with flashcards with clothes (see Resource Bank, page A21).

- 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.
- Say: *Today, it's story time!* Tell pupils to open their Pupil's Books at page 64. Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie. This is Pluto.* Talk to pupils about the pictures and the situation and characters they show in L1. Ask pupils what they can see in the pictures, and encourage them to guess what happens in the story. Do not confirm or verify pupils' ideas at this point. (Mickey takes Pluto for a walk in the rain, but Pluto doesn't like the rain. Mickey sees another dog wearing a raincoat. At Minnie's house Pluto hides under a table. Minnie gets her umbrella to join Mickey on the walk. When Pluto comes out he is wearing the tablecloth as a raincoat). Teach *rain* and *umbrella* by explaining the meanings in L1.

- Tell pupils that they are going to listen to a story. Ask them to follow the story and find the answer to the question: *Has Minnie got a raincoat?* Say: *Listen to the story!* and play the CD. Hold up your book and help pupils follow the story, pointing to relevant pictures. You can also encourage pupils to point to the pictures as they listen.
- Note: the recording is available with the voices of the original Disney characters (track 3.27) and with special EFL voice-overs (track 3.28).
- Repeat the question: *Has Minnie got a raincoat?* Elicit the correct answer. Pupils: *No*. Make sure pupils understand the story. Ask pupils to tell you what happens in the story in a few words.
- Play the recording again. Pause after each part and ask questions about the pictures. Picture 1: (point to the rain) *What is it?* (*Rain.*) (point to Pluto) *Does Pluto like rain?* (*No.*) Picture 2: (point to the other dog) *What's she wearing?* (*A raincoat.*) *What colour is it?* (*Pink and yellow.*) Picture 3: (point to Mickey) *What's Mickey wearing?* (*A red raincoat and a hat.*) (point to Minnie) *What's Minnie wearing?* (*A pink dress.*) Picture 4: (point to Pluto) *Where's Pluto?* (*Under the table.*) (point to Minnie) *What has Minnie got?* (*She's got an umbrella.*) *Has Minnie got a raincoat?* (*No.*) Picture 5: *Where's Pluto?* (*In the house.*) Picture 6: (point to the Pluto) *What's Pluto wearing?* (*A raincoat.*) *Is he happy now?* (*Yes.*)
- Play the recording again. Pause after each sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

- Put pupils in groups of three (Mickey, Minnie and Pluto) and encourage them to act the story out using words and gestures. Monitor their work and help them if necessary. Invite volunteers to demonstrate the story in front of the class.
- Tell pupils that you hope they enjoyed the story and explain that they are going to listen to more stories about Mickey, Minnie and their friends in the next chapters of the book.

- Pupils listen and colour in the picture. They hold up their books for checking.

Look at Mickey. He's wearing a blue jacket and black jeans. **3.29**
He's wearing red boots.
Minnie's wearing a white sweater and a red skirt. She's wearing black shoes.
Look at Pluto! He's got a purple umbrella!

- Pupils look at the picture in Exercise 9 and complete the sentences with words from the box. Ask individual pupils to read out one sentence each.
- **Answers:** *a blue jacket, red boots, a red skirt, wearing.*

- Discuss in L1 all the Mickey stories and ask pupils which ones they liked best and why.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

- Pupils follow the code and colour the picture. They look at the picture and complete the sentences. Have volunteers read out a sentence each.
- **Answers:** *jeans, T-shirt, trainers, wellies, T-shirt, shorts, jacket.*

11

Listen and answer.

CD
1-27

CD
1-28

1 Come on, Pluto!

2 Haha! Look, Pluto! She's wearing a raincoat!

3 Hello Minnie, I'm wearing a raincoat.

4 Have you got an umbrella?

Yes.

5 Where's Pluto?

Pluto! Come here!

6 Haha! He's wearing a raincoat!

12

Now act the story out.

Lesson 5 Story: umbrella. Clothes. I'm / He / She's wearing (a raincoat).

64

Lesson aims: to revise the language from Lessons 1–5. To play the game with cut-out cards.

Revision: clothes. *I'm/He/She's wearing (a raincoat).*

Receptive language: *fancy dress party; How many (dresses) can you see?*

Materials: CD 3, flashcards with clothes, word cards with clothes (self-made or downloaded), a soft toy ball.

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Play the tongue twister from Lesson 4 (track 3.26). Have pairs perform the tongue twister.

- Revise clothes with the flashcards and word cards. Next separate the clothes flashcards from the word cards and hand them out to the pupils. Hold up a word and have pupils read it out. The pupil with the matching picture stands up and says *I'm wearing (a raincoat)*.
- Play the "Music cards" game with the flashcards and word cards (See Resource Bank page A22).

- Tell pupils to open their Pupil's Books at page 65. Hold up your book and point to the photos. T: *Look! A fancy dress party.* Explain *fancy dress party* in L1 and ask who pupils think the guests are dressed up as.
- Tell pupils that they are going to listen to a recording with Matt talking about his family and what they are wearing. Tell pupils they should listen carefully and point to the family members. T: *Listen.* Play the CD. Stop after each description and ask pupils to point. Then ask pupils to point to Matt.

UNIT
8

13

Listen and point at the family members.

Which one is Matt?

CD 3.30

▶

14

Look at Exercise 13. Read about Matt and say Yes or No.

CD 3.31

▶

1 I'm wearing a black belt.	<i>Yes</i>
2 My dad is wearing red boots.	<i>No</i>
3 My sister is wearing a dress.	<i>Yes</i>
4 My cousin is wearing a black jacket.	<i>Yes</i>
5 My mum is wearing a blue skirt.	<i>No</i>

15

Cut out (page 87). Then listen and play.

CD 3.31

▶

Lesson 6 Skills: Clothes. I'm / He / She's wearing (a raincoat).

65

Hi, I'm Matt. I'm wearing red trousers and a white shirt. **3.30**
I've got a black belt.
My sister's got long brown hair. She's wearing a long green dress.
My mum's got long brown hair too. She's wearing red boots and black trousers.
My brother is wearing white boots and white trousers.
My cousin is wearing yellow trousers and a black jacket. He's got a yellow hat.
My dad is wearing jeans and brown boots. He's got glasses.

- Check comprehension. T: *Is (Matt) wearing (trousers)?* Pupils: (Yes).
T: *What colour (are they)?* Pupils: (Red). Continue with the other characters.

- Tell pupils to read the sentences and say *Yes* for a sentence that is true correctly and *No* for a sentence that is not true. Allow pupils a few minutes to read and decide on their answers. Then ask volunteers to read the sentences and have the class call out *Yes* or *No*.
- Pair activity: Pupil 1 reads a sentence. Pupil 2 says *Yes* or *No*. Pupils then swap roles.

- Show pupils where to find the cut-out cards on page 87 of their Pupil's Books.
- Ask pupils to cut out and write their names behind the cards. Give instructions and demonstrate: *Cut out*. Remind pupils to keep the cut-out cards in their envelopes.
- Tell pupils to look at page 65 in their Pupil's Books again and ask them to focus on the photo of children playing a game. Ask pupils to listen to a recording. T: *Listen*. Play track 3.31.
- Ask pupils what they think the game is about. (To use the cards to find pairs that match and gather as many pairs as you can.) Tell pupils that they are going to play the game in a moment.
- Pair activity. Ask pupils to arrange their cut-out cards face down on the table in front of them and shuffle them about. Pupil 1 chooses a card and says what the person on the card is wearing. Pupil 2 chooses a card and says what the person on that card is wearing. If the cards match, Pupil 2 keeps the pair. If not, pupils place them face down in the same place. Then Pupil 2 chooses a cards and Pupil 1 tries to find a match. The winner is the pupil who collects the most pairs.

Play the "Pass the ball" game with clothes as the category (see: Resource Bank, page A23).

- Pupils match the sentences to the pictures and write the numbers in the boxes. Have volunteers read out a sentence each and say which picture it matches.
- **Answers:** a - 1, 5; b - 3, 7; c - 4, 6; d - 2, 8.

- Pupils follow the paths and write what the children are wearing. Have volunteers read out their answers.
- **Answers:** 1 – a skirt, 2 – a hat, 3 – wearing trousers and boots, 4 – He's wearing jeans and a jacket, 5 – She's wearing a dress.

- Play the “Observation” game with the flashcards (see: Resource Bank, page A21).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Pupils add two sentences of their own to Exercise 14, one for Yes and one for No. They write them in their notebooks.

Lesson 7

Lesson aims: Social science – to describe school uniforms. To design a school uniform.

Target language: *cap, tie, uniform, Japan, Spain, Poland, Britain; He's from (Britain).*

Revision: clothes. *I'm He/She's wearing (a tie).*

Receptive language: *Is (she) wearing a uniform? Where's (he) from?*

Materials: CD 3, flashcards with clothes, Starter A & B flashcards with clothes, a sheet of paper for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise clothes by playing the "Team quiz" game with the Starter A & B flashcards with clothes (see: Resource Bank, page A25).

Presentation

- Revise the clothes-related words from this Unit with the flashcards with clothes. Hold up the flashcards one at a time and elicit the words. Ask pupils in L1 which of these clothes they can wear to school. If pupils wear a school uniform, ask them to say in English what they are wearing. If they do not wear a school uniform, explain what a school uniform is. Tell pupils that the English word is *uniform*. Write *uniform* on the board, read it out and have pupils repeat.
- Teach *cap* and *tie* with drawings on the board. Point to the drawings, say the words and have pupils repeat. Write the words on the board, read them out and have pupils repeat.

Pupil's Book, page 66

16 Listen and say the number. Then play.

- Tell pupils to open their Pupil's Books at page 66. Hold up your book and point to the children. T: *Look! Children.* Read out the names of the countries, say them in L1 and discuss where these places are. If possible show pupils the countries on a map. Read out the countries again and have pupils repeat. Ask: *Number (1). Is (she) wearing a uniform?* Pupils: (Yes). Continue with the other photos.
- Tell pupils that they are going to listen to a recording. Explain that they should listen and say the number of the child who is talking. T: *Listen.* Play the CD. Pupils call out the number in the pause. Pupils then hear where the child is from to check their answer.

I'm wearing jeans and a blue T-shirt. I haven't got a uniform. (...) I'm from Poland. **2.35**
 I'm wearing a uniform. My jacket is blue. My skirt is blue and green.
 I'm wearing a hat. I like my uniform. (...) I'm from Japan.
 I'm wearing a white shirt. I'm wearing a black skirt and blue socks.
 I don't like my uniform. (...) I'm from Spain.
 I'm wearing a blue shirt. My tie is yellow and black. I'm wearing black trousers and black shoes. (...) I'm from Britain.

- Check comprehension. T: *He's wearing (jeans). Where's he from?* Pupils: (*Poland*). Continue with other photos. Have two volunteers read out the texts.
- Pair activity: Pupil 1 describes what one child is wearing. Pupil 2 guesses where the child is from. Pupil 1: (*He's*) *wearing (a tie)*. Pupil 2: (*He's*) *from (Britain)*. Pupil 1: (Yes). Pupils then swap roles.

17 Project: choose and design your school uniform.

- Tell pupils they are going to design their own school uniform. Have two pupils read out the texts. Draw pupils' attention to the clothes in their books. Read out the words and tell pupils to point to the correct pictures. Explain that they should choose from these clothes to design their uniform. Hand out a sheet of paper to each pupil. Pupils design and draw themselves wearing their school uniform.
- Play the song from this Unit while pupils are working and help where necessary.
- When pupils have finished, they show their uniforms to the class and describe them. Their pictures can be displayed in the classroom.

TPR

Assign two clothes-related words to each pupil from the clothes in Exercise 17. Using the pupils' projects, describe the clothes you can see in the drawings. When pupils hear their word or words, they stand up.

Activity Book, page 64

13 Look and write.

- Pupils look at the children and label the uniforms using words from the box. Have volunteers say what the children are wearing.
- Answers:** a: 1 – *shirt*, 2 – *tie*, 3 – *trousers*; b: 4 – *T-shirt*, 5 – *cap*, 6 – *trainers*, 7 – *shorts*; c: 8 – *dress*, 9 – *socks*; d: 10 – *scarf*, 11 – *skirt*, 12 – *shoes*.

14 Look at Exercise 13. Circle and write.

- Pupils choose the uniform they like and circle the letter. They circle *He's* or *She's* and write what they child is wearing.

Ending the lesson

- Ask some questions and have volunteers answer: *Are you wearing a uniform? What are you wearing? What colour is it/are they?*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Pupils write a description of the uniform they designed in Exercise 17.

16 Listen and say the number. Then play. CD 3.32 3, 1, 2, 4

1 Japan 2 Spain 3 Poland 4 Britain

He's wearing black trousers and a blue shirt. He's from Britain!

17 Project: choose and design your school uniform. PUPILS' OWN ANSWERS.

I'm wearing a pink skirt and a blue shirt. I've got a blue tie.

I'm wearing red trousers and a green sweater. I'm wearing a red-and-yellow scarf.

skirt trousers shorts cap sweater jacket shirt tie shoes trainers T-shirt scarf

Lesson 7 CLIL: cap, tie, uniform. Clothes. I'm / He / She's wearing (a tie).

Lesson 8

Lesson aims: to revise the material from Unit 8. Self-assessment.

Revision: the language from Unit 8: clothes. *I'm/He/She's wearing (trousers).*

Receptive language: *What is he/she wearing?*

Materials: CD 3, word cards with clothes (self-made or downloaded), flashcards with clothes. Optional: Worksheets 13 and 22 for each pupil.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Play the "Sing and respond" game (see: Resource Bank, page A23) with the song from Lesson 2 (track 3.22).

Revision

- Revise the clothes from this unit by playing the "Draw the word" game (see: Resource Bank, page A22). Add the words *cap* and *tie* to the word card set.
- Have pupils stand up in pairs and describe what their friend is wearing. If pupils wear a school uniform, use the flashcards as prompts. Pupil 1: *He's wearing (a sun hat).* Pupil 2: *She's wearing a (raincoat).*

Pupil's Book, page 67

18 Listen and say the name. Then read and tell a friend.

- Tell pupils to open their Pupil's Books at page 67. Hold up your book and point to the pictures. T: *Look! Woody and his friends.* Read out the names of the characters and tell pupils to point to the correct pictures.
- Tell pupils that they are going to listen to a recording with descriptions of what Woody and his friends are wearing. Tell pupils they should listen carefully and say the name of the character. T: *Listen.* Play the CD. Pupils call out the name at the pause and then listen to check their answers.

18 Listen and say the name. Then read and tell a friend. CD 3.33 Buzz, Jessie, Al, Bo Peep, Zurg, Woody

Woody Buzz Jessie Bo Peep Zurg Al

1 Al is wearing a green shirt a brown shirt.
 2 Jessie has got brown hair red hair.
 3 Woody is wearing a white shirt a yellow-and-red shirt.
 4 Zurg has got red eyes purple eyes.
 5 Buzz is wearing white trousers green trousers.
 6 Bo Peep is wearing a purple dress a pink dress.

19 In your notebook, draw and write about a friend. What is he / she wearing? PUPILS' OWN ANSWERS

This is my friend. She's wearing a green dress. She's wearing white socks and yellow shoes.

This is my friend. He's wearing blue shorts and a purple T-shirt. He's wearing blue socks and grey trainers.

Lesson 8 Review: Clothes. I'm / He / She's wearing (trousers).

He's wearing white trousers and green and white boots.

3.33

He's (...) Buzz!

She's wearing black and white trousers, brown boots and a red hat.

She's (...) Jessie!

He's got dark hair and glasses. He's wearing a brown shirt. He's (...) Al!

She's wearing a pink hat and a pink dress. She's (...) Bo Peep!

He's wearing a black coat. He's got red eyes. He's (...) Zurg!

He's wearing a yellow and red shirt, blue jeans and brown boots.

He's (...) Woody!

- Tell pupils to read the sentences under the pictures and choose the correct clothes for each character. Allow pupils to read and give them a few minutes to decide on their answers. Read out the start of each sentence and have pupils read out the answer together.
- Pair activity: Pupil 1 says a number. Pupil 2 reads out the sentence correctly.

19 In your notebook, draw and write about a friend. What is he/she wearing?

- Tell pupils to look at the drawing. Ask: *Is she wearing a red dress?* Pupils: *No*. T: *Is he wearing blue shorts?* Pupils: *Yes*. Read the description to the class and then ask more questions to check comprehension.
- Ask pupils to open their notebooks and draw a picture of their friend. Then they write a few sentences about the clothes he/she is wearing. Explain that they can draw them wearing the clothes they have on today, or other clothes of their choice.
- Check pupils' work individually. Then ask pupils to read out their descriptions and show their pictures to the class.

Activity Book, page 65

15 Colour. Then tick (✓) and write.

- Pupils colour their favourite character from *Toy Story 2*. Then they tick the clothes that characters is wearing and complete the sentences.

Self-assessment

16 Say and tick (✓). Then stick.

- Ask pupils to find the stickers for this exercise at the end of their Activity Books. Pupils assess their own skills. If they can tick (✓) all the boxes, they can put a sticker with the film character in the box.

Ending the lesson

- Praise your pupils: *Well done!* Explain that you have just finished the whole Unit 8. Spend some time browsing through the work they have done in this Unit. Recapitulate what they have learned. Ask pupils in L1 which Lessons they enjoyed the most.
- Ask pupils to choose their favourite game from all the games in Unit 8, and then play the game.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Progress assessment

- Photocopiable materials, Worksheet 13, page 89. The guidelines for using the worksheet can be found on page 77.
- Review Units 7 and 8, Worksheet 22, page 98. The guidelines for using the worksheet can be found on page 78.
- New English Adventure Test Book*, Level 1, Test 8.

Pancake Day

Lesson aims: to learn words for Pancake Day. To make a paper pancake.

Target language: *flour, lemon, pan, pancake, race, sugar.*

Revision: *eggs, milk.*

Receptive language: *Do you like pancakes? Point to (a lemon). Toss the pancake.*

Materials: CD 3, a sheet of paper for each pupil, crayons. Optional: an egg, milk, flour, a lemon, sugar; Worksheet 14 for each pupil.

Pancake Day (Shrove Tuesday) is celebrated on the Tuesday before the start of Lent. Traditionally people make pancakes and serve them with lemon and sugar. Children like running in pancake races, where they toss a pancake in a frying pan while running the race.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Ask pupils what their favourite food is.

Presentation

- Tell pupils that they are going to focus on Pancake Day. Discuss what pupils know about Pancake Day in L1 and give them details.
- Revise *egg* and *milk*, and teach *flour, lemon* and *sugar* with drawing on the board (or the Optional materials). Point and say *Look! (Flour).* and have pupils repeat.
- Explain in L1 that these are the ingredients for pancakes. Teach *pancake* and *pan* and with drawings on the board and have pupils repeat. Mime that you are tossing a pancake. Say: *Look. A pancake in a pan.* Have pupils copy and repeat.

Pupil's Book, page 68

1 Listen and read.

- Tell pupils to open their Pupil's Books at page 68. Tell pupils to look at the photos and discuss them in L1. Explain that the children in the second photo are running in a race. Tell pupils the English word is *race*. Have them repeat.
- Tell pupils that they are going to listen to a recording and read what Emma is saying. T: *Listen.* Play track 3.41. Have pupils listen and read.
- Check comprehension. Ask: *Does Emma like pancakes? Can she run fast?* Pupils: Yes.
- Have volunteers read out one sentence each.

2 Listen and repeat. Then listen and point.

- Ask pupils to look at the first row of pictures. Tell them they are going to listen to a recording and that they should repeat the words. T: *Listen.* Play Part 1 of the CD.
- Pair activity. Pupil 1 points to a picture and Pupil 2 says the word. Then pupils swap roles.
- Ask pupils to look at the second row of pictures. Tell them that they are going to listen to a recording of the instructions and that they should point to pictures as they listen T: *Listen.* Play Part 2 of the CD.

Part 1:
eggs, milk, flour, pan, lemon, sugar, pancake.
Part 2:
Mix the flour, eggs and milk. Put it in the pan. Toss the pancake. Eat the pancake with lemon and sugar.

- Follow-up (optional): In their notebooks, pupils draw the pictures from the first row and label them.

3 Make a paper pancake.

- Tell pupils they are going to make paper pancakes. Hand out a sheet of paper to each pupil. Tell pupils to draw and cut out a round pancake and draw and colour any topping they like. Ask them questions while they work. T: *What's this? What colour is it?*
- Play a song from any Unit while pupils are working.

- When pupils have finished, ask them to show their pancakes to the class and say what their toppings are.

TPR

Play Part 2 of track 3.42 and show pupils mimes to match the instructions. Play the recording a few more time and have pupils mime that they are making pancakes.

Activity Book, page 66

1 Read and match.

- Pupils match the words to the pictures. Check answers. T: *What's number (1)?* Pupils: *(Eggs.)*
- Answers: 1 – *eggs*, 2 – *flour*, 3 – *milk*, 4 – *pan*, 5 – *lemon*, 6 – *sugar*.

2 Ask, answer and tick (✓). Then write.

- Ask pupils to look at the table and discuss in L1 what toppings are in the table (*banana, chocolate, strawberry jam, lemon* and *sugar*). Then elicit which words pupils know in English and teach the others. Divide pupils into groups of three. First they complete the table for what they like on a pancake by ticking the boxes. Then they tell each other what they like on a pancake and tick the boxes. Then they complete the sentences. Have groups read out their answers to the class.

Ending the lesson

- Ask pupils to revise the Pancake Day words. Volunteers can draw pictures on the board.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Progress assessment

- Photocopiable materials, Worksheet 14, page 90. The guidelines for using the worksheet can be found on page 77.

Pancake Day

1 Listen and read. CD 3.41

Hi, I'm Emma. Today is Pancake Day. We eat lots of pancakes. I like pancakes!

There are pancake races, too. I can run fast!

2 Listen and repeat. Then listen and point. CD 3.42

eggs milk flour pan lemon sugar pancake

3 Make a paper pancake. ✂️

Lesson 1: flour, lemon, pan, pancake, race, sugar.

68

Easter

Lesson aims: to learn words for Easter. To learn a song. To make an Easter hat.

Target language: *basket, bench, chocolate egg, nest, sweets.*

Revision: *chick, flowers, lamb, rabbit, in, on, under, next to.*

Receptive language: *How many (eggs) are there (in the nest)?*

Materials: CD 3, a photocopy of the Easter cut-out (page 74), a 60 cm strip of thick drawing paper for each pupil, scissors, glue, sticky tape. Optional: Worksheet 15 for each pupil.

Easter is a holiday in the UK. Traditional symbols for Easter are rabbits, chicks, lambs, flowers and eggs. People send Easter cards and they give chocolate Easter eggs. Children believe that the Easter Bunny brings Easter eggs and hides them. Children look for the Easter eggs in the Easter egg hunt.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise *in, on, under* and *next to*. Ask pupils to hold a pencil and a book and place the pencil where you say. T: *The pencil is in/on/under/next to the book.*
- Write the words *flower, chick, lamb* and *rabbit* on the board. Have volunteers draw pictures under the words.

Presentation

- Tell pupils that they are going to focus on Easter. Discuss what pupils know about Easter in L1. Explain that Easter is a spring celebration in the UK.
- Teach *chocolate egg, basket, nest, bench* and *sweets* with drawings on the board. Point to the drawings, say the words and have pupils repeat.

Pupil's Book, page 69

1 Listen, point and repeat. Then listen, count and say.

- Tell pupils to open their Pupil's Books at page 69. Say *Look. It's Easter!* Discuss the picture in L1.

Easter

1 Listen, point and repeat. Then listen, count and say. CD 3.43

1 nest 2 basket 3 bench 4 sweets 5 chocolate egg 6 flowers

2 Listen and sing. CD 3.44 KARAOKE CD 3.45

Do you like chocolate?
Do you like sweets?
Do you like chocolate eggs,
And Easter treats?

Yes, I like chocolate.
And I like sweets.
I like chocolate eggs,
And Easter treats!

I don't like chocolate.
I don't like sweets.
I don't like chocolate eggs,
And Easter treats!

3 Make an Easter hat. ✂️

Lesson 1: basket, bench, chick, chocolate egg, flowers, lamb, nest, rabbit, sweets.

69

- Tell pupils that they are going to listen to a recording. Explain that they should listen, point to the correct things in the picture and repeat the word. T: *Listen.* Play Part 1 of the CD.
- Pair activity. Pupil 1 says a number and Pupil 2 says the word. Then pupils swap roles.
- Tell pupils that they are going to listen again, count the eggs and say the number. Then they listen and check. T: *Listen.* Play Part 2 of the CD. Pause to give pupils time to find and count.

Part 1:
1 nest, 2 basket, 3 bench, 4 sweets, 5 chocolate egg, 6 flowers
Part 2:
Look in the nest. How many eggs are there? (...) Five
Look in the basket. How many eggs are there? (...) Three
Look on the bench. How many eggs are there? (...) Two
Look under the flowers. How many eggs are there? (...) Two
Look under the tree. How many eggs are there? (...) Four
Look under the bench. How many eggs are there? (...) Two
Look next to the basket. How many eggs are there? (...) One
Look next to the bench. How many eggs are there? (...) One

- Check comprehension. Ask T: *Are there (five) eggs in the (nest)?* Pupils: *(Yes).* Continue with other items.

2 Listen and sing.

- Before playing the song, ask pupils to point to different colours on the eggs. T: *Can you see (yellow)?*
- Tell pupils to listen to the song about Easter. T: *Listen.* Play track 3.44. Play the song a few more times and encourage pupils to join in.
- When pupils have learned the song, encourage them to join in to the karaoke version (track 3.45).

3 Make an Easter hat.

- Tell pupils they are going to make an Easter hat. Hand out a cut-out to each pupil. Tell pupils to cut out the pieces, colour them in and stick the Easter decorations onto the strip of thick drawing paper that is the hat band. Ask them questions while they work. T: *What's this? What colour is it?*
- Play the song from this lesson while pupils are working.
- When pupils have finished, help them fit the hat bands to their heads and fasten then with sticky tape. They wear their hats to show them to the class.

TPR

Teach pupils words and actions for Easter-related words: *rabbit* – hop; *lamb* – say *baa baa*, *chick* – say *tweet tweet*; *chocolate egg* – say *yummy*, *sweets* – pretend to unwrap a sweet and suck it. Pupils stand up (if possible in a circle) and dance while music plays (karaoke version of the song track 3.45). When you stop the music say an Easter-related word and pupils do the action.

Activity Book, page 67

1 Colour. Then look and write.

- Pupils follow the code and colour the picture. Then they complete the sentence with words from the box.
- Answers: 1 – *next to*, 2 – *in*, 3 – *under*, 4 – *on*.

2 Find and write.

- Pupils follow the path to see who's got the egg.
- Answers: *The rabbit.*

Ending the lesson

- Volunteers to draw an Easter-related object on the board and pupils guess what it is.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Progress assessment

- Photocopiable materials, Worksheet 15, page 91. The guidelines for using the worksheet can be found on page 78.

May Day

Lesson aims: to learn words for May Day. To learn a chant. To make a maypole.

Target language: *crown, leaves, maypole, play, school, ribbons.*

Revision: colours. *flowers; I can sing.*

Receptive language: *special day.*

Materials: CD 3, scissors, glue, a sheet of paper for each pupil, a cupcake casing (or circles of coloured paper), tissue paper, scissors, sticky tape. Optional: Worksheet 16 for each pupil.

May Day is celebrated in the UK on the first Monday of May and it is a holiday. There is a May Day parade and dance in many towns. Children wear crowns made of leaves and of flowers. They dance around the maypole. Each child holds a ribbon that is attached to the top of the maypole and they weave in and out so the ribbons make a plait down the pole.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Ask pupils to point to things in the classroom that are the colours you call out.

Presentation

- Tell pupils that they are going to focus on May Day. Discuss it in L1 and give pupils details.
- Teach *leaves* and revise *flowers*. Draw a flower with two leaves on the board, point and say: *Look. A flower. Two leaves.* Have pupils repeat.
- Draw a May Day crown and maypole with ribbons on the board. Explain to pupils in L1 what they are. Point to the pictures and say *Look. A crown/maypole/ribbons.* Have pupils repeat.

Pupil's Book, page 70

1 Listen and read. Then write the missing words in your notebook.

- Tell pupils to open their Pupil's Books at page 70. Say: *Look! Children at a May Day dance.* Discuss the photos in L1. Call out the words and have pupils point to them and repeat.
- Ask pupils to look at the pictures. Tell them they are going to listen to a recording and that they should follow what the boy is saying in their books. T: *Listen.* Play the CD.

I like May Day. There's no school. I'm wearing a crown. 3.46
There are flowers and leaves on my crown. Look at the maypole.
There are red and blue ribbons. I can sing and dance. Can you dance?

- Play the CD again and pause after each missing word. Have pupils repeat it.
- Notebooks: pupils write the missing words. They have volunteers read out one sentence each.

2 Listen and chant.

- Before playing the chant, have pupils point to the flowers when you say the colours.
- Tell pupils to listen to the chant about May Day T: *Listen.* Play track 3.47. Play the chant a few more times and encourage pupils to join in.
- When pupils have learned the chant, encourage them to join in to the karaoke version (track 3.48).

3 Make a maypole.

- Tell pupils they are going to make maypoles. Hand out the sheets of paper, cupcake casings and tissue paper. If you do not have cupcake casings, show pupils how to make a cone out of a circle of paper. Make a cut into the middle of the circle and then overlap and fasten the cut edges to make a cone shape. Pupils colour the paper any colour they like, then roll it up into a tube and fasten it with sticky tape. Then they cut strips of tissue paper as ribbons and stick them to the tops of the poles. They then stick the cupcake casing or cone on top.
- Play music or the chant from this lesson while pupils are working.

- When pupils have finished, they can weave their ribbons around their maypoles.
- The maypoles can be displayed in the classroom.

TPR

Divide the class into groups play the "Sing and respond" game with the chants and songs from the Festival pages (see Resource Bank page A23).

Activity Book, page 68

1 Write the words.

- Pupils complete the crossword puzzle with words from the box. They find the hidden word.
- Answers:** 1 – *May*, 2 – *dance*, 3 – *day*, 4 – *play*, 5 – *crown*, 6 – *leaves*, 7 – *red*; *Maypole*.

2 Read and colour.

- Pupils read the words and colour the maypole ribbons.

Ending the lesson

- Ask pupils to revise the May Day words. Volunteers can draw pictures on the board.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Progress assessment

- Photocopiable materials, Worksheet 16, page 92. The guidelines for using the worksheet can be found on page 78.

May Day

1 Listen and read. Then write the missing words in your notebook.  



1 leaves 2 ribbons 3 crown 4 maypole 5 dance 6 flowers

I like May Day. There's no school. I'm wearing a crown. 3.46
There are flowers and leaves on my crown. Look at the maypole.
There are red and blue ribbons. I can sing and dance. Can you dance?

2 Listen and chant.  



3 Make a maypole.  

Lesson 1: crown, leaves, maypole, play, school

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Halloween

Lesson aims: to learn words for Halloween. To learn a chant. To make a Halloween mask.

Target language: *broomstick, mask, monster, spider, wizard; Trick or treat?*

Revision: *bat, cat, ghost, pumpkin, witch; It's a (witch).*

Receptive language: *What's this? What colour is it?*

Materials: CD 3, a photocopy of the Halloween cut-out (page 75) and a sheet of thick drawing paper for each pupil, scissors, string, sticky tape. Optional: Worksheet 17 for each pupil.

Halloween is celebrated on October 31. People cut faces in pumpkins and put a candle inside. Children dress up as scary things (e.g. witches), because this is fun in their culture. They go from house to house saying *Trick or treat* and people give them sweets.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Ask pupils to find objects that are blue, white, black and purple. Then point to different parts of your face and body and have pupils call out the words.

Presentation

- Tell pupils that they are going to focus on Halloween. Discuss it in L1.
- Draw a witch's hat on the board. Ask which fairy tale character wears this type of hat and elicit: *A witch.* Draw a wizard with a beard wearing the hat. Say: *Look! He isn't a witch. He's a wizard.*
- Draw a broomstick, mask, monster and a spider on the board. Ask in L1 what they are. Teach the words in English pointing to the drawings. T: *Look! It's a (broomstick).* Have pupils repeat.

Pupil's Book, page 71

1 Listen, point and repeat. Then copy and colour in your notebook.

- Tell pupils to open their Pupil's Books at page 71. Say: *Look! Children at Halloween.* Revise the words *bat, pumpkin* and *ghost* by holding up your book, pointing to the pictures and saying the words. *Look! A (bat)!*

Halloween

1 Listen, point and repeat. Then copy and colour in your notebook.  



1 broomstick 2 wizard 3 monster 4 mask 5 spider

2 Listen and chant.  



3 Make a Halloween mask.  

Lesson 1: bat, broomstick, cat, ghost, mask, monster, pumpkin, spider, witch, wizard.

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- Tell pupils they are going to listen to a recording and that they should point to the pictures and repeat the words. T: *Listen.* Play Part 1 of the CD.
- Pair activity. Pupil 1 says a number and Pupil 2 says the word. Then pupils swap roles.
- Have pupils listen again and repeat the sentences. T: *Listen.* Play Part 2 of the CD.

Part 1: 1 broomstick, 2 wizard, 3 monster, 4 mask, 5 spider. 3.34
Part 2: I'm a witch. I've got a broomstick. I'm wearing a black hat and a purple dress.
I'm a wizard. I'm wearing a blue hat.
I'm a ghost. I'm white. I've got black eyes.
I'm a monster. I'm wearing a mask. I've got one eye and blue hair.
I'm a spider. I've got eight legs. I'm wearing black trousers.

- Pair activity. Pupil 1 says a number and Pupil 2 says the sentence.
- Notebooks: pupils write the words, then copy and colour the pictures.

2 Listen and chant.

- Before playing the chant, explain in L1 what *Trick or treat* is. Say *Trick or treat!* and have pupils repeat. Teach the gestures used in the chant.

Trick or treat? (Raise your left hand, then your right.) 3.35
Treat or trick? (Raise your right hand, then your left.)
Tasty treat? (Rub your tummy.)
Or nasty trick? (Raise your hands in the air, like a ghost.)
Boo! It's Halloween!

- Pupils listen to the chant about Halloween. T: *Listen.* Play track 3.35. Play the chant a few more times and encourage pupils to join in the singing and miming.
- When pupils have learned the chant, encourage them to join in to the karaoke version (track 3.36).

3 Make a Halloween mask.

- Tell pupils they are going to make Halloween masks. Hand out the cut-outs and drawing paper. Pupils copy the mask and decorate it with a Halloween character. Ask questions *What's this? What colour is it?*
- Play music or the chant from this lesson while pupils are working.
- When pupils have finished, demonstrate how they should fasten string on the masks with sticky tape so they can wear their masks.
- Pair activity: Pupil 1 wears his/her mask and mimes knocking at Pupil 2's door. Pupil 2 mimes opening the door. Pupil 1 says *Boo! Trick or treat!* Pupil 2 mimes being scared. Then pupils swap roles.

TPR

Divide the class into two groups and assign a word to each group: *Trick* and *Treat*. Play the chant and when pupils say their word they stand up. When they say *Boo!* they all jump up as if trying to scare someone.

Activity Book, page 69

1 Read and match.

- Pupils match the pictures to the words.
- Answers:** 1 – *broomstick*, 2 – *mask*, 3 – *wizard*, 4 – *monster*, 5 – *spider*.

2 Draw a Halloween character. Then write.

- Pupils draw a character, complete the sentence and say e.g. *It's a (witch).*

Ending the lesson

- Ask pupils to call out the Halloween words. Volunteers can draw pictures on the board.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Progress assessment

- Photocopiable materials, Worksheet 17, page 93. The guidelines for using the worksheet can be found on page 78.

Christmas

Lesson aims: to learn words for Christmas. To learn a chant. To make a Christmas decoration.

Target language: *candle, card, Father Christmas, reindeer, star.*

Revision: family members; toys. *present, tree.*

Receptive language: *Look! Hooray! Who's got a (book)?*

Materials: CD 3, a photocopy of the Christmas cut-out for each pupil (page 74), thick drawing paper, scissors, glue, glitter, coloured paper. Optional: a CD of Christmas Carols; Worksheet 18 for each pupil.

Christmas is celebrated in the UK from 24 to 26 December. People send Christmas cards to all their friends and families. Families decorate a tree and put a star on the top. They put the presents under the tree and open them on Christmas Day (Dec 25). In the UK many children call Santa *Father Christmas*.

Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Draw a Christmas tree and a present on the board. Elicit the words *tree* and *present*. Ask pupils if they know which festival they represent.

Presentation

- Tell pupils that they are going to focus on Christmas. Discuss what pupils know about Christmas in L1. Explain that Christmas is a family holiday in the UK.
- Introduce the words *candle, card* and *star* with drawings on the board. Point to the drawings and say *Look! It's a (candle)!*
- Ask pupils in L1 who brings presents to children at Christmas. If they know the word Santa, explain that in the UK many children call him *Father Christmas*. Ask pupils which animal pulls Father Christmas's sleigh and elicit *reindeer*. Teach *reindeer* in English.

Pupil's Book, page 72

1 Listen, point and repeat.

- Tell pupils to open their Pupil's Books at page 72. Hold up your book and say: *Look! Christmas.* Tell pupils to look at the picture and find the *reindeer*.
- Tell pupils that they are going to listen to a recording. Tell them that they should listen, point to the correct part of the picture and repeat the words. T: *Listen.* Play track 3.37.
- Pair activity. Pupil 1 says a number and Pupil 2 says the word. Then pupils swap roles.

2 Listen and chant.

- Before playing the chant, talk about the picture. Ask pupils to point to colours, family members and pictures for Christmas-related words.
- Tell pupils to listen to the chant T: *Listen.* Play track 3.38. Play the chant a few more times and encourage pupils to join in.
- When pupils have learned the chant, encourage them to join in to the karaoke version (track 3.39).

3 Look at the presents. Listen and say Yes or No.

- Tell pupils look at the presents, read the names on the labels and guess what the presents are. Write their suggestions on the board.
- Tell pupils that they are going to listen to a recording about the presents. Tell them that they should listen, say *Yes* or *No* and then listen to check their answers. T: *Listen.* Play the CD.

A: Has Joe got a spaceship?

B: No.

3.40

A: Has Mum got a book?

B: Yes.

A: Has Beth got a scooter?

B: Yes.

A: Has Harry got a bat?

B: Yes

- Read pupils suggestions to see if they guessed correctly. Check comprehension. Ask *Who's got a scooter/book/bat?* and elicit answers. Ask pupils to say what they think Joe has got.

4 Make a Christmas decoration.

- Tell pupils they are going to make a Christmas decoration. Hand out the cut-outs and art materials. Pupils colour and decorate the Christmas Tree. Ask them questions while they work. T: *What's this? What colour is it?*
- Play Christmas Carols or the chant from this lesson while pupils are working.
- Pupils can hang up their decorations in the classroom.

TPR

Show pupils actions for Christmas-related words. *Father Christmas*: say *ho ho ho*; *star*: hold hands together above your head in a star point, *card*: open your palms like a card; *candle*: pretend to blow out a candle, *reindeer*: gallop on the spot. Pupils stand up (if possible in a circle) and dance while music plays (Christmas Carols optionally). When you stop the music, say a Christmas-related word and pupils do the correct action.

Activity Book, page 70

1 Find and circle. Then write.

- Pupils find the words and then write them next to the pictures.
- **Answers:** 1 – *tree*, 2 – *star*, 3 – *reindeer*, 4 – *present*, 5 – *candle*, 6 – *card*.

2 Read and colour.

- Pupils follow the code and colour the picture.

Ending the lesson

- Pupils revise the Christmas words and volunteers draw pictures on the board.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Progress assessment

- Photocopiable materials, Worksheet 18, page 94. The guidelines for using the worksheet can be found on page 78.

Christmas

1 Listen, point and repeat.

CD 3.37

2 Listen and chant.

CD 3.38 KARAOKE CD 3.39



Christmas presents,
A Christmas tree,
Christmas cards,
For you and me.

Father Christmas,
Reindeer too,
Cards and presents,
For me and you.

3 Look at the presents. Listen and say Yes or No.

CD 3.40

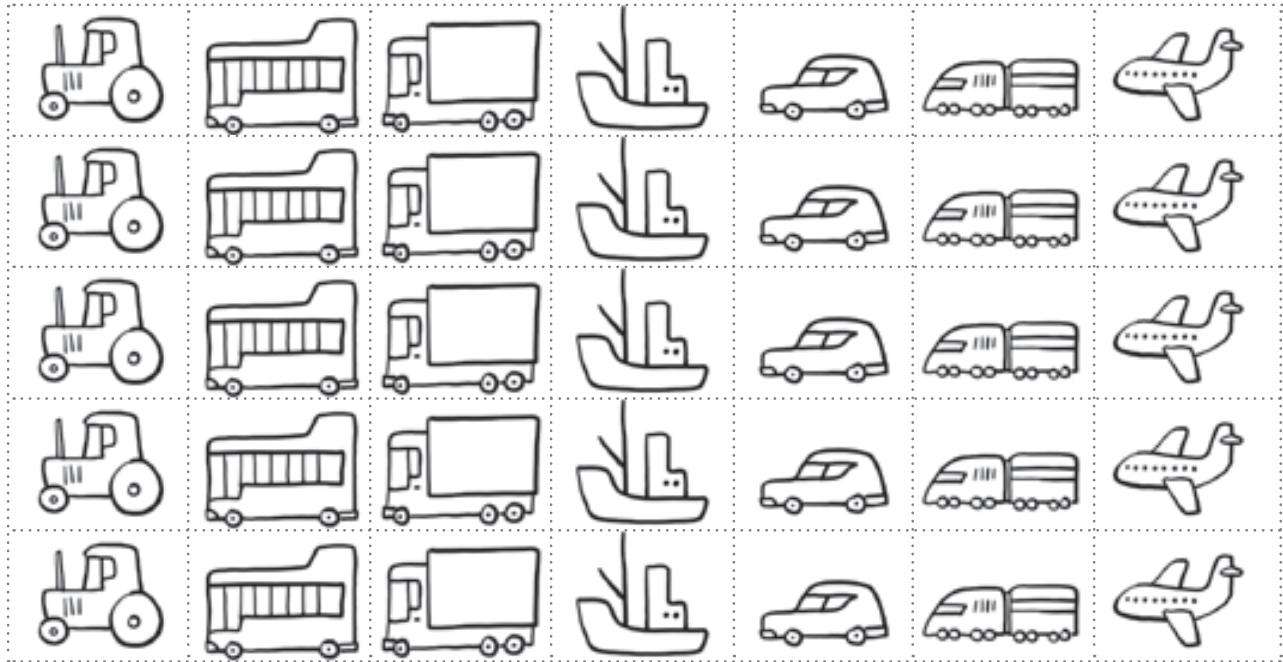
No, Yes,
Yes, Yes

4 Make a Christmas decoration.

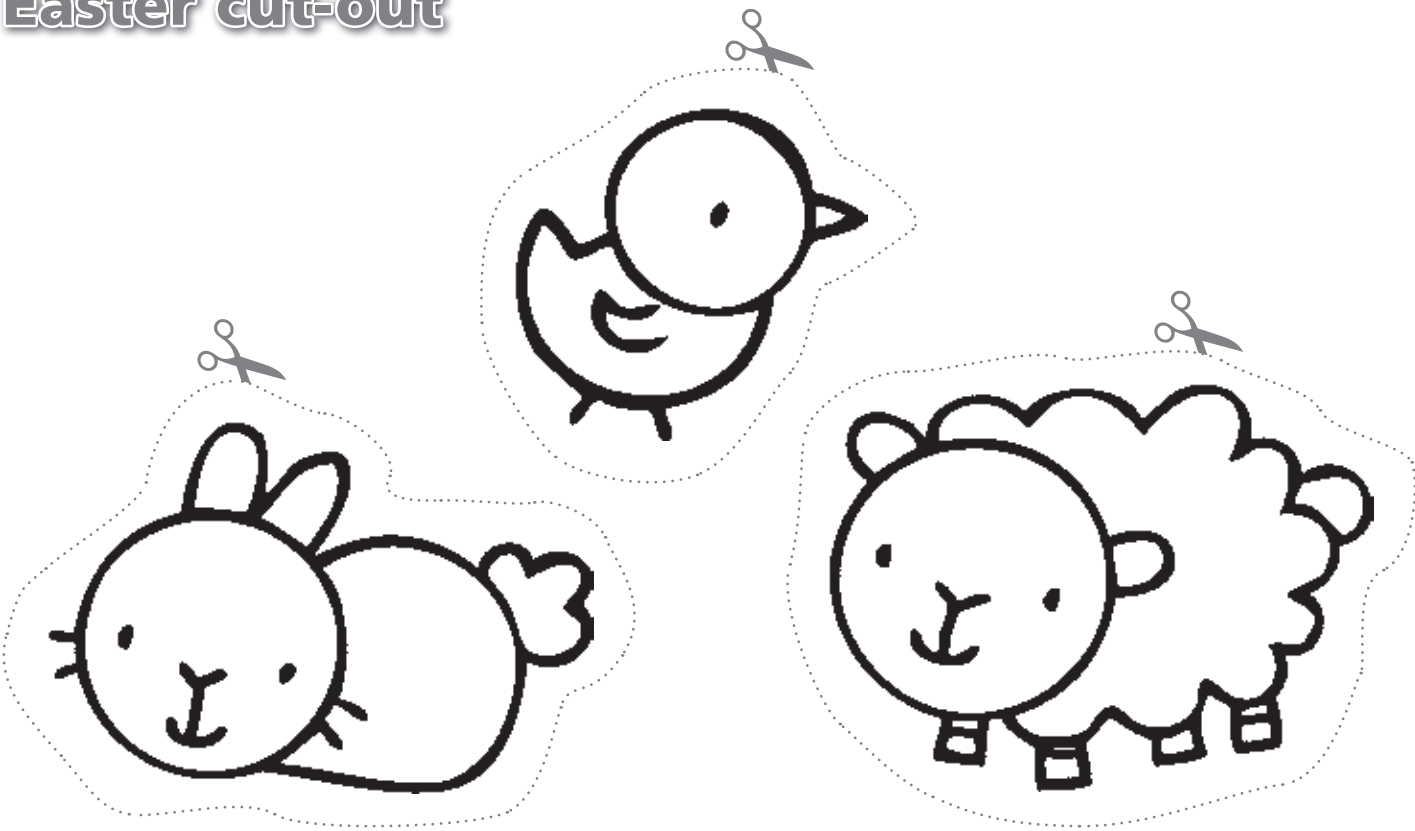


Lesson 1: candle, card, Father Christmas, present, reindeer, star, tree. Family. Toys.

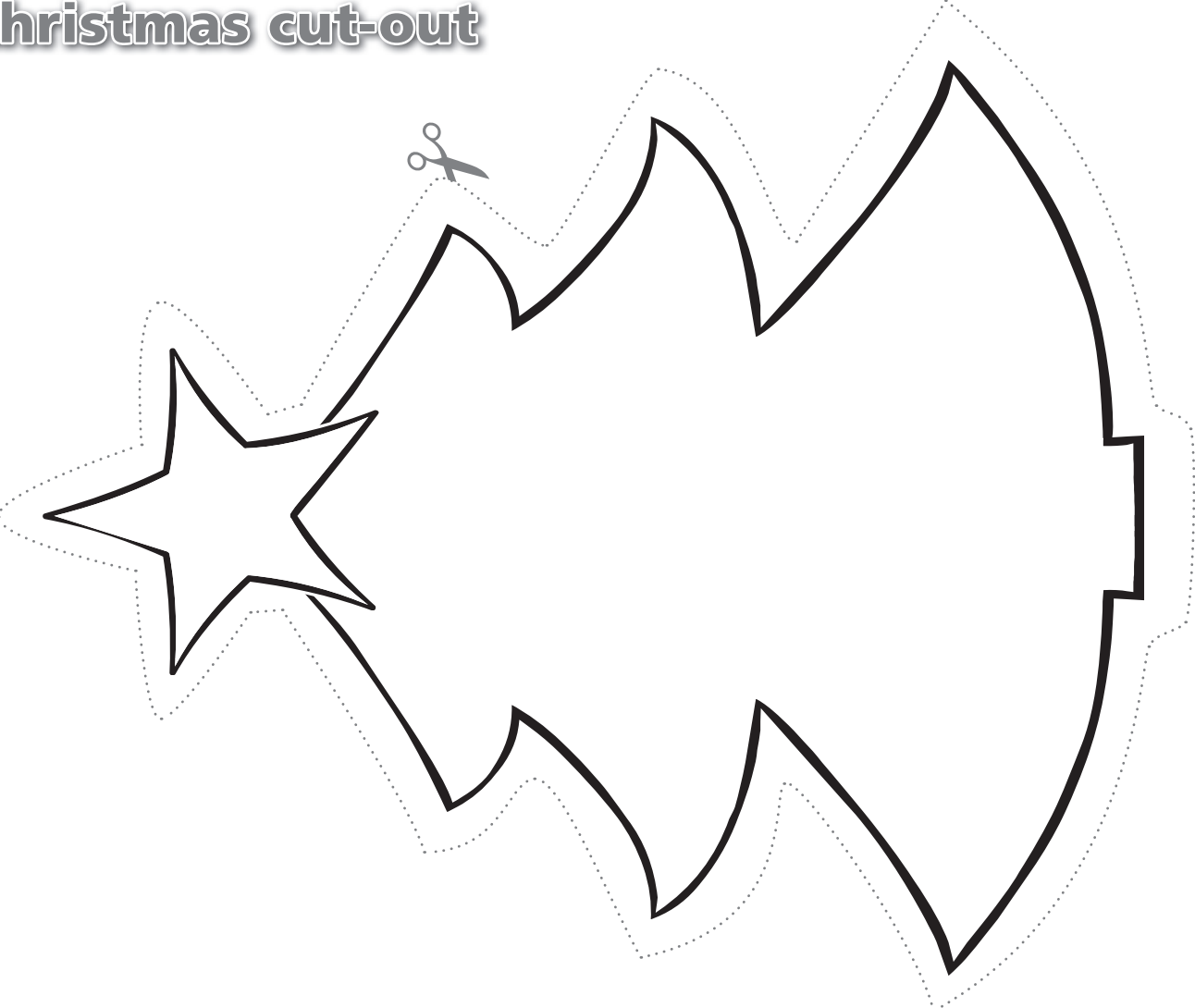
Unit 7, Lesson 3 Cut-out



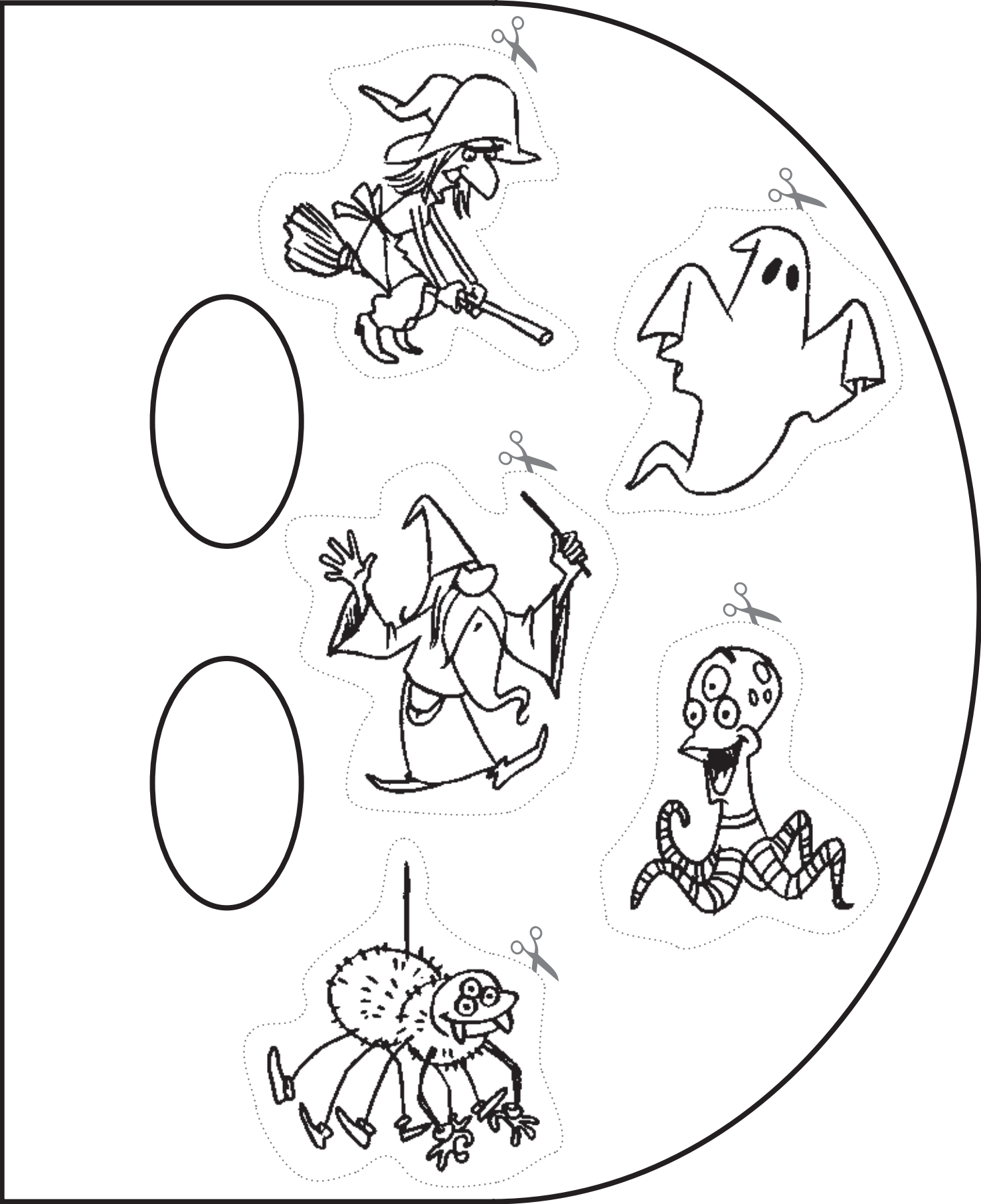
Easter cut-out



Christmas cut-out



Halloween cut-out



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 79)

Objectives: to revise *I’m happy/sad*.

1 Draw. Then talk to your friend and draw.

- Ask each child to draw smiling or sad faces in the *You* column. Tell pupils not to show their worksheet to their partners.
- Pair activity. Pupils take turns to describe the faces they have drawn and answer their partner’s questions. Next, they complete the *Your friend* column. Pupil 1: *One, I’m (sad). And you?* Pupil 2: *I’m (happy)*.
- Pupils check their answers by comparing worksheets.

2 Draw and write.

- Say: *Today, I’m happy. And you?* Ask the children to describe their feelings by completing the drawing and writing *happy* or *sad*.
- Do a mini survey and write the number of happy/sad faces on the board.

Pre-coursebook period, Lesson 2 Worksheet 2 (page 79)

Objectives: to revise colours, face and body parts. *I’ve got (a big) (body). Big/small, long/short.*

1 Write and choose. Then listen, colour and say.

- Have pupils look at the picture, complete the gaps with words from the box and choose the correct adjectives.
- Describe the person: *I’ve got (blue) (ears) etc.* Have children listen and colour the picture, then describe in detail: *I’ve got (small) (blue) (ears)*.
- **Answers:** 1 – *a big body*, 2 – *a big head*, 3 – *small eyes*, 4 – *small ears*, 5 – *long arms*, 6 – *short legs*, 7 – *small hands*, 8 – *small feet*.

Pre-coursebook period, Lesson 3 Worksheet 3 (page 80)

Objectives: to revise animals and colours. *It’s (big/grey).*

1 Read and circle. Then colour and say.

- Read the first word as a class and ask pupils to circle the correct animal. Continue the activity with the other words.
- Have pupils colour one animal in each row.
- Pair activity. Pupils take turns to describe the pictures they have coloured and guess the animals. Pupil 1: *It’s (big). It isn’t (yellow). It’s (grey).* Pupil 2: *It’s (a hippo).*

Pre-coursebook period, Lesson 4 Worksheet 4 (page 80)

Objectives: to revise toys, shapes and colours.

1 Read and match. Then listen and colour.

- Read the words as a class. Have the pupils match them with the correct pictures.
- Ask pupils to describe the picture frames, then say e.g. *A (big) (square) is (red)*. The pupils listen and colour the frames accordingly.
- **Answers:** 1 – *doll*, 2 – *train*, 3 – *kite*, 4 – *boat*, 5 – *teddy bear*, 6 – *car*, 7 – *ball*.

Hello

Worksheet 5 (page 81)

Objectives: to revise numbers 1–10 and colours. *How old are you? I’m (eight).*

1 Listen and colour. Then find and match.

- Give instructions, e.g. *Number (three) is (red)*, and have pupils colour the numbers.
- Pupils find the numbers in word form in the grid and match them with the numerals.
- **Answers:** (across) *eight, six, nine, one, four*; (down) *three, two, five, ten, seven*.

2 Count and write. Then ask and answer.

- Explain that the number of balloons in the picture is the age of each child. Point to the pictures and ask *How many balloons?* Count the balloons as a class and have pupils write the numbers down (full sentences) under the pictures.
- Pair activity. Pupils take turns to think of a picture, then ask and answer questions. Pupil 2: *How old are you?* Pupil 1: *I’m (eight)*. Pupil 2: *Number (one)*. Pupil 1: *Yes*.
- **Answers:** 1 – *eight*, 2 – *nine*.

Unit 1

Worksheet 6 (page 82)

Objectives: to revise toys, favourite things and colours. *Is it a (ball)? It is / isn’t a (watch).*

1 Look and write.

- Read the first sentence and have pupils answer. Pupils write the missing words and continue the activity. Have volunteers read the answers.
- **Answers:** 1 – *ball, bat*; 2 – *isn’t a car, a scooter*; 3 – *it isn’t a TV, It’s a computer game*; 4 – *it isn’t a kite, It’s a watch*.

2 Trace and find. Then colour and write.

- Pupils trace the lines to find the children’s favourite toys. Next they colour the pictures any colours they like and complete the sentences, writing the names of toys and colours.
- **Answers:** 1 – *bike*, 2 – *favourite thing, spaceship*, 3 – *favourite thing is a robot*.

Unit 2

Worksheet 7 (page 83)

Objectives: to revise family members. *I’ve got a (mum). I haven’t got an (aunt).*

1 Look and write.

- Have pupils write the names of family members. Some letters have already been given as clues.
- **Answers:** 1 – *dad*, 2 – *grandma*, 3 – *aunt*, 4 – *brother*, 5 – *baby*, 6 – *cousin*.

2 Read and draw. Who is missing in the picture?

- Have pupils name the family members and pet shown in the picture.
- Have a volunteer read the text out loud. The pupils circle the names of missing family members and pet.
- Next, ask the pupils to draw the missing elements in the picture. Ask *Where is Harry?* and have pupils point.
- **Answers:** *dad, big brother, rabbit*.

Unit 3

Worksheet 8 (page 84)

Objectives: to revise face and body parts. *He’s / She’s got a (big) chin. He/She hasn’t got (dark) (hair). Big/small, long/short.*

1 Read and draw. Then colour.

- Have a volunteer come to the board. Read the first sentence, pausing after each body part, and the pupil draws a monster according to your instruction. The pupils continue the activity, reading and drawing other monsters.
- Ask pupils to colour one of the monsters any colours they like.
- Pair activity. One pupil describes a monster, the other pupil gives its number. Pupils swap roles.

Unit 4

Worksheet 9 (page 85)

Objectives: to revise household items and prepositions of place: *in, on, under, next to. The (lamp) is (on) the (table).*

1 Listen, match and draw. Then read and write.

- Have volunteers read the words in the box. Say where the objects are (see: Answers below) and have the pupils match the words with the locations. Next have them draw the objects.
- Ask *Where’s the (lamp)?* Pupil: *The (lamp) is (on) the (table)*. Have pupils write the answers under the picture.
- **Answers:** *lamp – on the table, book – in the cupboard, bag – under the armchair, box – next to the bed, teddy bear – on the bed*.

Unit 5

Worksheet 10 (page 86)

Objectives: to revise actions, animals and animal body parts. *I can / can’t (sing).*

1 Look and write.

- Have a volunteer read the words in the box. Point to the first picture and ask the pupils to describe the action in a full sentence. The children continue the activity individually.
- **Answers:** 1 – *sing*; 2 – *ride a horse*; 3 – *can ride a bike*, 4 – *can’t dance*.

2 Read and write. Then match.

- Point to the pictures and have pupils name the animals. The children complete the sentences with words shown in the small pictures, then they match them with the animals. Read the first part as a class and write pupils’ answers on the board. Pupils continue the activity in pairs.
- **Answers:** 1 – *fish: legs, tail, swim*; 2 – *elephant: ears, jump, walk*.

Unit 6

Worksheet 11 (page 87)

Objectives: to revise food. *(He) likes / doesn’t like (milk).*

1 Find and circle. Then write.

- Have pupils find and circle one product in each row which doesn’t match the others. Ask pupils to explain their choices and next write the correct word under each picture.
- **Answers:** 1 – *(left to right) strawberries, pears, grapes, carrots; carrots (a vegetable)*; 2 – *onions, peas, bread, tomatoes; bread (not a vegetable)*; 3 – *cake, cheese, chocolate, ice-cream; cheese (not a dessert)*.

2 Listen and draw. Then write.

- Have pupils give the names of food products in the speech bubbles. Say what the speakers like or do not like (See: Answers below) and have children draw happy or sad faces next to the food.
- Point and ask *Does (she) like (cereal)?* Pupil: *Yes/No*. Have pupils complete the sentences.
- **Answers:** (left to right) *:, :, :, :(. :, :); 1 – cereal, apples, chicken, milk; 2 – likes sandwiches, fish, carrots, like eggs*.

Unit 7

Worksheet 12 (page 88)

Objectives: to revise transport and landscape elements. *There is one (town). There are three (lakes).*

1 Look and write.

- Point to means of transport and have pupils name them. Next have them unscramble the words and write the correct names under the pictures.
- **Answers:** 1 – *tractor*, 2 – *train*, 3 – *boat*, 4 – *lorry*, 5 – *plane*, 6 – *car*.

2 Count. Write *There’s / There are* and the number.

- Pupils count landscape elements in the picture and complete the sentences with *There’s, There are* and numbers.
- **Answers:** 1 – *There are two*, 2 – *There’s one*, 3 – *There are three*, 4 – *There are four*, 5 – *There are two*, 6 – *There are three*, 7 – *There’s one*.

Unit 8

Worksheet 13 (page 89)

Objectives: to revise clothes and colours. *He’s / She’s wearing a (blue) (shirt).*

1 Find the words.

- Have pupils name the clothes in the pictures.
- Next, they unscramble the clothes-related words and write them under the relevant pictures.
- **Answers:** (left to right) *skirt, shorts, T-shirt, shirt, scarf, hat, belt, socks*.

2 Read and match. Then colour and write.

- Have pupils name the clothes in the pictures.
- Have a volunteer read the first description out loud and the other pupils point to the correct picture. The pupils continue to read and match individually.
- Have pupils colour the picture which doesn’t match any description and complete the sentences.
- Pupils colour the other pictures according to the descriptions (1–3).
- **Answers:** 1 – *c*, 2 – *b*, 3 – *a*.

Pancake Day

Worksheet 14 (page 90)

Objectives: to revise *flour, lemon, pancake, race, sugar; eat, mix, put in, toss; pan*.

1 Read and write. Then number.

- Point to the pictures and say silly words, e.g. point to eggs and say *Onions*. Pupils: *No. Eggs*.
- Have the pupils read the instruction for making pancakes and complete it with names of the objects in the pictures.
- Pupils number the activities to put them in the correct order.
- **Answers:** *sugar, lemon, 4; eggs, milk, flour, 1; pan, 2; 3*.

Easter
Worksheet 15 (page 91)

Objectives: to revise basket, bench, chick, chocolate egg, flowers, lamb, nest, rabbit, sweets.

- 1 Do the crossword. What's the mystery phrase?
• Have pupils complete the crossword with the names of objects or animals in the pictures.
• Point to the pictures. Have pupils name the objects/animals and volunteers should write the words on the board. Point to the numbers. Ask the children to find the words for numbers in the crossword and complete the grid to read the mystery phrase.
• Answers: 1 - lamb, 2 - chocolate egg, 3 - nest, 4 - basket, 5 - chick, 6 - bench, 7 - flower, 8 - rabbit, 9 - sweets. Mystery phrase: Easter time.

May Day
Worksheet 16 (page 92)

Objectives: to revise crown, leaves, maypole, play, school.

- 1 Find 6 differences. Then write.
• Have pupils find 6 differences between the pictures. Point to picture 2 and say the beginnings of the sentences for pupils to finish. T: There are 5 ... (ribbons). There are 5 ... (crowns). Two trees have got ... (leaves). There are 6 ... (flowers). The girl is wearing a ... (dress). The boy has got a ... (ribbon).
• On the board write the beginnings of sentences describing picture 1: There are three ... (ribbons). There are three ... (crowns). One tree has got ... (leaves). There are 4 ... (flowers). The girl is wearing a ... (skirt). The boy has got a ... (ribbon and a ball). Have the pupils complete the sentences on their worksheet. Check the answers by having volunteers read their answers and write them on the board.

Halloween
Worksheet 17 (page 93)

Objectives: to revise bat, broomstick, cat, ghost, mask, monster, pumpkin, spider, witch, wizard.

- 1 Play the game.
• Hand out the worksheets (one per pair). Pupils use counters to move around the board and perform tasks: squares - say numbers; circles - say and write words in 10 seconds (with the other pupil counting to 10), otherwise they miss a turn; Trick or treat? - the first pupil to land there reads the question, the second pupil moves to the next field. The winner is the first pupil to get to the bag with sweets.
• Pair activity. Pupil 1 covers their words, Pupil 2 says them. Pupils swap roles.
• Answers: a - pumpkin, wizard, ghost, spider; b - monster, witch, bat, broomstick.

Christmas
Worksheet 18 (page 94)

Objectives: to revise candle, card, Father Christmas, present, reindeer, star, stocking, tree; for you.

- 1 Listen and follow. Who is the computer for?
• Have pupils describe the pictures. Say names of objects in this order: candle, tree, card, reindeer, present, stocking, tree, and have the children draw lines and connect the objects to find out who will get the computer (sister). Explain that the lines can only be drawn upwards, downwards or sideways, but not diagonally.
• You may ask pupils to use the lines to describe (in pairs) how to get to a chosen family member.
2 Draw the presents. Write. Then say.
• Have pupils draw presents they would like to give, then write names on the tags.
• Pair activity. Pupils show each other their drawings and describe: It's a (blue) (bike). It's for my (dad).

Review Units 1-2
Worksheet 19 (page 95)

Objectives: to revise family members and favourite things. Have you got (an uncle)? I've got / I haven't got (an uncle). It is / isn't a (watch).

- 1 Match the pairs. Then talk to your friend.
• Have pupils match the puzzle pieces to find family member names.
• Pair activity. Pupils talk about their families. Pupil 1: Have you got (an uncle)? Pupil 2: Yes, I've got / No, I haven't got (an uncle)
• Answers: mum, cousin, sister, uncle, granddad, aunt.
2 Look and write. Then count and write.
• Have pupils name the objects in the pictures.
• Read the first sentence as a class. Pupils continue the activity individually, then find the small and big items in the picture, count them and write the numbers.
• Answers: 1 - bat (5, 1); 2 - isn't a scooter, a bike (1, 1); 3 - isn't a robot, a spaceship (3, 1); 4 - isn't a computer, a TV (2, 1).

Review Units 3-4
Worksheet 20 (page 96)

Objectives: to revise face and body parts, rooms and household items, prepositions of place. The (blue) monster has got (big eyes). (She's) (on) the (bed) in the (bedroom).

- 1 Draw, listen and colour. Then read and circle.
• Have pupils draw a monster in the empty space. Describe locations (the blue monster - on the bed in the bedroom; the yellow monster - under the table in the kitchen; the green monster - on the carpet in the living room) and ask the children to find the monsters and colour them. Then have them read sentences 1-3 and circle the correct answers.
• Answers: 1 - No, 2 - No, 3 - Yes.

Review Units 5-6
Worksheet 21 (page 97)

Objectives: to revise animals, actions and food. I can / can't (run). Can you (fly)? (She) likes / doesn't like (milk).

- 1 Find and write. Guess the animals.
• Have pupils name the animals in the pictures. Point to the table with coded letters and ask them to use the code to find the names of actions in the riddles. Pupils then match the animals with the riddles.
• Answers: 1 - monkey: fly, jump, run; 2 - snake: climb, walk.
2 Look and write.
• Have pupils name the products in the pictures and describe the faces. Complete the first part as a class, using the first letters as clues. After the children have completed the answers for the first point, have them continue the activity in pairs, then ask volunteers to read the answers.
• Answers: Kate - ☺: carrots, chicken, chocolate; ☹: pizza, peas, pears; Lucas - ☺: mushrooms, meat, milk; ☹: spaghetti, salad, strawberries.

Review Units 7-8
Worksheet 22 (page 98)

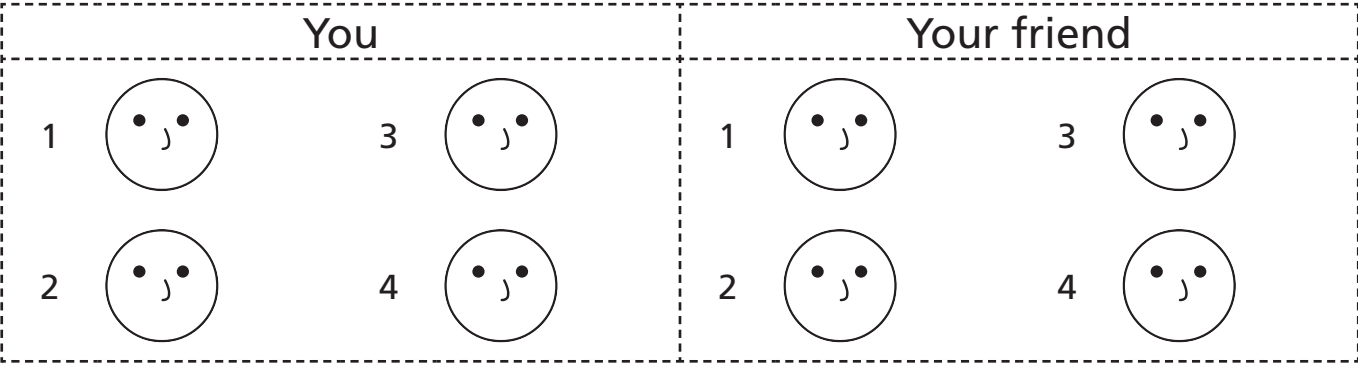
Objectives: to revise transport, landscape elements and clothes. There is a (forest). There are (three) (cars). (She's) wearing a (sweater).

- 1 Play the game.
• Hand a copy of the worksheet to each pair of pupils. Each pair should also have a counter each and an eraser. The children write 1 on one side of the eraser and 2 on the other.
• Ask pupils to toss the eraser to move one or two spaces on the board and do the task described on the square. The winner is the first pupil to reach the last square. Explain the tasks in the worksheet before the pupils start the activity.

Pre-coursebook period, Lesson 1

Worksheet 1

- 1 Draw. Then talk to your friend and draw.



- 2 Draw and write.

Today I'm  _____.

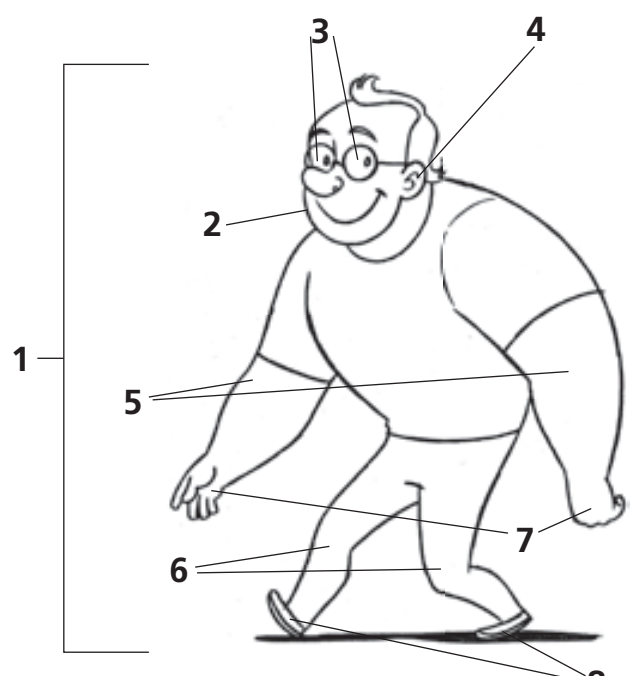


Pre-coursebook period, Lesson 2

Worksheet 2

- 1 Write and choose. Then listen, colour and say.

body	eyes	head	ears	arms	feet	hands	legs
------	------	------	------	------	------	-------	------




1 a big / small	_____
2 a big / small	_____
3 big / small	_____
4 big / small	_____
5 long / short	_____
6 long / short	_____
7 big / small	_____
8 big / small	_____


Pre-coursebook period, Lesson 3


Worksheet 3

1 Read and circle. Then colour and say.


1 hippo










2 mouse










3 hamster









4 lion







Pre-coursebook period, Lesson 4

Worksheet 4

1 Read and match. Then listen and colour.

kite

car

ball


teddy bear

boat

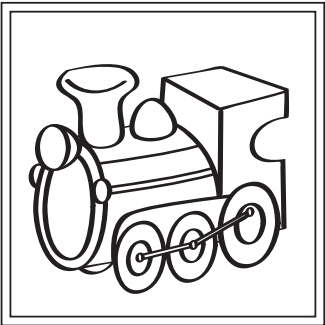
train

doll

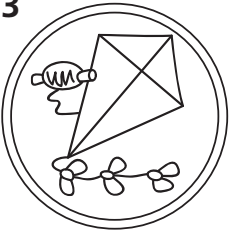
1



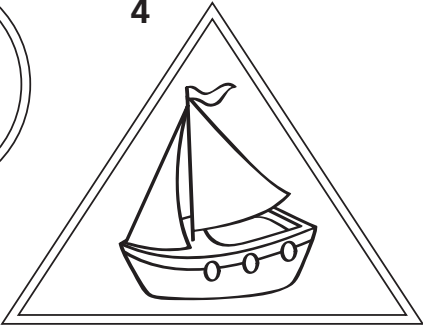
2




3



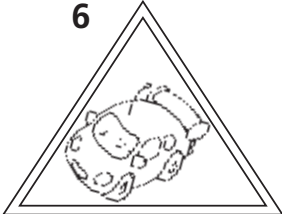
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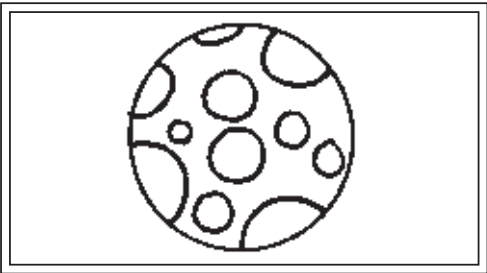
5



6



7



Hello

Worksheet 5

1 Listen and colour. Then find and match.

3

1

4

7

10

8

9

6


5

2

O	E	I	G	H	T	C	S
S	I	X	U	F	E	S	E
R	T	P	N	I	N	E	S
F	H	M	O	V	I	V	P
T	R	N	T	E	S	E	F
D	E	F	W	I	O	N	E
A	E	F	O	U	R	F	B


2 Count and write. Then ask and answer.

1



I'm _____.

2



I'm _____.

Unit 1

Worksheet 6

1 Look and write.



No, it isn't a _____.

It's a _____.



No, it _____.

It's _____.



No, _____.

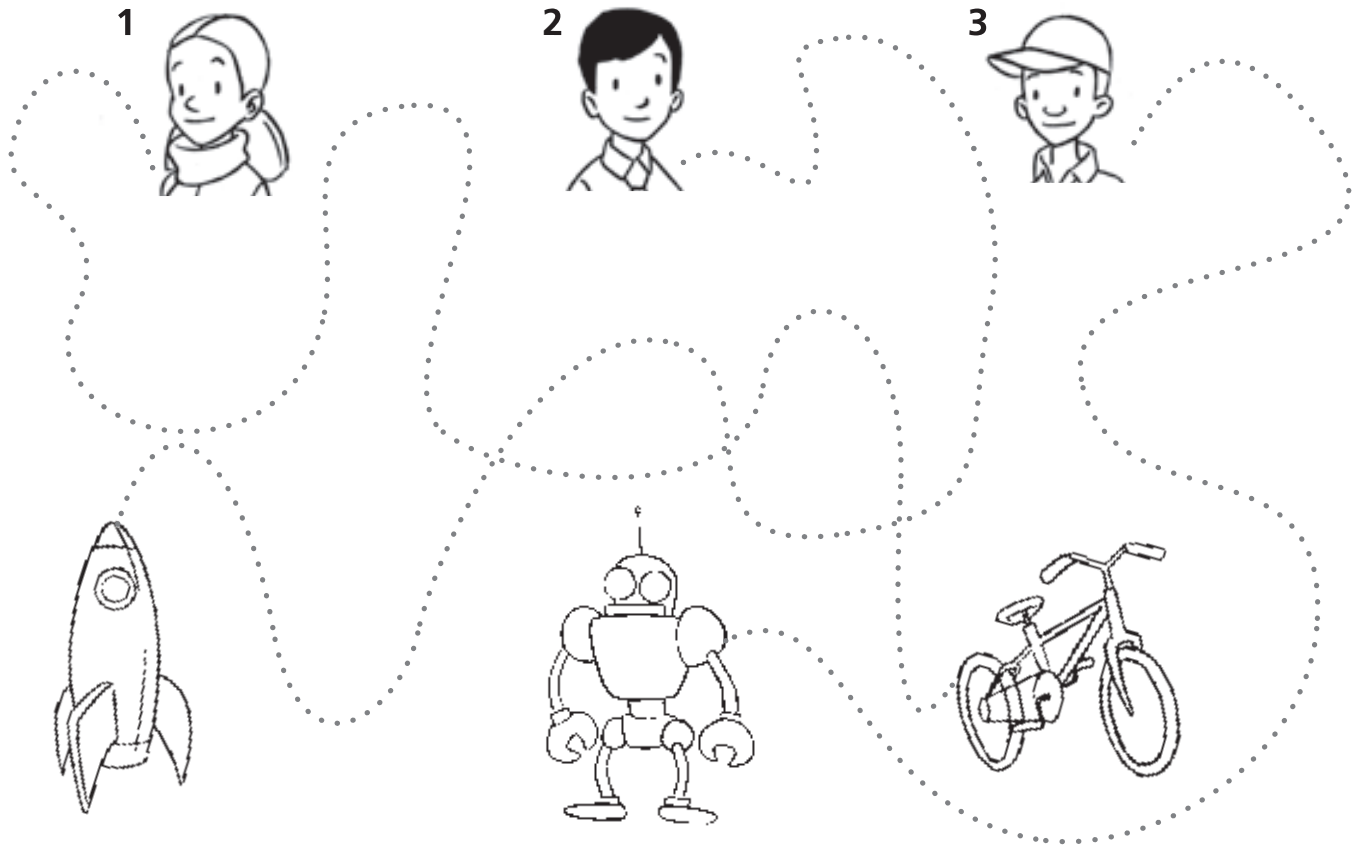
_____.



No, _____.

_____.

2 Trace and find. Then colour and write.



1 My favourite thing is a _____ . It's _____ .

2 My _____ is a _____ . It's _____ .

3 My _____ . It's _____ .

Unit 2

Worksheet 7

1 Look and write.



_____ d



_____ a _____ m _____



_____ n _____



_____ r _____ t _____

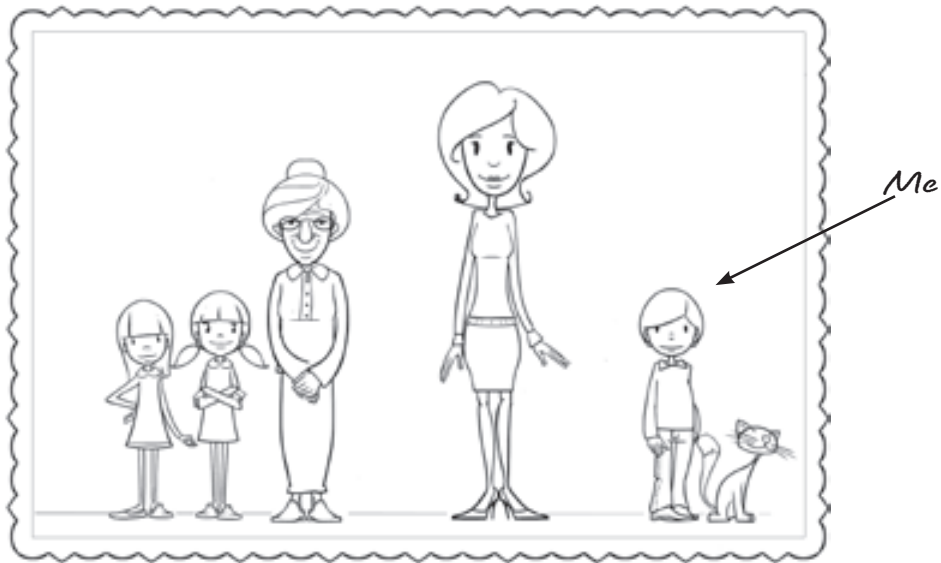


_____ b _____



_____ o _____ s _____

2 Read and draw. Who is missing in the picture?

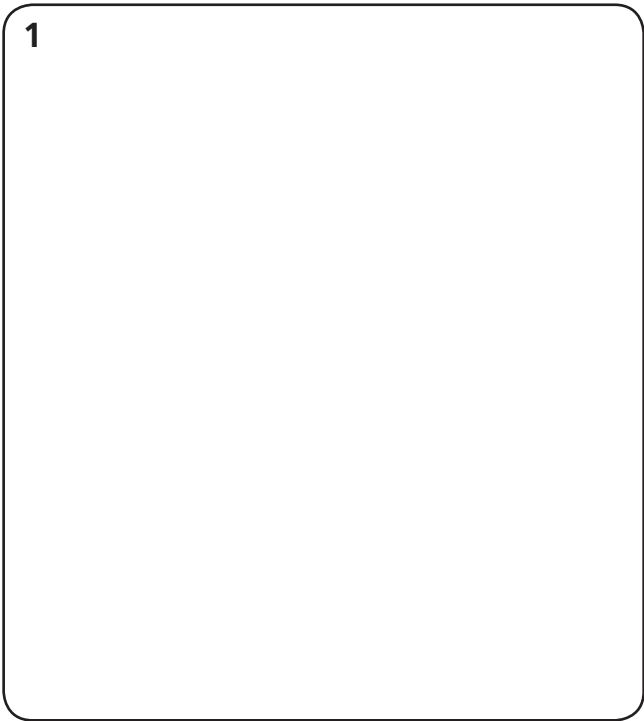


Dear Friend!
I'm Harry. This is my family. I've got a mum and a dad.
I've got a grandma but I haven't got a granddad. I haven't got
an aunt or an uncle. I've got two sisters and one big brother.
I've got a cat and a small rabbit.
Love,
Harry

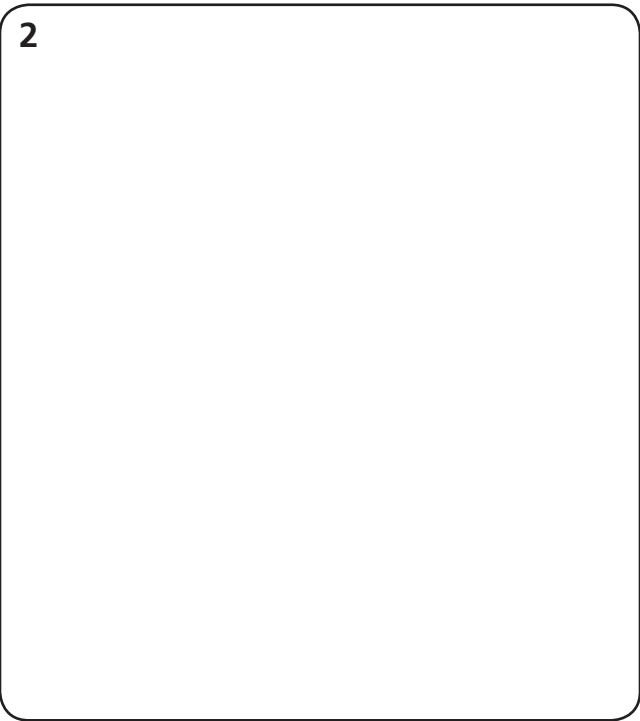
Unit 3

Worksheet 8

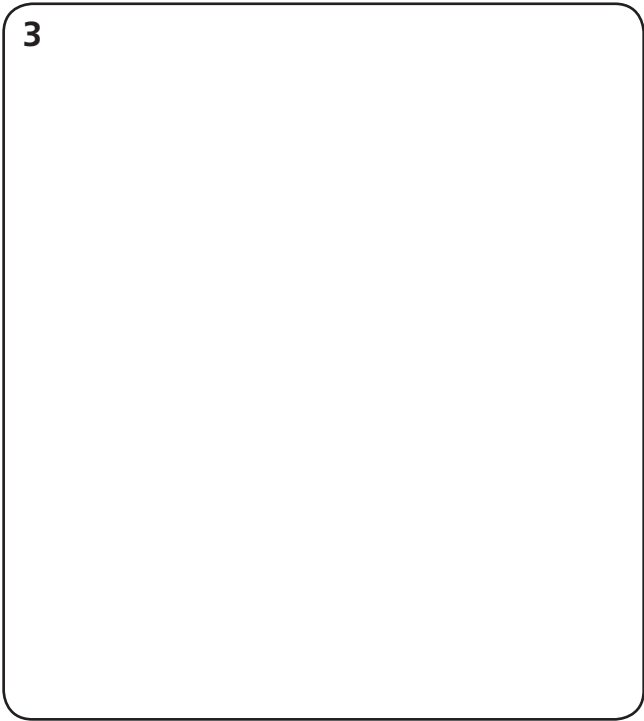
1 Read and draw. Then colour.



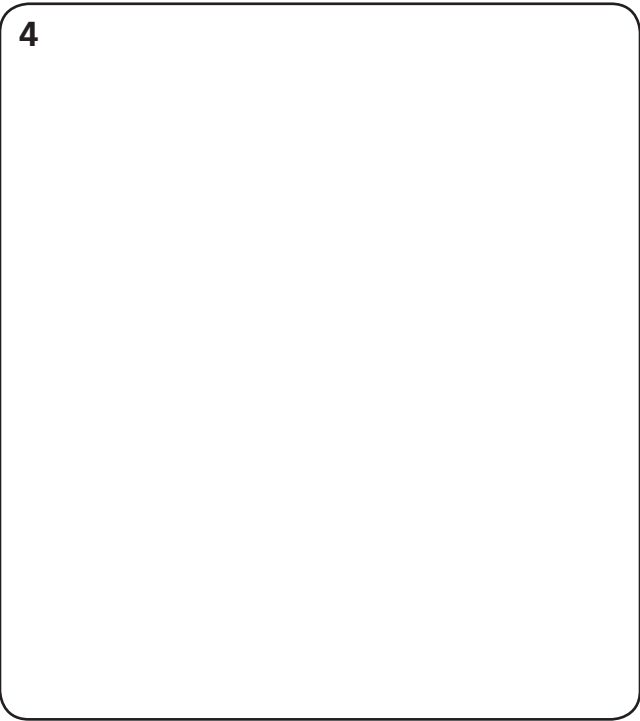
She's got a long neck, three long legs and six small feet. She's got long black hair.



He's got small blue eyes. He's got dark hair, four short arms and four big hands.



He's got big teeth and a big chin. He's got a small pink nose. He's got two long tails.



She's got a red mouth. She's got a big body, a long neck and glasses.

Unit 4

Worksheet 9

1 Listen, match and draw. Then read and write.

- lamp
- book
- bag
- box
- teddy bear



1 Where's the lamp?

It's _____.

2 Where's the book?

It's _____.

3 Where's the bag?

It's _____.

4 Where's the box?

It's _____.

5 Where's the teddy bear?

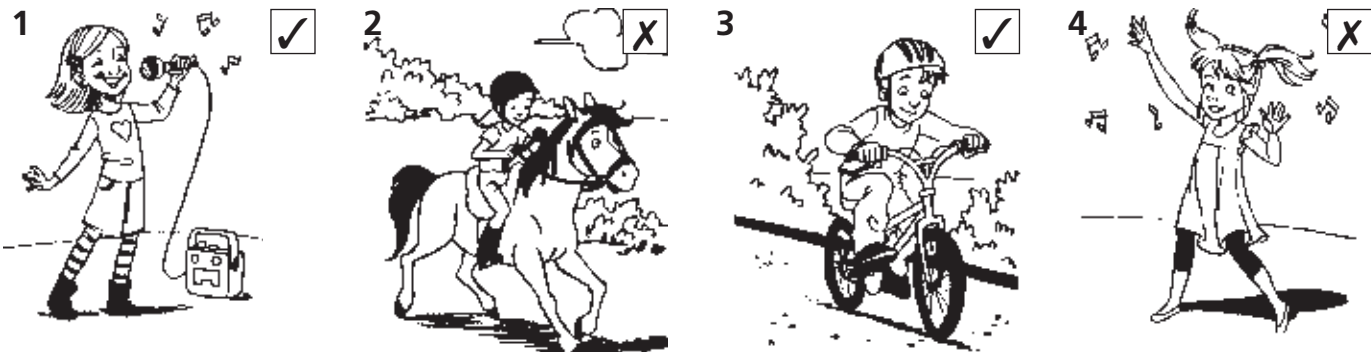
It's _____.

Unit 5

Worksheet 10

1 Look and write.




dance ride a horse sing ride a bike






1 I can _____ . 3 I _____ .
2 I can't _____ . 4 I _____ .

2 Read and write. Then match.



1 I'm small. I haven't got  _____ or hands. I've got fins and
a  _____ . I can't climb. I can  _____ .

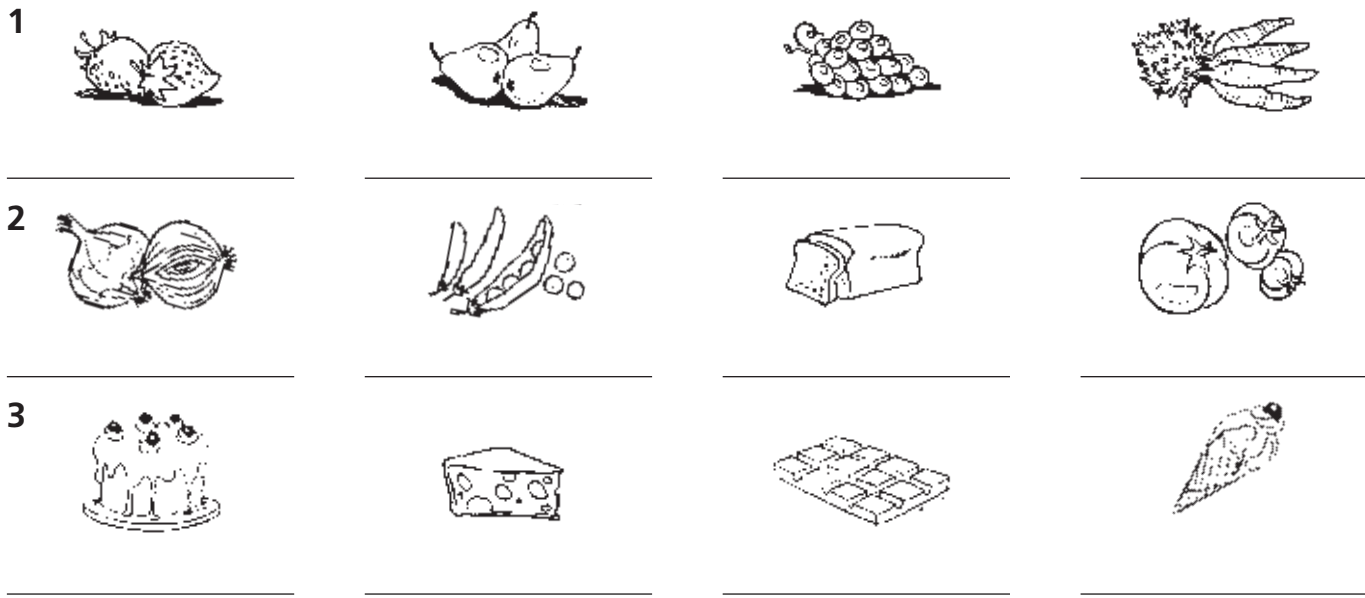
What am I?

2 I'm big. I've got four strong legs, two big  _____
and a long nose. I can't  _____ . I can  _____
_____ and run. What am I?

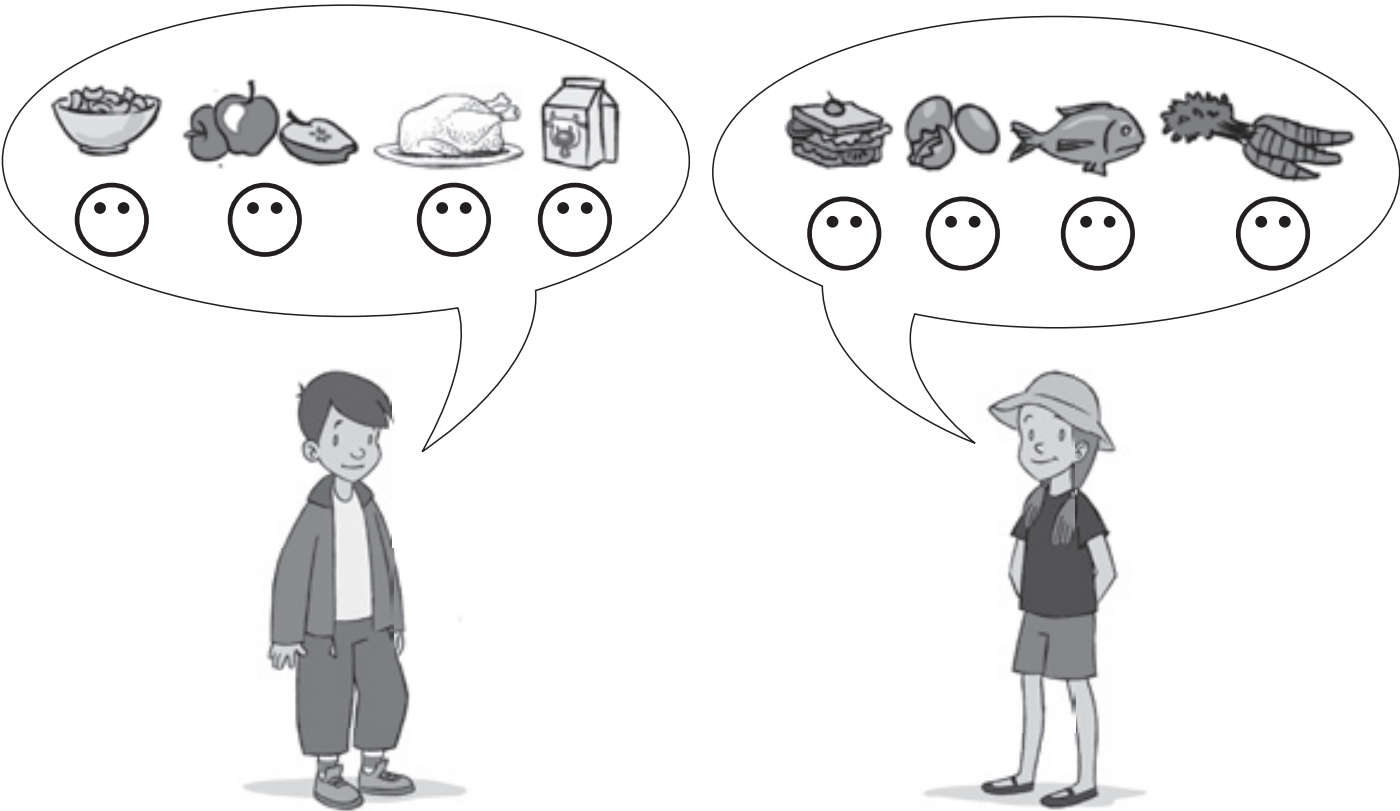
Unit 6

Worksheet 11

1 Find and circle. Then write.



2 Listen and draw. Then write.



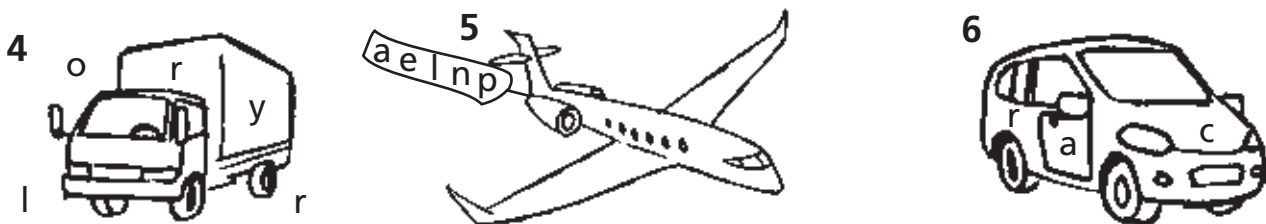
He likes _____ ,
_____ and _____ .
He doesn't like _____ .

She _____ ,
_____ and _____ .
She doesn't _____ .

Unit 7

Worksheet 12

1 Look and write.



2 Count. Write *There's / There are* and the number.



- 1 _____ forests.
- 2 _____ small town.
- 3 _____ fields.
- 4 _____ mountains.
- 5 _____ islands.
- 6 _____ lakes.
- 7 _____ long river.

Unit 8

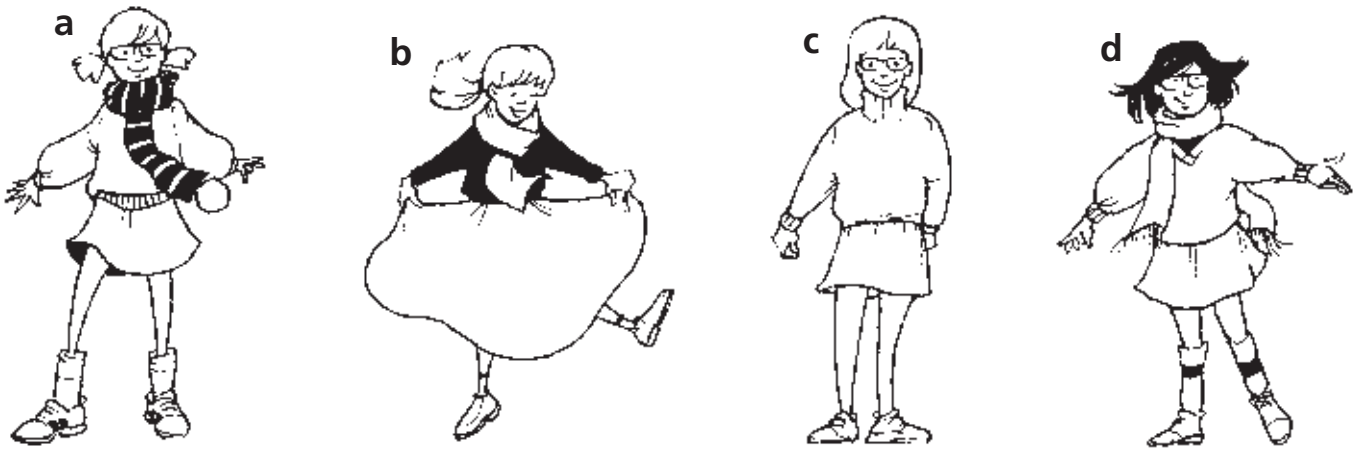
Worksheet 13

1 Find the words.

tha tshors T-tishr lebt kirts rafsc koscs hirst

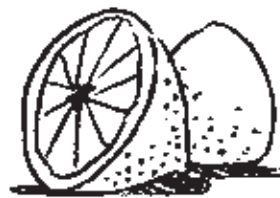
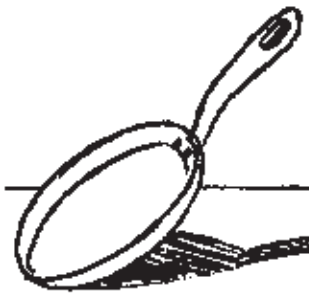


2 Read and match. Then colour and write.




- 1 She's wearing glasses. She's wearing a green sweater and a short yellow skirt. She's wearing blue shoes. She hasn't got a scarf.
- 2 She's wearing a purple scarf, a black sweater and a long pink skirt. She's wearing yellow socks and brown shoes.
- 3 She's wearing glasses and a black-and-white scarf. She's wearing a blue sweater and a short grey skirt. She's wearing green socks and purple trainers.
- 4 She's wearing _____, a _____, a _____ and a _____. She's wearing _____ and _____.

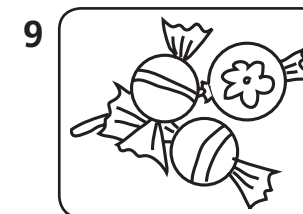
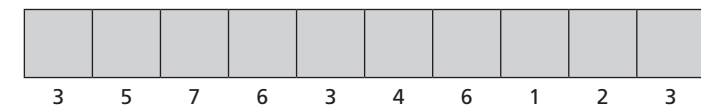
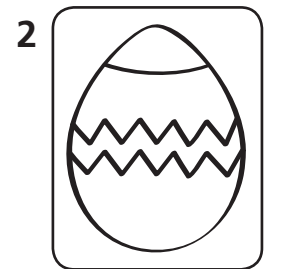
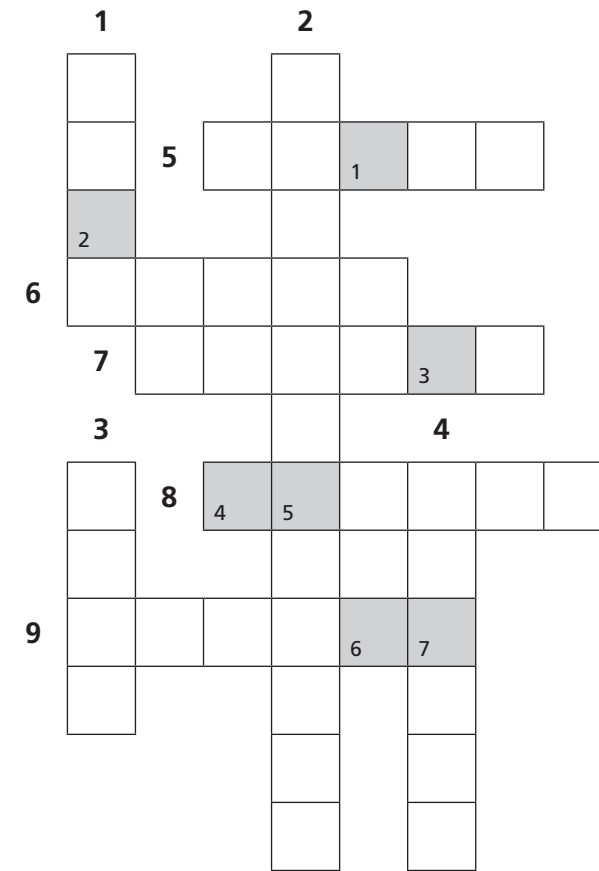
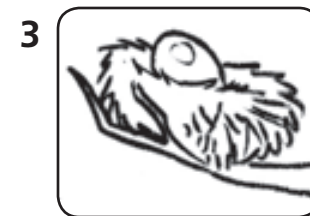
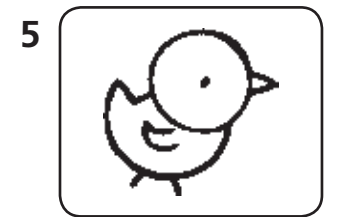
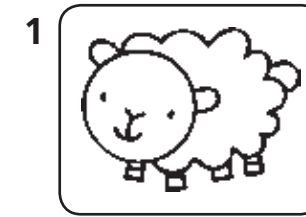
Worksheet 14



- # Easter

Worksheet 15

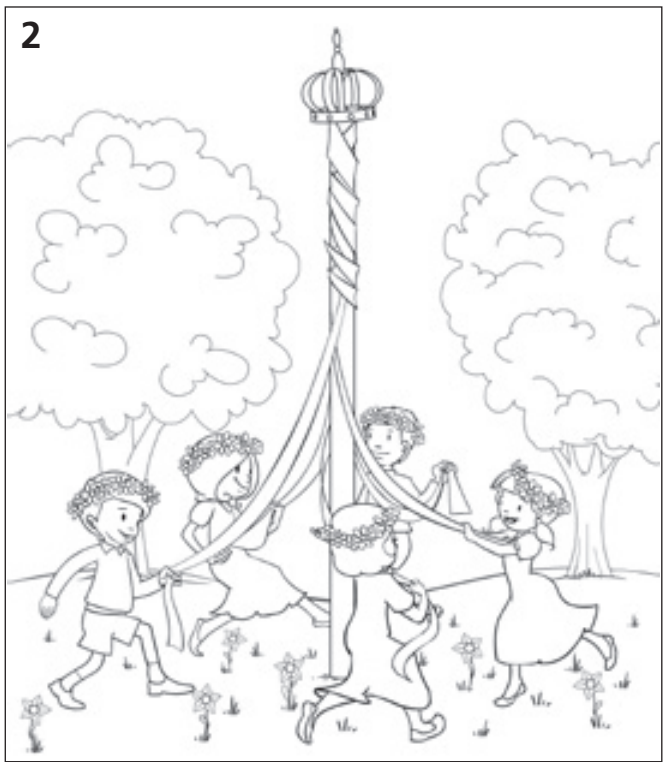
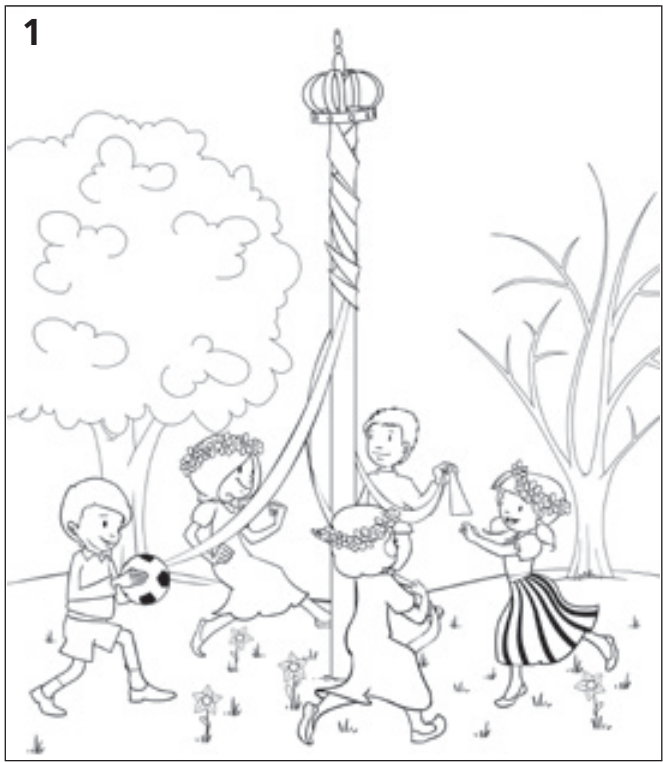
6 



May Day

Worksheet 16

1 Find 6 differences. Then write.



1 _____

2 _____

3 _____

4 _____

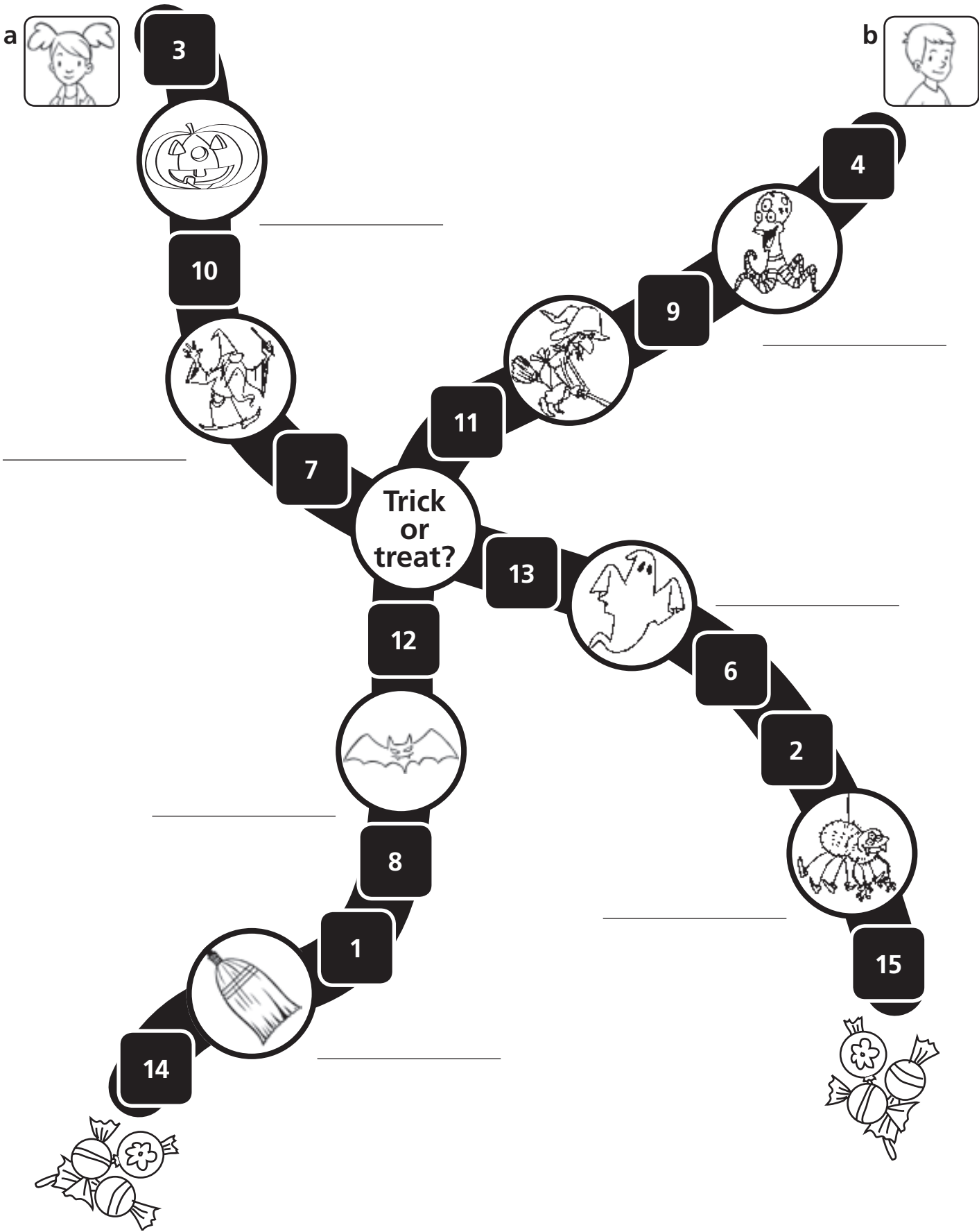
5 _____

6 _____

Halloween

Worksheet 17

1 Play the game.



Christmas

Worksheet 18

1 Listen and follow. Who is the computer for?





→ mum



→ brother




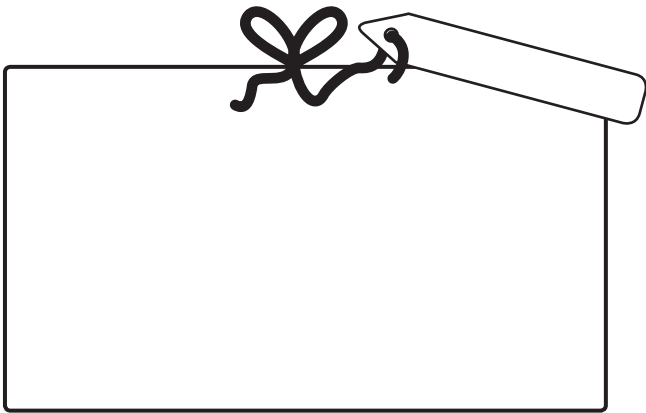
→ sister

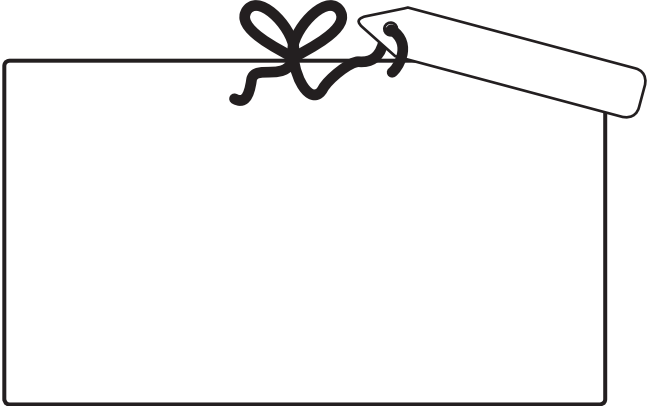


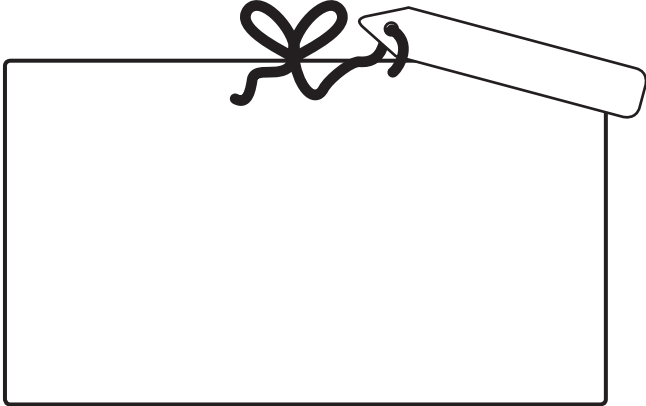
→ dad

2 Draw the presents. Write. Then say.









Review Units 1-2

Worksheet 19

1 Match the pairs. Then talk to your friend.

m

cou

dad

nt

sis

un

sin

ter

grand

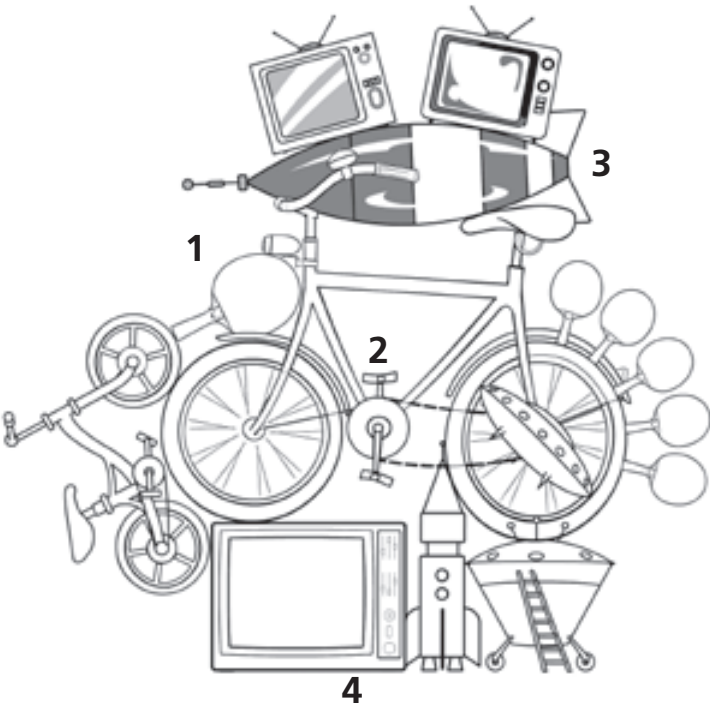
au

um

cle

2 Look and write. Then count and write.

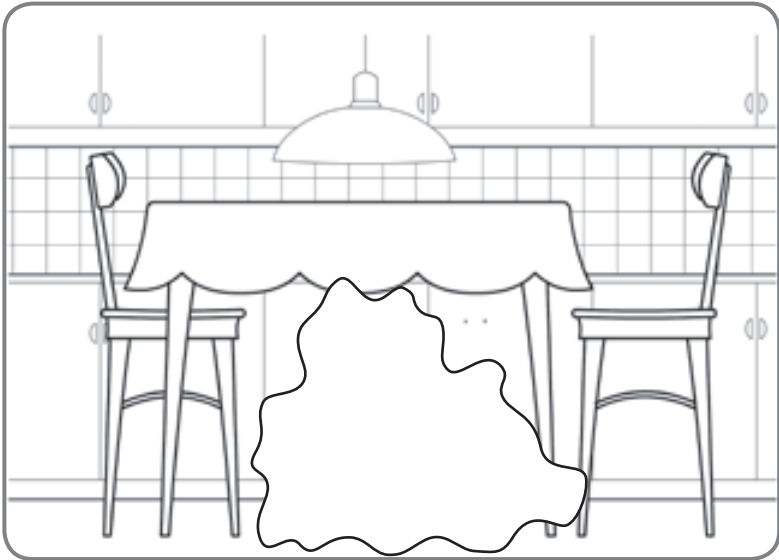
- 1 Is it a watch? No, it isn't a watch .
It's a _____ .
☐ small ☐ big
- 2 Is it a scooter? No, it _____ .
It's _____ .
☐ small ☐ big
- 3 Is it a robot? No, it _____ .
It's _____ .
☐ small ☐ big
- 4 Is it a computer? No, it _____ .
It's _____ .
☐ small ☐ big



Review Units 3–4

Worksheet 20

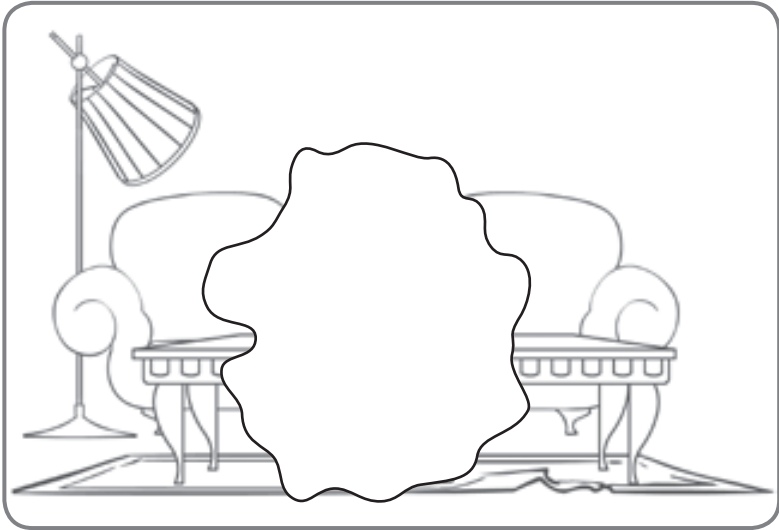
1 Draw, listen and colour. Then read and circle.



1 The blue monster is under the bed in the bedroom. Yes / No

2 The yellow monster is under the table in the living room. Yes / No

3 The green monster is on the carpet in the living room. Yes / No



Review Units 5–6

Worksheet 21

1 Find and write. Guess the animals.

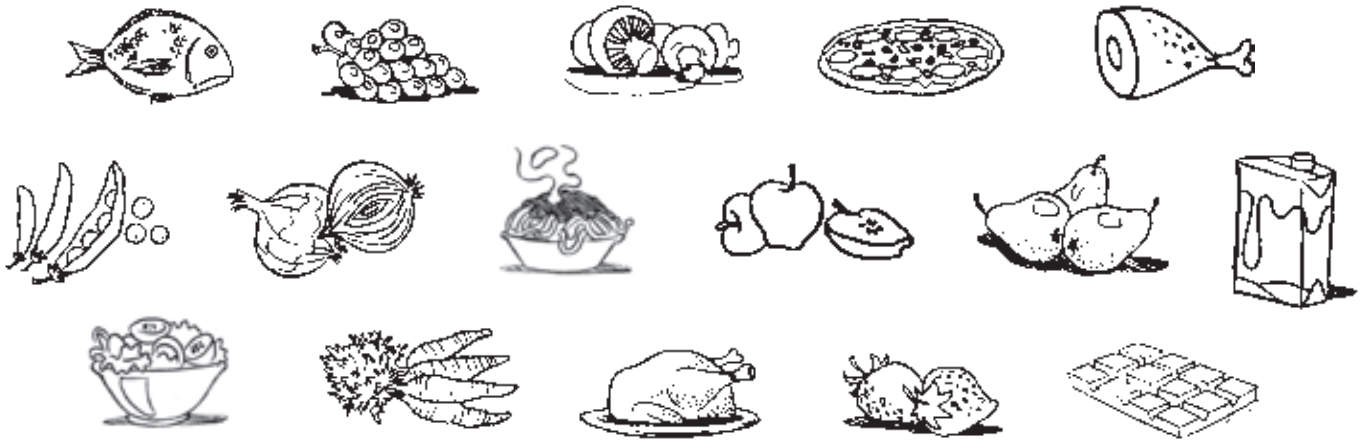


&	£	#	\$	}	§	•	*	?	{	+	Ø	β	[<]	/	=	¶	¥	!	€	(%	«	@
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

1 A: Can you § Ø « _____ ?
B: No. But I can { ! β] _____ and = ! [_____ .
I'm a _ _ _ _ _ .

2 A: Can you # Ø ? β £ _____ trees?
B: Yes, but I can't (& Ø + _____ .
I'm a _ _ _ _ _ .

2 Look and write.



Kate ☺ food starting with C: _____
She ☹ food starting with P: _____



Lucas ☺ food starting with M: _____
He ☹ food starting with S: _____

Review Units 7–8

Worksheet 22


1 Play the game.


Start!
Go!

1 Jump to 5.
↓


2 Sing a song
(Unit 7).
♪

3 STOP! Wait!
☹

4 Say.


5 Say.


6 Hurray!
Go to 10.
→

19 Say.


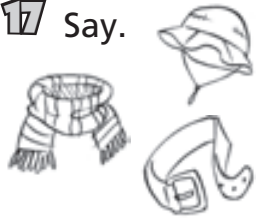
20 Say a tongue twister
(Unit 7).



21 What's he wearing?


22 Ups!
Go back to 15.
↑



Well done!
You're the winner!
END!


18 Jump to 20.
←

17 Say.


16 Can you ...?


15 Yes or No?
There are five cars.


14 Have you got ...?



13 Say.


12 What's she wearing?

11 Sing a song
(Unit 8).
♪

10 Touch your ears.

9 Ask your friend:
name? age?
favourite toy?

8 Sit down in
the forest and
wait two turns.


7 What are you wearing?

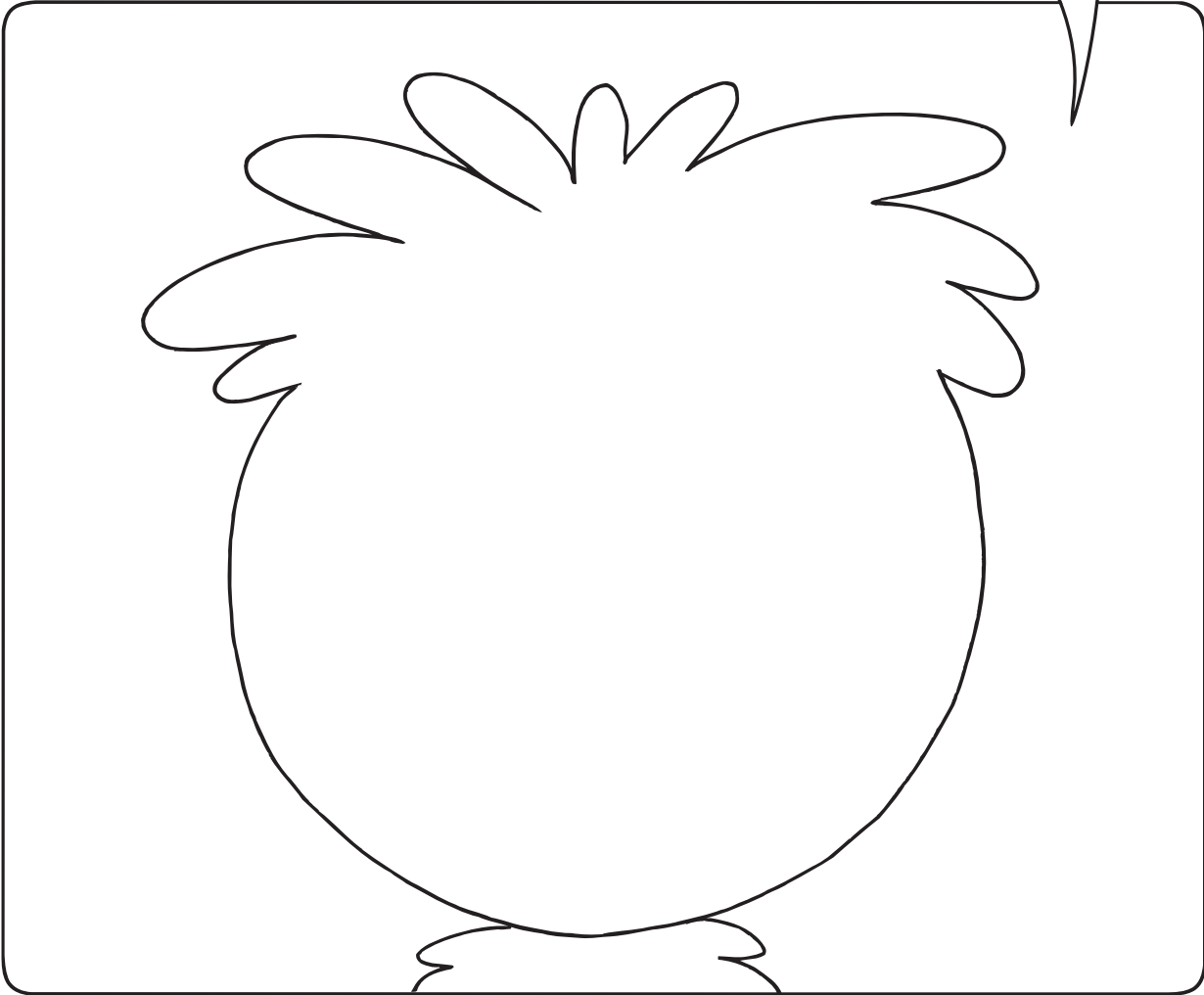


DVD

Worksheet 1

1 Read, draw and colour.

Draw my face.
I've got three eyes.
I've got a big nose.
I've got a big mouth
and big teeth.
I've got two small ears.
My hair is pink.
My ears are yellow.
My eyes are green.



Worksheet 2

1 Write.

The ball is _____
my _____.



The ball is _____
my _____.



on
under

head

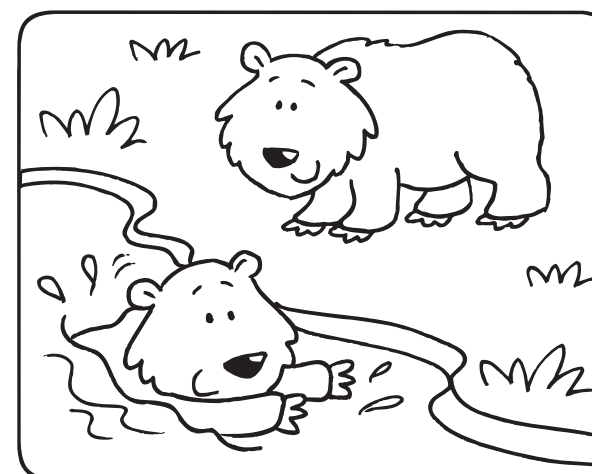
head
arm
leg
body
hair
hand (x 2)
foot
feet (x 2)

Worksheet 3

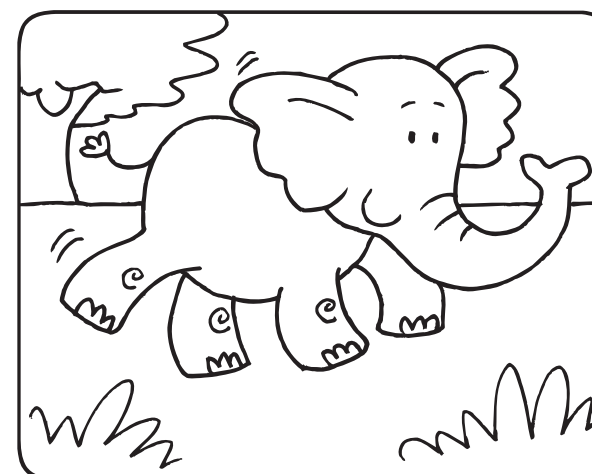
1 Choose. Then write.



A monkey's got long / short arms
and long / short legs. It can / can't
climb trees.



A bear's got long / short legs. It
can / can't swim. It can / can't fly.



An elephant's got a _____ nose.
It _____ walk.
It _____ jump.

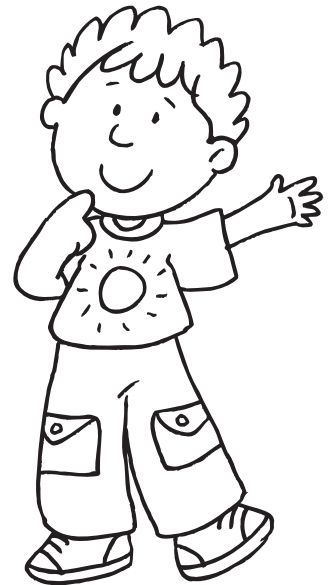
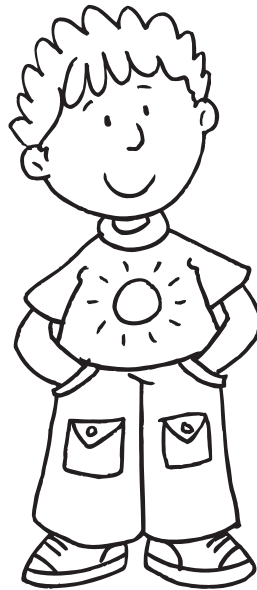
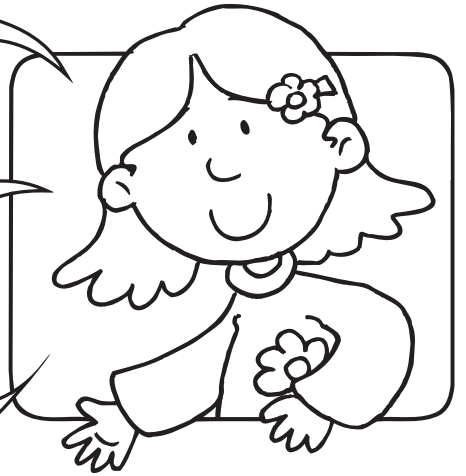
Worksheet 4

1 Write.

My granny's wearing _____
_____.

My sister's wearing _____
_____.

The twins are wearing _____
_____.



sweater boots hat T-shirt shorts trainers coat trousers